WESTERN SYDNEY
UNIVERSITY

ANNUAL REPORT
2016

The Year in Review

Volume 1

ANNUAL REPORT 2016

Western Sydney University's Annual Report 2016 has been produced in a two-volume set: Volume 1, 'The Year in Review', contains statutory reports, while Volume 2, 'Financial Statements', contains the financial statements of the University and related entities.

The cost of production of the Annual Report 2016 is $15,000.

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

WESTERN SYDNEY UNIVERSITY ACKNOWLEDGES THE TRADITIONAL OWNERS

With respect to Aboriginal cultural protocol and out of recognition that its campuses occupy Aboriginal traditional lands, the University acknowledges the Darug, Gandangara, Tharawal and Wiradjuri peoples and thanks them for supporting its work on their lands. It is the University's practice that appropriate Aboriginal cultural protocols be observed before formal meetings, conferences or events.

LETTER OF SUBMISSION

5 April 2017

Dear Minister,

The Board of Trustees of Western Sydney University is pleased to submit the Annual Report of the proceedings of the University and its audited Financial Statements for the year ended 31 December 2016, for your presentation to the New South Wales Parliament.

The Annual Report and Financial Statements have been prepared and submitted 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 Barney Glover
Vice-Chancellor and President

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The Year in Review

Professor Peter Shergold, AC
Chancellor

Professor Barney Glover
Vice-Chancellor and President

A MESSAGE FROM THE CHANCELLOR AND VICE-CHANCELLOR

Despite a challenging national policy environment, Western Sydney University has continued to perform well across many of the key indicators identified in its *Securing Success: 2015–2020 Strategic Plan*. We remain steadfast in our commitment to enhancing the student experience and we are proud to be a leader in Western Sydney.

This year, the University renewed its focus on student attraction and retention. Through the Transforming Western Sydney University (TWSU) program, we have sought to future-proof the University against the risks of sectoral uncertainty and consolidate our position as a 'distinctively student-centred and research-led' institution. To complement the TWSU program, major system upgrades have been completed across the University. We rolled out an enhanced student engagement suite, created a new online application system for international students and introduced a guaranteed entry scheme.

In 2016, the University introduced an Early Voluntary Retirement Scheme and undertook a professional services review with consulting firm Deloitte. These initiatives will be instrumental in reshaping the University's staffing profile and redirecting resources towards efficient structures and operating models in 2017. In response to the growth of Western Sydney, the University continues to explore innovative approaches to the use and management of its campuses.

As part of its commitment to developing and delivering student-centred learning, the University has continued to invest in innovative, high-quality learning and teaching facilities across the campus network. Major milestones in 2016 included the completion of the new Parramatta City campus (1PSQ) and the new Science Building on Parramatta South campus. 1PSQ will enable the University to offer tailored industry engagement opportunities to students and staff from the University's School of Business, who will work alongside PwC at the new vertical campus. In addition, the new Science Building houses the largest art therapy space in the Southern Hemisphere and includes six interactive psychology testing laboratories.

The *Research and Development 2015–2017* strategy has provided a firm foundation for the University in preparing for the challenges of declining government research funding. In 2016, the University grew its overall research income at an average of 8.4 per cent per year from a 2013 base year. In 2015, the Australian Government announced the introduction of a national impact and engagement assessment for research funding. Western Sydney University has begun preparing for this reorientation in research funding and has increased its consulting income – a key marker of industry engagement. This rapidly growing area of the research income portfolio reflects positively on the targeted investments that have been made under the University's Research Plan.

In 2016, we heightened our commitment to equity and access through increased philanthropic activity and scholarship development. We offer more than 300 University-funded scholarships to current students, school-leavers and mature age students from the Western Sydney region. We are especially proud of the growing success of our Refugee Scholarship Fund. Established in 2015 with a lead donation from the University, the initiative has been generously supported by University staff members and the wider community. The fund has grown to more than $2 million, and enabled the University to award 15 new refugee scholarships in 2016.

Throughout the year, the University strengthened its international partnerships, particularly in China, and in Asia more generally. Key successes included opening the Western Sydney University–Ningbo Cooperative Education Centre and establishing a presence in regional China, with a focus on the Fujian and Guandong provinces. The Australia-China Institute for Arts and Culture was launched in 2016, with former diplomat and leading academic Professor Jocelyn Chey, AM as Foundation Director. Our growing international reputation has boosted our overseas enrolments and led to the establishment of the WSU International College as an alternative student pathway.

Globally, Western Sydney University performed well in a highly competitive environment. The University appeared for the first time in the Academic Ranking of World Universities, placing in the top 3 per cent. Ten subject areas at Western Sydney University were listed in the top 400 worldwide in the QS World University Rankings, with nursing placed in the top 50 and geography ranked in the top 100. We were also named in the QS World University Rankings Top 50 under 50, and Next 50, which rate fast-rising universities under 50 years old.

Overall, we are pleased with the University's performance in a challenging and volatile environment. As we look to 2017, we are confident we can meet the challenges facing Western Sydney University and our region.

Professor Peter Shergold, AC
Chancellor

Professor Barney Glover
Vice-Chancellor and President

FIVE YEARS – KEY STATISTICS

CATEGORY	2012	2013	2014	2015	2016 (p)	% Change 2015-16 (p)	▼ ▲
NUMBER OF STUDENTS							
Total	**40,257**	**42,000**	**43,916**	**44,919**	**44,451**	**-1.0%**	▼
Female %	55.6%	55.1%	55.0%	54.8%	55.2%	0.4%	▲
Commencing	15,156	16,359	17,213	18,086	17,396	-3.8%	▼
Female %	55.4%	55.0%	54.6%	54.2%	55.2%	1.0%	▲
STUDENT LOAD							
Total	**30,194**	**31,457**	**32,912**	**33,668**	**33,429**	**-0.7%**	▼
Undergraduate	25,631	26,495	27,364	28,637	28,082	-1.9%	▼
Postgraduate	4,038	4,240	4,381	4,111	4,414	7.4%	▲
Other*	526	723	1,167	921	933	1.3%	▲
* Other includes enabling, cross institutional and non award							
STUDENT LOAD BY FUNDING SOURCE							
Commonwealth Supported Places	25,748	27,049	28,387	29,147	28,416	-2.5%	▼
Commonwealth Research Training Scheme	526	576	493	490	570	16.3%	▲
Domestic fee-paying (award and non award)	928	847	732	705	792	12.4%	▲
International fee-paying	2,992	2,985	3,300	3,326	3,650	9.8%	▲
AWARD COMPLETIONS							
Total	**8,322**	**9,202**	**9,029**	**8,973**	**n.a**	**-0.6%**	▼
Undergraduate	5,652	6,564	6,387	6,687	n.a	4.7%	▲
Postgraduate	2,670	2,638	2,642	2,286	n.a	-13.5%	▼
% Change based on 2014-15							
STAFF (FULL-TIME EQUIVALENT)							
Total	**2,978**	**3,043**	**3,350**	**3,443**	**3,510**	**2.0%**	▲
Academic	1,430	1,420	1,532	1,621	1,666	2.8%	▲
Teaching Only	502	513	585	654	662	1.2%	▲
Teaching and Research	736	699	706	843	850	0.8%	▲
Research only	45	51	73	95	113	19.0%	▲
Other	147	158	167	29	41	44.0%	▲
Professional	1,549	1,623	1,818	1,822	1,844	1.2%	▲
2016 includes estimated casual based on 2015							
RESEARCH FUNDING ($'000)							
Australian Competitive Grant Income (Category 1) includes ARC, NHMRC & Other	12,542	12,041	14,997	11,333	n/a		
Collaborative Income (Category 2, 3 and 4)	8,733	10,258	11,238	14,664	n/a		
Total HERDC Income	**21,275**	**22,300**	**26,230**	**25,998**	n/a		
% Change based on 2015-16							
TOTAL OPERATING REVENUE ($'000)	**662,820**	**684,199**	**729,665**	**755,617**	**774,834**	**2.5%**	
TOTAL NET ASSETS ($'000)	**1,321,023**	**1,366,871**	**1,454,991**	**1,607,353**	**1,666,220**	**3.7%**	

(p) – Provisional figures

BOARD OF TRUSTEES MEMBERS

OFFICIAL MEMBERS

Professor Peter Shergold AC, Chancellor

Professor Barney Glover, Vice-Chancellor

Associate Professor Paul Wormell, Chair of Academic Senate

APPOINTED MEMBERS (MINISTERIAL)

Mr John Banks

Ms Elizabeth Dibbs, Deputy Chancellor

Ms Genevieve Gregor, Pro Chancellor

Ms Vivienne James

Mr Ian Stone

Emeritus Professor, MaryAnn Bin-Sallik

APPOINTED MEMBERS (BOARD)

Mr Christopher Brown, AM

Mr Michael Pratt, Deputy Chancellor

Ms Gillian Shadwick, Deputy Chancellor

Ms Gabrielle Trainor

Mr Peeyush Gupta

ELECTED MEMBERS

Mr Tim Ferraro, Graduate

Ms Sophie Kobuch, Postgraduate Student

Ms Jenny Purcell, General Staff

Dr Ben Etherington, Academic Staff

Ms Winnie Jobanputra, Undergraduate Student

The Organisation

CHARTER, PURPOSE AND LEGISLATION

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

The Act constitutes the University and prescribes its functions and the authority of its governing body, the Board of Trustees. Section 8(1) of the Act defines the core object of the University as the promotion, within the limits of the University's resources, of scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence."

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

BOARD OF TRUSTEES

BOARD CHARTER

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

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

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

SUMMARY OF KEY BOARD DELIBERATIONS IN 2016

The Board of Trustees approved the 10 Year Commercial and Estate Plan, replacing the previous Plan developed in 2014. In line with this Plan, the Board approved the lease of the purpose-built Higher Education Centre at 100 Macquarie Street, Liverpool, allowing the University to expand higher education opportunities for residents within that region. It also approved the consolidation of the National Institute of Complementary Medicine into Westmead Campus and the relocation of the Western Sydney University – The College to Sydney Olympic Park from Westmead.

The Board endorsed the University's membership of the proposed Sydney School of Entrepreneurship, a not-for-profit joint venture between NSW universities and NSW TAFE, established by the NSW Government.

In line with modern governance protocols, the Board adopted a Charter, a high level document that outlines the structure of the University and the Board as well as the respective roles of the Board and management. It also approved changes to the Western Sydney University Act, the Western Sydney By-law and Western Sydney University (Governance) Rule to improve governance and remove some anomalies.

At its annual strategy day, the Board considered and approved the proposed *Transforming Western Sydney University Initiative,* which consisted of a number of projects based around the themes of people, systems, curriculum reform, environment and research. The purpose of the Initiative is to strengthen the University's position, standing and reputation, to grow student load, and to develop the capacity to respond to future challenges.

The Board approved the 2017 budget, taking a conservative approach due to the current policy and funding uncertainty facing the Higher Education sector. The Board approved a scoping study to undertake a feasibility analysis to reshape the University's balance sheet, exploring a number of options, including financial options to create long term annuity streams and other opportunities for large scale transformation of the campus network. The Board of Trustees approved the proposal to increase the loan facilities of the University from $198m to $298m.

Throughout the year, the Board noted the University's deliberations about course and unit review and received reports from Academic Senate about:

- → academic governance matters
- → reviews and amendments of academic policies
- → monitoring of academic standards and integrity with the implementation of the new Misconduct Rule and revised associated Inappropriate Behaviour Guidelines
- → the regular Academic Forums co-sponsored by the Vice-Chancellor and Chair of Academic Senate
- → assessment and review of TEQSA's regulatory requirements for the purposes of re-registration of the University as a higher education provider in 2018.

BOARD AND COMMITTEE MEMBERSHIP

There were a number of key appointments to the Board in 2016. Professor Peter Shergold AC was re-elected as Chancellor for a second term of office. Ms Elizabeth Dibbs was elected as Deputy Chancellor to fill a casual vacancy created when Ms Gillian Shadwick retired in April. Mr Michael Pratt AM was also reappointed to the Board and re-elected as Deputy Chancellor for a second term of office.

Ms Genevieve Gregor was appointed as a Pro Chancellor, and Emeritus Professor Mary Ann Bin-Salik commenced as a new Ministerial appointment; replacing Mr Paul Newman. Ms Gabrielle Trainor was re-appointed to the Board for a second term of office, and Mr Peeyush Gupta was appointed as a new Board member in June 2016.

Ms Winnie Jobanputra replaced Ms Taylor Macdonald as the elected undergraduate student member. Dr Ben Etherington replaced Dr George Morgan as the Academic Staff elected member.

The Board also appointed new external members to its University Infrastructure Committee, Audit and Risk Committee

The Organisation

(previously called Audit and Risk Management Committee) and Finance and Investment Committee.

HONORARY AWARDS AND TITLES

In 2016, the Board conferred honorary awards of the University on:

- Mr Nicholas Richard Whitlam – Honorary Doctor of Letters
- Ms Elizabeth Ellis AM, Honorary Doctor of Letters
- The Hon. Elizabeth Andreas Evatt AC, Honorary Doctor of Laws
- Mr Alan Zammit AM – Honorary Fellow
- Ms Judy Jacka – Honorary Fellow
- Mr Roy Medich – Honorary Fellow
- Mr Jack Manning Bancroft – Honorary Fellow
- Ms Polly Grundy – Community Fellow
- Mr Paul Tosi – Community Fellow
- Ms Anna Louise Buch – Community Fellow

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

- Professor Robert Hodge
- Professor Natalie Bolzan
- Professor Rhonda Griffiths AM

ACADEMIC SENATE

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

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

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

The Academic Senate's Work Plan aligns with the University's Securing Success strategic plan and strategic risk register, and sets out the main priorities for Senate's activities, taking account of the Senate's role and terms of reference.

ACTIVITIES IN 2016

During 2016, Academic Senate's priorities have addressed its responsibilities regarding the promotion and monitoring of academic quality, standards and values; the University's *Securing Success* strategic priorities; and Senate's legislated role as the "peak forum of the University for academic debate and discourse".

Senate reviewed and monitored the alignment of its academic policies and procedures with the national *Higher Education Standards Framework (Threshold Standards) 2015*, implemented from 1 January 2017, and its academic governance working party gave advice about Senate's processes and performance in relation to the new Standards and TEQSA's guidance note on academic governance. Senate also discussed and endorsed the *Learning Futures 2016-2020* Plan as a key element of *Securing Success*.

A self-review of Academic Senate was conducted in late 2015, following the Performance Review of the Board of Trustees and its other standing committees, and informed by benchmarking with other academic boards and senates. Actions were identified and prioritised during 2016, and have now been implemented.

Throughout the year, Senate received briefings and gave advice about a wide range of University priorities and activities, including a major Review of Assessment; the *Higher Education Standards Framework* and Senate's contribution towards re-registration with TEQSA in 2018; the *Transforming Western Sydney University* program; Excellence in Research in Australia (ERA) results; The Academy at Western Sydney University; the Pasifika Achievement To Higher Education (PATHE) project; the Science in Australia Gender Equity (SAGE) program; the *Securing Success:* Service Unlimited project; the development of 1 Parramatta Square; collaborative practice with industry; progress with the Red Tape Task Force project; and digital innovation and learning futures.

During 2016, Senate's Standing Committees at the School and University levels continued developing, approving and reviewing courses, units and articulation agreements with other organisations; determining and monitoring academic standards; reviewing and approving marks and grades; managing and examining Bachelor (Honours) and Higher Degree Research candidatures; approving students for graduation; developing and monitoring academic policies; and shaping and promoting the University's academic culture, values and standards.

HIGHLIGHTS IN 2016

During the year, Senate worked closely with the Office of the Vice-Chancellor to hold four Academic Forums to enhance communication with the University community. The topics for these forums were "Collaborative Practice with Industry", "Transforming Western Sydney University", "Digital Innovation and Learning Futures" and "Aboriginal and Torres Strait Islander Education". Each forum included academic and professional staff from a range of disciplines and organisational units within the University, as well as a number of student representatives. This resulted in robust and valuable discussions, with reports including collated outcomes and proposed actions. This program of Forums will continue in 2017.

Senate has continued to review and adjust the membership and terms of reference for its Standing Committees, to improve their operation and the flow of information between the committees and Senate.

The new *Student Misconduct Rule* and associated *Inappropriate Behaviour Guidelines* were implemented from 1 January 2016 and a comprehensive Education for Academic Integrity Framework will be introduced in 2017. These are crucial elements in protecting the integrity and reputation of the University's academic programs, and ensuring that students are well educated in ethical academic practice.

Following extensive review, and with input from the Red Tape Task Force project, a revised and streamlined process for course and unit approvals was introduced, with revised documentation and delegations to clarify the process and ensure alignment with the *Higher Education Standards Framework*.

The Academic Policy Advisory Group, established under Senate's Education Committee, ensures good alignment between the reviews of various policies and the Higher Education Standards Framework. Policies prioritised for review in 2016 were: a full review of the Progression and Unsatisfactory Academic Progress Policy; a new Disruption to Studies Policy, to replace the Special Consideration Policy; Advanced Standing Policy and Procedures; and work on ensuring that all policies are student-centred and aligned with the *Higher Education Standards Framework.*

Academic Senate's Research Studies Committee continued to promote good academic governance and quality assurance for Higher Degree Research across the University, with a focus on examination processes and standards, and scrutiny of autonomous sanctions requirements.

Other highlights of the year included the approval of new undergraduate and postgraduate courses, including: double degrees; new postgraduate courses in management; information and communication technology; forensic science; acute and critical care nursing; science teaching; and a range of other strategically important courses including a Bachelor of Entrepreneurship.

Senate continues protecting and enhancing the academic reputation of the University in an increasingly competitive environment, by promoting consistency of academic policy, standards and student experience across the University. It also serves as a forum for engaging staff and students in lively and constructive debate about key academic issues for the University.

CODE OF CONDUCT

The University is committed to maintaining a high standard of personal and professional conduct in all 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 guides students, visitors and contractors on the ethical standards we expect they will also uphold when engaging 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 Code of Conduct can be accessed online at: **policies.uws.edu.au/view.current.php?id=00072**

All of the University's policies, procedures and guidelines are published in an online database, available from **westernsydney.edu.au/policy/policy_dds**

PUBLIC INTEREST DISCLOSURES

Statistical information on public interest disclosures (PIDs)

	JAN 2016 – DEC 2016
Number of public officials who made PIDs	0
Number of PIDs received	0
Of PIDs received, number primarily about:	
Corrupt conduct	0
Maladministration	0
Serious and substantial waste	0
Government information contravention	0
Local government pecuniary interest contravention	0
Number of PIDs finalised	0

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

Quality and Consumer Response

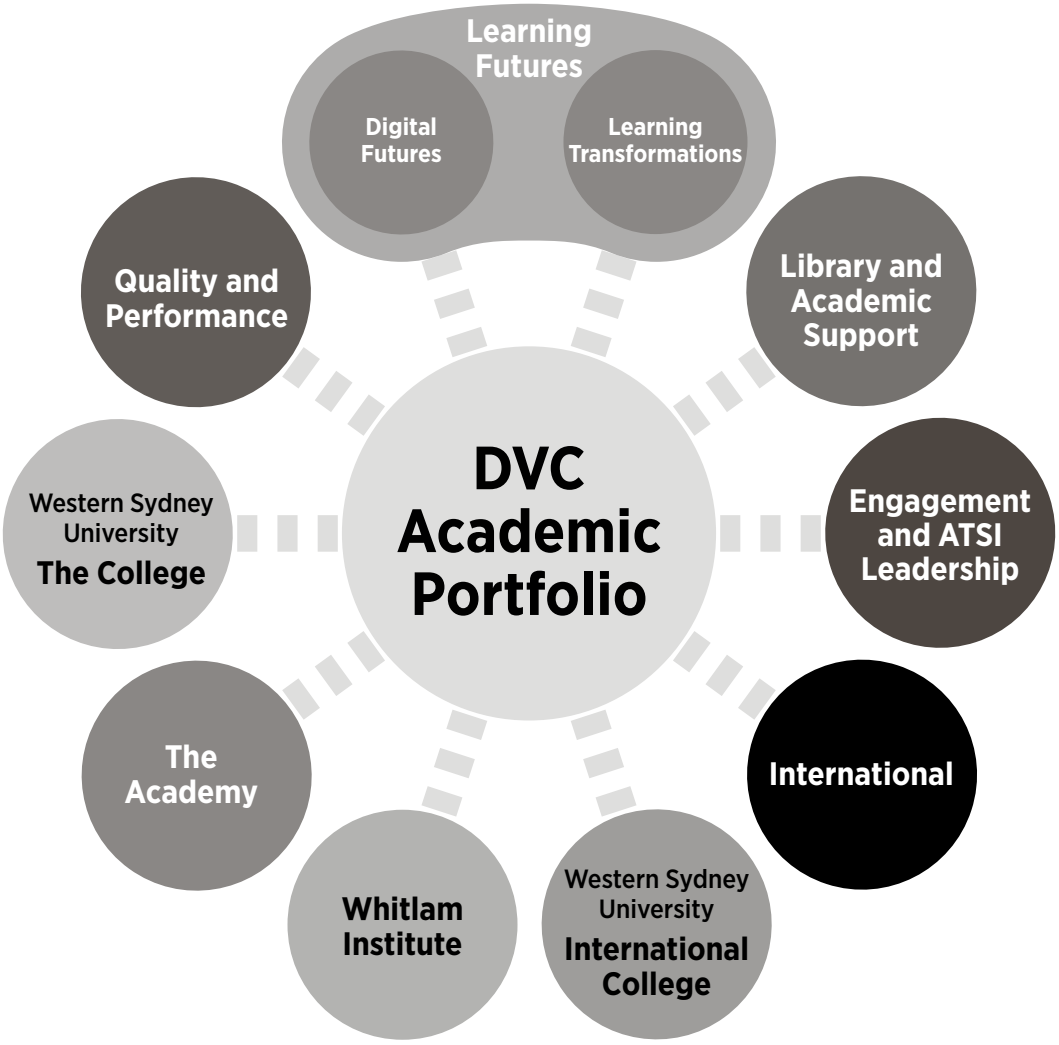
DEPUTY VICE-CHANCELLOR AND VICE-PRESIDENT (ACADEMIC) PORTFOLIO

The Deputy Vice-Chancellor and Vice-President (Academic) (DVCA) provides senior leadership of the University's academic portfolio. Responsibilities of the position include:

- maintaining academic quality and standards
- supporting academic development
- supporting student learning
- developing student retention strategies
- overseeing academic policies and programs
- developing blended learning and curriculum.

The portfolio includes:

- the Office of the Deputy Vice-Chancellor (Academic)
- Learning Futures, consisting of Digital Futures and Learning Transformations
- International
- Engagement and Aboriginal and Torres Strait Islander (ATSI) Leadership
- the Library and Academic Support
- the Office of Quality and Performance
- The Academy
- Western Sydney University The College
- Western Sydney University International College
- the Whitlam Institute.



Quality and Consumer Response

QUALITY AND PERFORMANCE

The Office of Quality and Performance (OQP) played a key role in reporting on the implementation of the strategic goals and objectives set in *Securing Success*. This included tracking performance against key performance indicators (KPIs) across the University and reporting to the Board of Trustees on initiatives that support Securing Success. A dashboard to track performance against targets has been included in the Vice-Chancellor's annual end-of-year report to the Board of Trustees.

In 2016, the University continued to ensure that its quality management processes aligned with the Tertiary Education Quality and Standards Agency (TEQSA) Higher Education Standards (HES) Framework, guaranteeing that it fulfils its obligations as a self-accrediting institution. The OQP conducted an audit to determine the level of the University's compliance with the HES Framework (2015) and led a process and policy review to ensure the University was compliant by 1 January 2017. The OQP also began preparing for the University's submission to TEQSA for renewal of its registration as an Australian University, due at the end of 2017.

The OQP ensures that quality management is embedded in strategic and operational planning, accreditation, reporting and review processes across the University. The University has well-developed processes to track student performance and for students to provide feedback on their experience, which is benchmarked nationally and internationally. The University uses standardised surveys to gather feedback from students on teaching, their learning experience in units of study, course experience and overall experience at the University.

The University is collaborating with the University of Tasmania, Deakin University, Monash University, Swinburne University of Technology and the University of Queensland on peer review of assessments. Schools oversee the outcomes and report emerging themes to the federal Senate Education Committee. In 2016, the OQP participated in developing an online benchmarking tool to streamline the administration of peer reviews, resulting in a more sustainable model. The online tool should be available in 2017.

In February 2016, the University Executive Committee approved new guidelines for School reviews, which include standard terms of reference reflecting the six pillars of Securing Success and a requirement that a student representative be included on the review panel. The School of Medicine and the School of Social Sciences and Psychology were reviewed in 2016.

The OQP supported the Schools' annual reviews of undergraduate and postgraduate courses by providing performance data. This process identifies course-related issues and reports on programs and quality improvement initiatives introduced at the Schools to improve KPIs. The DVCA oversees the annual review process and reports to the Senate Education Committee.

The OQP also supports student load planning and provides strategic information, analysis and advice, business intelligence and institutional survey services for the University. In 2016, the OQP began a program of enhanced reporting on student load. It delivers a reporting framework and calendar of reporting outputs to the executive leadership group and committees to improve decision making. It has also developed an information portal and information analysis tools to support Schools and Divisions. The student load planning model has been successfully migrated to an online software environment. It includes a new statistical modelling process that forecasts student loads and provides enhanced scenario analysis.

The Office advised the Lead Dean for Global Rankings, Professor Kevin Dunn, on ranking outcomes, standing and quality of rankings, to identify opportunities to improve the University's performance. The OQP also enhanced the University's data collection and submission processes for the various rankings organisations.

2016 RANKING RESULTS

TIMES HIGHER EDUCATION WORLD UNIVERSITY RANKINGS		QUACQUARELLI SYMONDS WORLD UNIVERSITY RANKINGS								ACADEMIC RANKING OF WORLD UNIVERSITIES	SHANGHAI RANKING	CWTS LEIDEN RANKING
World rankings	Top 150 under 50 rankings	World rankings	Subject rankings						Faculty rankings	World rankings	Subject rankings	Impact rankings
			Top 50	Top 100	Top 200	Top 250	Top 300	Top 400	Top 300		Top 400	13 in Australia
401–500	86	551–600	Nursing (49)	Geography	Agriculture and Forestry, Communication and Media, Psychology, Sociology	English Language and Literature	Education	Medicine, Computer Science	Arts and Humanities (279), Social Science and Management (275)	301–400	Electrical Engineering, Environmental Science and Engineering	272 Globally

LIBRARY

In 2016, Western Sydney University Library cemented its position as a leader in student services, leading its category in the national student satisfaction benchmarking survey. This achievement recognises the Library's commitment to providing high-quality student services and a culture of continuous improvement. The Library's strategic framework is aligned with the *Securing Success: 2015–2020 Strategic Plan* and is underpinned by an operational plan, which ensures that activities are aligned with the University's broader mission and goals. The Library's quality management system is externally accredited under ISO 9001:2008, ensuring excellence in all undertakings.

Facts relating to the Library include:

- it is spread over six locations
- it recorded more than 1.8 million visits in 2016
- staff members answered around 165,000 student enquiries
- 19,000 students attended information sessions
- 137,000 books (digital and print) were added to the collection
- 370,000 books were borrowed
- 18,815 unique borrowers took out materials on loan
- it recorded 10.1 million digital downloads.

STUDENT EXPERIENCE

In 2016, the Library focused on improving its service culture and student engagement, refining previous programs and introducing the 'WEST' (Welcome, Engage, Solve and Thank with a smile) service ethos. Library staff offer consistent service delivery across all sites, ensuring equity of experience and superior student service – physical and online. This is now seen in the sector as an ideal approach, and is being adopted by several other university libraries.

The Library launched wireless printing for students on all campuses in response to student requests for more robust printing solutions and the ability to print from home and collect on campus. Working with Information Technology and Digital Services (ITDS), the Library led the implementation of the wireless printing service in preparation for the opening of the Parramatta City campus.

The Library was the first in the sector to provide students and staff with unlimited access to Fairfax Media newspapers. All staff and students can now access *The Sydney Morning Herald, The Australian Financial Review* and *The Age*, while on campus or at home. The Library worked with Fairfax to implement access, which is now being rolled out across the sector.

The Library delivered a new 'follow me' service in its multi-storey buildings. Adapting a concept used in the hospitality sector, 'follow me' services allow staff to find students needing help anywhere in the Library. Students using the service are able to move around the Library while waiting for support staff.

SCHOLARLY SUPPORT

In 2016, the Library provided literacy support to all students at the University. The Library's Study Smart service offers a multifaceted ecosystem that supports student's literacy development, and awareness of academic integrity and ethical scholarship.

The Library's academic roving program, which was funded through the Student Services and Amenities Fee, expanded to include a digital presence and targeted support within Schools. Study 'smart zones' were established in each Library to act as hubs for scholarly support in a range of literacies. The physical zones were complemented by a new Library Study Smart digital presence.

The Library liaison services teams were reconfigured as Learning Skills Teams, adopting a School-based approach with a focus on integrated literacy, academic integrity support and the development of School-based resources that are embedded in the curriculum.

RESEARCH

In response to the University's research data management policy, Western Library expanded ResearchDirect's data management capabilities, with the launch of the Researcher Dashboard. Drawing on the Australian National Data Service's framework, the Researcher Dashboard connects researchers with University data services, such as data storage, DOI assignation for journal publications and data descriptions in Research Data Australia.

ENGAGEMENT

The Library partnered with the Mental Health unit during Mental Health Week. Library staff promoted expanded study break resources. They also trialled the 'Library on the lawn' concept, which provides a space for students to relax while learning about or accessing key library services.

The Library worked with the Office of the Pro Vice-Chancellor, and Engagement and Aboriginal and Torres Strait Islander Leadership to organise and host the 'Spirit of ANZACs' exhibition at the John Philipps Library at the Penrith campus, as part of NAIDOC Week celebrations. The exhibition of photographs and stories of ex-servicemen celebrated their contributions to the nation's armed forces.

The Library worked with the Office of Equity and Diversity on several initiatives, including International Day Against Homophobia, Transphobia and Biphobia, Wear it Purple day and, most notably, the University's 2016 Sydney Gay and Lesbian Mardi Gras float.

Learning and Teaching

INTERNATIONAL

The activities of the office that oversees international students and partnerships is guided by *Global Futures: Internationalising Western Sydney University 2015–2020*, the framework implemented in 2015. The strategy aims to:

- → create an unrivalled experience for international students
- → forge international partnerships
- → increase inbound international student numbers
- → expand outbound mobility experiences.

The office's expanded international reach and growing reputation in 2016 are indications of the strategy's increasing maturity.

INTERNATIONAL STUDENT RECRUITMENT

Doubling the number of international students studying at the University by 2020 is a key objective of *Securing Success*. The equivalent full-time student load (EFTSL) for international students increased by 7.7 per cent from 2015 to 2016. The University's international student recruitment income has increased by 9.5 per cent, from $71 million in 2015 to $78 million in 2016.

In 2016, the top five source countries for international students were China, India, Nepal, the Philippines and Vietnam. Recruitment strategies to diversify the pool of students led to an increase in enrolments from Mongolia (157 per cent), Cambodia (137 per cent), Bangladesh (42 per cent), Indonesia (40 per cent), Kenya (35 per cent), Saudi Arabia (30.4 per cent), Iran (25 per cent) and Nigeria (21 per cent).

INTERNATIONAL STUDENT SCHOLARSHIPS

The University offered a number of scholarships in 2016, including:

- → 148 Western Sydney International Scholarships: 95 were accepted (73 postgraduate and 22 undergraduate)
- → 10 Vice-Chancellor's Academic Excellence International Student Scholarships (five undergraduate, five postgraduate)
- → three undergraduate scholarships (Advanced Engineering, Nutrition and Food Sciences, and Nursing)
- → three postgraduate scholarships (Business Administration, Accountancy, and Advanced Information and Communications Technology)
- → 'Early Bird' Scholarships, introduced for first-time international students studying in the first half of 2017.

INTERNATIONAL STUDENT EXPERIENCE

The international student experience is a critical component of the University's internationalisation strategy. Elements of this include:

- → The International Student Barometer: In 2016, the University's overall satisfaction rating held steady at 88.0.
- → Interchange 2016: 35 international students participated in a month-long program to expand their networking, leadership, communication and innovation skills, while solving real-world problems facing international students in Australia. The program was delivered in partnership with seven universities and StudyNSW.
- → Social Engagement and Leadership Program: 72 international students participated in 2016, working in teams on projects for non-government organisations to develop collaboration skills, improve their English language skills and participate more fully in the University and wider community.

INTERNATIONAL PARTNERSHIPS

The University has more than 100 partners across Africa, the Americas, East Asia, Europe, the Subcontinent, Southeast Asia and the UK. These international agreements cover a range of activities, including staff and student exchanges, articulation pathways, clinical placements, dual-award programs, offshore teaching licences, scholarships, cultural development, capacity building and research projects. In October 2016, the University had six Category 1 partners, defined by the range, depth and sustainability of engagement relating to its international strategic objectives. This meets the 2016 *Securing Success* target.

The office signed 32 new agreements in 2016. These include articulations and pathways to facilitate student recruitment, mobility and research projects. The institutions include:

- → Linkoping University in Sweden, which will host an international consortium of 13 universities collaborating on environmental humanities research funded by the European Union (EU)
- → Panjab University in India, which signed a Memorandum of Understanding (MoU) and an exchange agreement for staff and students
- → Kathmandu University in Nepal, which signed an MOU and a student exchange agreement
- → University Alliance of Silk Road in China, driven by Xi'an Jiaotong University.

OFFSHORE ACTIVITIES

The Western Sydney University campus at the University of Economics Ho Chi Minh City (UEH) International School of Business teaches English for Academic Purposes. It also delivers the University's business courses (Master of Business Administration and Bachelor of Business) under an offshore licence arrangement. In mid-December 2016, there were 493 students at various stages of the programs at the University's UEH campus. The campus also hosted an inaugural international research conference. The UEH Steering Group was established in 2016 to provide strengthened governance and oversee a finance and operations review.

In October 2016, the Vice-Chancellor, Professor Barney Glover, opened the Western Sydney University Service Office in Fuzhou, Fujian Province, China to support recruitment and strengthen partnerships in South China.

The Western Sydney University–Ningbo Cooperative Education Centre was launched in October 2016 in Ningbo, Zhejiang Province, China. It will build on the 10-year Category 1 partnership between the University and the Ningbo Municipal Education Bureau. The Centre will be the base for the Research Oriented School Engaged Teacher–researcher Education (ROSETE) program, a research masters program focused on training in research methodologies to support Mandarin teaching in NSW schools.

Learning and Teaching

In October 2016, the University won the Export of Goods and/or Service to Hong Kong SAR category in the Hong Kong–Australia Business Association NSW Chapter 2016 Business Awards. The submission highlighted the University's 45 partners in Hong Kong and China, and the contribution the University's students from Hong Kong and China make to international trade in educational services in NSW.

INTERNATIONAL DELEGATIONS

In 2016, the University hosted 60 delegations, including 20 partner visits, with three signing ceremonies and a further four agreements signed later. China was the primary source country for delegations.

ONSHORE PARTNERSHIPS

The University's partnership with Navitas expanded in 2016, with the Sydney City campus (SCC) launched in May. The campus teaches undergraduate and postgraduate business, communications and information technology courses. Sydney Institute of Business and Technology (SIBT) pathway students will join the SCC after completing their SIBT studies.

In 2016, the International College taught 122 students in four programs: Diploma in Business, Diploma in Information and Communications Technology, University Foundation Studies in Business and University Foundation Studies in Health Science.

SHORT PROGRAMS

In 2016, Western Sydney International ran five study tour programs at four different campuses for international students from China, Indonesia and the US, with the aim of increasing applications for PhD and other postgraduate programs.

STUDENT MOBILITY

A number of Australian Government initiatives and financial support, as well as University co-contributions, encouraged students to study overseas as part of their degree in 2016. These include:

- more than $1.7 million for 503 Western Sydney University students to participate in the 2017, 2018 and 2019 New Colombo Plan (NCP), which is in addition to $88,000 in multi-year funding secured under the 2016 scheme
- the Endeavour Mobility Program, which includes the International Student Exchange Program, the Short-Term Mobility Program and the Asia Postgraduate Short-Term Program
- 284 Australian Government OS-HELP loans to fund students' international learning experiences
- the Bridging Cultures Scholarship (from a private benefactor) supported students' participation in international learning opportunities in China.

Mobility opportunities during 2016 included short-term study trips, volunteer or clinical placements, internships and semester-based study. Western Sydney International calculated that the University delivered 812 international study experiences in 2016, a significant increase on 2015.

NEW COLOMBO PLAN SCHOLARSHIPS

The Australian Government's flagship NCP Scholarship Program provides opportunities for Australian undergraduate students to study, participate in internship/mentorship opportunities, and receive language training for one to two semesters in an eligible host location in the Indo-Pacific region. In 2016, 100 NCP scholarships were awarded nationally, each worth up to $67,000. The Western Sydney University 2016 NCP scholars are:

- Caitlin Alderson, Bachelor of Policing Studies (City University of Hong Kong, Hong Kong)
- Justin Whittle, Bachelor of Natural Science (Kasetsart University, Thailand). Justin was named NCP Fellow for Thailand, an honour given to the top-ranked candidate for each country.

ERASMUS+

Erasmus+, the European Commission initiative, fosters international collaboration between EU and non-EU institutions. The University successfully secured funding for bilateral nursing and health student exchanges with the University of Maribor in Slovenia in 2017–18.

LEARNING FUTURES

Outstanding student-centred learning and teaching is at the heart of Western Sydney University's mission and its *Securing Success* strategic plan. In 2016, the Western Sydney University *Learning Futures Plan 2016–2020* was endorsed. This aligns with the new Higher Education Standards and positions the University for its next phase of learning transformation as part of the *Securing Success* strategy.

Professor Simon Barrie and Professor Kevin Bell were appointed to the newly established Learning Futures portfolio as Pro Vice-Chancellor Learning Transformations and Pro Vice-Chancellor Digital Futures, respectively.

The Learning Transformations portfolio was restructured as a 'hub' to deliver the University's curriculum transformation and technology-enhanced learning priorities. The team of embedded Curriculum Advisors, Course Quality Officers and Literacy Advisors form 'spokes' to the Schools. The University's Office of Sustainability joined the Learning Futures portfolio to connect the expertise of this group with curriculum renewal, to embed education for sustainability. Central support for students' academic literacies was consolidated within the Library, under the Study Smart initiative.

ACADEMIC STAFF ACHIEVEMENTS

Four University staff were recognised with Australian Awards for University Teaching (AAUT). Associate Professor Catherine Attard received an Award for Teaching Excellence. Citations for Outstanding Contributions to Student Learning were received by Professor Craig Gonsalvez, School of Social Sciences and Psychology; Dr Vincent Ho, School of Medicine; and Drs Xiangdong Liu and Satomi Kawaguchi, School of Humanities and Communication Arts' Japanese Language team.

From a strong field of applicants for Western Sydney University Learning and Teaching Awards, Dr Katrina Barker received the Vice-Chancellor's Excellence in Teaching Award. Citations for Outstanding Contributions to Student Learning were awarded to Dr Tim

Griffin, Ms Jennifer Ireland, Karen McDaid, Dr Zhiqiong Wang, Dr Kumara Ward, the Inclusive Education Postgraduate Courses Leadership Group and the Paramedicine Academic team.

BENCHMARKING TEACHING AND LEARNING QUALITY

The Australian Government's Quality Indicators for Learning and Teaching (QILT) website was launched in 2015 and received significant media attention in 2016. The site presents student feedback and performance data for 40 Australian higher education institutions. Western Sydney University performs well compared with its local competitors in the areas of Learner Engagement, Learning Resources, Student Support and Skills Development (see the table below).

In 2016, a new series of benchmarked trend reports on key QILT data and other teaching and learning performance data were prepared for the Senate Education Committee, the University's Executive Committee and Schools, to support planning and monitoring of teaching and learning strategies.

CURRICULUM DEVELOPMENT AND RENEWAL

In 2016, the University expanded its academic program by approving 13 postgraduate and 20 undergraduate courses for implementation in 2017.

Following the successful blending of 1,146 undergraduate units by the end of 2015, focus shifted to supporting the design of units and courses for online delivery, and more active learning using next generation learning studio spaces on campus. During 2016, the focus was on integrating 'flipped classroom' approaches

2015 QILT STUDENT EXPERIENCE SURVEY, WESTERN SYDNEY UNIVERSITY COMPARED WITH NSW INSTITUTIONS AND ALL INSTITUTIONS

		COMMENCING (%)	COMPLETING (%)	ALL COMMENCEMENT DATES (%)
Skills Development	**WS**	80.7	83.9	**81.9**
	NSW	78.5	82.8	**80.1**
	All	79.6	83.7	**81.1**
Learner Engagement	**WS**	58.5	63.0	**60.1**
	NSW	56.7	60.3	**58.0**
	All	59.0	62.2	**60.2**
Teaching Quality	**WS**	81.1	76.7	**79.4**
	NSW	82.6	77.4	**80.6**
	All	83.9	78.0	**81.6**
Student Support	**WS**	73.5	64.5	**70.1**
	NSW	72.6	66.0	**70.1**
	All	75.2	67.0	**72.0**
Learning Resources	**WS**	89.5	84.3	**87.6**
	NSW	88.1	82.6	**86.1**
	All	88.9	82.0	**86.3**
Overall Experience	**WS**	79.2	73.5	**77.0**
	NSW	80.4	75.4	**78.5**
	All	82.3	76.2	**80.0**

Source: OQP SES Reporting Cube.

Learning and Teaching

in unit designs. This enables on-campus classes to emphasise interactive, group-based learning activities. Seventy-five academic staff completed the University's Foundations of University Teaching and Learning Program in 2016, and the Learning Futures portfolio provided a further 58 teaching development sessions, which reached 544 staff.

The next phase of the University's embedded teaching and learning support strategy was implemented in 2016, with the appointment of a team of School-based Curriculum Advisors, Course Quality Officers and Learning Advisors, funded and coordinated through the Academic Division. The embedded nature of the roles ensures effective support for local initiatives, while the central coordination ensures alignment with University strategic priorities. These staff work nine days a fortnight in Schools, coming together centrally to share expertise and contribute to University-wide projects for the other day.

In 2016, the University began planning and implementing a major University-wide curriculum transformation project. This initiative will:

- → refine and simplify existing undergraduate and postgraduate coursework curriculum structures, removing unhelpful complexity
- → create 'space' in the curriculum for innovation, internships, research projects, capstones, international experiences, work-integrated learning and technology-enriched learning
- → develop a framework for multidisciplinary programs
- → identify opportunities for courses that will transcend School boundaries
- → reduce duplication of content
- → use resources more efficiently to support students' learning.

In 2016, the University's Curriculum Mapping Tool (CMT) was developed into an online platform. The CMT is used to map curricula to show alignment with intended learning, scaffolding of learning and assessment results. It identifies gaps, inconsistencies and under-representation of key elements, as well as alignments, strengths and coherence across the curriculum. It is also used to map the requirements of professional accreditation bodies and to help develop documentation required for course accreditation. Schools use the tool to assist in curriculum design and renewal. The CMT has received positive feedback from a range of professional bodies, as well as interest from other universities.

During the year, the University began transitioning from its partnership with the Open University, UK, in preparation for launching a new online strategy in 2017. All Schools will have finished teaching their OU courses by autumn 2018.

INNOVATIVE LEARNING ENVIRONMENTS

The University continued investing in the renewal of its teaching and learning spaces to create transformative pedagogies. Notably, this included completing the innovative new facilities at Parramatta City campus (1PSQ) and the science building at the Parramatta South campus.

1PSQ is the first of the University's campuses to not have a single lecture theatre. Students will work in informal and collaborative learning environments, supported by state-of-the-art technology and newly revised curricula.

The new science building includes research laboratories to expand the University's science and medical science research programs, and purpose-built teaching spaces for psychology, art therapy and social work.

Prototypes of new learning studios were constructed on the Kingswood and Parramatta South campuses. Eleven workshops were run, reaching 118 staff, and practical resources were developed to support learning design for these new spaces.

With the support of School-based staff, close to 200 units have been 'flipped' to deliver lecture content online, freeing tutorial and face-to-face time for engagement and high-level problem solving. The School of Business, preparing for its move to 1PSQ , developed a scalable method for flipping more than 100 units. The School of Nursing and Medicine has flipped 70 units. The School of Computing, Engineering and Mathematics, and the Law School are preparing for similar work in early 2017.

EDUCATION FOR SUSTAINABILITY

In 2016, the Office of Sustainability joined the University's new Learning Futures portfolio, to support a renewed focus on Education for Sustainability (EfS) as part of the curriculum transformation agenda. There are 32 programs, majors and minors across five schools with an EfS focus, as well as units that include sustainability case studies, assessments, experiential projects, problem-based learning and work-integrated learning placements. EfS learning concepts were tested in the School of Education programs and are now incorporated in the CMT.

The University was a finalist in the 2016 Green Gown Awards in the Student Engagement Category.

ASSESSMENT STANDARDS AND ACADEMIC INTEGRITY

In 2015, Professor Glover commissioned an Assessment Review, chaired by the Chair of Academic Senate. In 2016, the proposed terms of reference were reviewed and prioritised to reflect recent University policy developments (notably the new *Student Misconduct Rule*), the new Higher Education Standards, and the increasing potential of technology to both enhance and disrupt assessment practices. The Assessment Review reported on these priorities at the end of 2016.

The work of the Senate Assessment Committee was prioritised to meet the new Higher Education Standards and the Assessment Review. This work included the revised School assessment results reporting, new unit coordinator assessment peer review processes, revised procedures for the new *Student Misconduct Rule* and an Education Framework for Academic Integrity to support the Rule.

THE WHITLAM INSTITUTE

The Whitlam Institute at Western Sydney University is a dynamic public policy institute that commemorates, and is inspired by, the life and work of the Hon. Gough Whitlam, AC, QC. It pursues the causes he championed and is guided by the principles upon which his parliamentary career and years of service to the people of Australia were founded.

The Whitlam Institute is guided by the 'three great aims' that drove the Whitlam program of 1972. They are:

- to promote equality
- to involve the people of Australia in the decision-making processes of our land
- to liberate the talents and uplift the horizons of the Australian people.

MANAGEMENT

The Whitlam Institute Board is politically bipartisan and consists of leaders in academia, business, government and community organisations. The current Chair is the Hon. John Faulkner. Indicative of the importance the University attaches to the Whitlam Institute, the Vice-Chancellor is a member of the Board *ex officio*. There were several changes to the Board in 2016, with Dr Kerry Schott, AO retiring, and foundation Board member and former Chair, Geoffrey Roberson, QC standing down. Cameron Clyne joined the Board.

The Whitlam Institute is led by Director Eric Sidoti.

WHITLAM PRIME MINISTERIAL COLLECTION

The Whitlam Prime Ministerial Collection is a significant national collection of more than 35,000 items, primarily donated by Gough and Margaret Whitlam and the Whitlam family. The collection is notable for its comprehensiveness and the importance of individual items, such as Sir John Kerr's letter of dismissal, Mr Whitlam's logbooks and Margaret Whitlam's diaries. It continues to attract donations from associates of Mr Whitlam and the public. The collection is an important and freely available resource for students, researchers, journalists and the public.

In addition to the permanent exhibition, 'A Changing Australia: The time of Gough Whitlam', other items from the collection were displayed on several occasions. These included Institute open days; VIP visits, including international delegations; schools program; and relevant exhibitions in the Margaret Whitlam Galleries.

WHITLAM INSTITUTE RESEARCH PROGRAM

The Whitlam Institute's public policy research program included:

- the Human Rights and Public Life program, led by Professor Anna Yeatman, Professorial Research Fellow at the Institute, which released the third volume of working papers, *Reclaiming the Public*, in July
- policy essays addressing historical aspects of the Whitlam program (published under the 'Whitlam Legacy' series) and areas of contemporary policy relevance (published under the 'Perspectives' series)
- longer-term research projects; most notably, projects on the impacts of 'high-stakes testing' on school students and political participation by younger Australians
- a visit in June by Dr Edward Nik-Khah from Roanoke College, Virginia, US, who spent time with the Institute and spoke at forums in Sydney, Melbourne and Hobart
- the 2016 International Whitlam Workshop, titled 'Economic Rationalism in Canberra: Twenty-Five Years On'
- a visit in November by Dr Justine Gronbaek Pors from the Copenhagen Business School, where she headlined workshops on 'New Technologies of Government and Their Implications for Value'
- public seminars, forums and talks, including a presentation by the Hon. Michael Kirby, AC, CMG on the marriage plebiscite; a panel discussion involving the Hon. Linda Burney, the Hon. Bob Debus and Dr Megan Williams at the Indigenous Incarceration and Community Solutions event; and a forum in conjunction with the US Consulate General on the then imminent US Presidential election, which featured leading strategists from both the Republican and Democratic party establishments
- collaborations in Denmark, the US, New Zealand and China (including representation at the 4th Federation of Australian Studies Centres in China conference in Guangzhou).

Professor Margaret Wilson was appointed a Distinguished Whitlam Institute Fellow and Dr Edward Nik-Khah a Whitlam Institute Fellow in 2016.

Importantly, the Institute has broken new ground in raising its public profile; for example, Michael Kirby's presentation on the marriage plebiscite was viewed by more than 38,000 people within 24 hours of going online.

EDUCATION AND COMMUNITY PROGRAM

The Whitlam Institute conducts a diverse program of education and community activities including:

- *What Matters?*, which is part of the redesigned schools' program, with a more explicit civics focus (more than 5,000 young people participated in the program in 2016)
- heritage tours, historical insights and curatorial lectures
- regular weekend 'open days' for the public
- Christmas at the Female Orphan School
- the annual *What Matters?* school essay competition, which in 2016 broke all previous records, receiving more than 3,850 from 267 schools
- a one-day civics program at the Institute that attracted 1,300 primary school students. The program is the result of an exciting new partnership with Mission Australia and Liverpool City Council.

THE FEMALE ORPHAN SCHOOL

This magnificent 1813 building houses the Whitlam Prime Ministerial Collection, reading room, permanent exhibition, dedicated learning space for the Institute's developing Education and Outreach program, the Margaret Whitlam Galleries, seminar and function spaces, visitor information centre and secretariat.

One of the 2016 highlights was the exhibition 'Way of the Reformer: Gough Whitlam in His Century' in the Margaret Whitlam Galleries, marking the centenary of Mr Whitlam's birth. The National Archives of Australia will show the exhibition in Canberra in 2017.

The Female Orphan School had more than 12,000 visitors in 2016, a 50 per cent increase on 2015. Close to 30,000 people were directly engaged with the Institute's work in one way or another.

Learning and Teaching

THE ACADEMY

2016 was a year of progress, innovation and consolidation for The Academy. It was relocated to the Deputy Vice-Chancellor (Academic) portfolio, which aligns it more closely with the academic leadership of the University and the future-focused Learning Transformations agenda.

The Academy was awarded the Learning Experience Award at *The Australian Financial Review* Higher Education Awards.

In 2016, The Academy's membership increased to 2,474 and the average number of live projects at any one time grew to 60. The Academy held more than 330 peer study sessions, social events and academic extension events in 2016.

A wide range of external speakers participated in co-curricular events and provided guest lectures, including the Hon. Jennifer Aitchison, Shadow Minister for Small Business and Shadow Minister for the Prevention of Domestic Violence and Sexual Assault; the Hon. Trevor Khan, Deputy President of the NSW Legislative Council; and Aaron Crowther, General Manager at Magnum & Co.

Several members of The Academy also achieved significant successes during 2016, including:

- Jennifer Armstrong, who was named NSW Woman of the Year
- Megan Hounslow, who won the Zest Awards Unsung Hero Award
- Lakshmi Loganathan and Justin Whittle, who both won New Colombo Plan Fellowships
- Sarah Starnovsky, who won an Order of Australia Scholarship.

In 2016, The Academy Advisory Group was established with internal, external and student stakeholder members to guide continuing development.

A review of The Academy's program identified its positive effects, including:

- growing attraction and retention of high-performing students
- consistently high levels of academic performance by members
- greatly increased sense of involvement with the University and readiness to enter the workforce among members.

ACADEMIC PROGRAM

Enrolments in the Bachelor of Applied Leadership and Critical Thinking (BALCT) increased in 2016 to 88 students, with many more taking units offered by The Academy as electives or as formal sub-majors. BALCT units are now embedded in the Bachelor of Policing (Leadership) and the Bachelor of Sustainable Agriculture and Food Security. In April 2016, the first seven students graduated from BALCT, with Helmut Uhlmann awarded a Dean's Medal.

The Academy Global Leaders Program enrolled 33 new students who were all high performers at secondary school, with significant contributions to their school and local communities. The University's pre-tertiary Academy Access program supported 243 students in 2016. A series of VIP Experience Events provided these prospective students with detailed program information, opportunities to interact with current students and the chance to see and experience the University's facilities. The Academy Access Induction Event welcomed 237 students into the 2017 cohort, with more than 500 students, teachers and parents attending.

CO-CURRICULAR AND COMMUNITY PROGRAMMING

The Academy continued to provide a wide range of enriching community-based and co curricular projects and experiences for members, including:

- the Reading Ambassador Program: 52 students volunteered each week to provide reading recovery support at local disadvantaged primary schools
- the We3T Project: completed three cycles, with up to 10 students in each cycle working on projects to produce business development reports for small organisations to help them improve their business intelligence and outreach strategies
- regional welcome days, social trivia events, International Women's Day speakers lunches and several other campus-specific events: staff members and 14 senior students acting as Community Advisors delivered these events
- 11 leaders lunches, which gave students opportunities to learn about guest speakers' lives and career journeys in an informal setting. Guest speakers included the Chancellor, Professor Peter Shergold, AC; Professor Glover; the Deputy Vice-Chancellor Research; leaders of large charitable and community organisations; leaders in industry; current groundbreaking researchers at Western Sydney University; politicians; and members of the Board of Trustees
- research lunches, which allowed students to discuss the practice of research, making it something to aspire to
- 300 study sessions, which Community Advisors facilitated across campuses
- leadership events, such as the Out There Greater Western Sydney Conference, the Engagement Australia conference, the Women in Leadership conference and the Students in Leadership conference.

TRANSFORMATIVE INTERNATIONAL LEARNING EXPERIENCES

The Academy is committed to globalising its student cohort via the Transformative International Learning Experiences (TILE) program. In 2016:

- 15 students spent six weeks with the social enterprise program 40K Globe in Bangalore
- nine students studied Thai language and cultural programs with new collaborator Kasetsart University in Bangkok
- five students entered round four of the New Colombo Plan–funded and internally developed India Immersion Internship Program in Mumbai
- 15 students participated in the Democracy and Citizenship program at Stellenbosch University in South Africa, which The Academy Director co-developed and co-taught.

- → two students joined the prestigious Kochi University of Technology Summer School and took part in the Yosakoi festival
- → 15 students attended the week-long Oxford World Humanitarian Affairs – University Student Leaders Symposium in Hanoi
- → 10 students attended the Harvard Project for Asian and International Relations conference in Hong Kong. Two Academy students were on the winning team in the student innovation competition.

Blog posts detailing students' most important experiences can be read at **westernsydney.edu.au/theacademy/the_academy/our_students/student_experiences**

WESTERN SYDNEY UNIVERSITY THE COLLEGE

The College is a not-for-profit company, wholly owned by Western Sydney University. The College provides quality academic pathways to Western Sydney University, complemented by English language and other professional and community programs for Australian and international students and clients.

The College enrolments in domestic pathways increased by more than 460 in 2016 (from 3,360 in Term 1, 2015 to 3,828 in Term 1, 2016).

The College achievements over the last 12 months included:

- → appointing Mr Andrew Dawkins as Chief Executive Officer in October 2016, taking over from Mr Alan Moran, who was Acting Dean for an extended period
- → forming a close working relationship with the University
- → delivering short courses in academic literacy support to 1,284 students
- → attaining Engineers Australia provisional accreditation for the Associate Degree in Engineering
- → extending the registration of The College Registered Training Organisation (RTO) for another seven years through the Australian Skills Quality Authority
- → continuing to grow The College RTO's delivery of courses to commercial clients
- → moving the English Language Centre from Westmead to newly refurbished premises at Sydney Olympic Park in December 2016.

WESTERN SYDNEY UNIVERSITY INTERNATIONAL COLLEGE

The International College (WSIC) was established as a joint venture between UWS Enterprises (The College) and Navitas in April 2015. WSIC operates out of University premises in the Parramatta CBD and received its first intake of students in October 2015. It currently delivers courses to international students under the registration and CRICOS authority of The College. WSIC has applied to become a Higher Education Provider in its own right.

WSIC operated for its first full year in 2016, with 299 students, of whom 70 are expected to transfer to first- and second-year degree programs at Western Sydney University.

More than 170 international students were expected to enrol for Term 1 2017, up from 71 at the same time in 2016.

ENGAGEMENT AND ABORIGINAL AND TORRES STRAIT ISLANDER LEADERSHIP

Professor Lisa Jackson Pulver, AM was appointed Pro Vice-Chancellor Engagement and Aboriginal and Torres Strait Islander Leadership in 2016. Professor Jackson Pulver was also appointed Parramatta campus Provost in May.

ENGAGEMENT

In 2016, an institutional review of engagement activities was completed that identified 265 documented engagement activities throughout the University. These included:

- → Food 4 Thought seminars: topics included homelessness; working in Australia: opportunities and barriers for new arrivals; and domestic violence
- → Community Fellow Awards: 20 Community Awards were presented in April 2016. The first was conferred at the September 2016 graduation ceremony
- → Directors of Engagement forums: held bimonthly with representatives from each School and Institute
- → ZEST Awards: the University sponsors the Western Sydney Community Forum ZEST Awards, including the Chancellor's Unsung Hero Award for outstanding contributions to the community by a Western Sydney University student
- → Coleman Greig Women in Business Forums: the University-sponsored six Women in Business forums in 2016, including the annual Women of the West award night
- → Annual Yarramundi Lecture: 'Is a Treaty the best way to ensure the rights of First Peoples?' Panellists included Mr Warren Mundine, AO, Jeff McMullen, AM, Ms Shireen Morris, Dr Alexis Wright and Ms Nayuka Gorrie.

OFFICE OF ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYMENT AND ENGAGEMENT

The Office of Aboriginal and Torres Strait Islander Employment and Engagement (OATSIEE) seeks to maximise employment opportunities for Aboriginal and Torres Strait Islander peoples at the University, and build collaborative networks and commercial partnerships in Western Sydney and beyond.

OATSIEE coordinates regular activities, including:

- → quarterly meetings of its Advisory Board
- → University-sponsored Welcome to Country addresses, and celebratory and ceremonial events
- → Aboriginal and Torres Strait Islander workplace relations
- → the NAIDOC Week annual online quiz
- → the Aboriginal and Torres Strait Islander Employment and Engagement Action Plan 2014–2017.

Learning and Teaching

ABORIGINAL AND TORRES STRAIT ISLANDER STAFF SNAPSHOT

The number of Aboriginal and Torres Strait Islander staff members (full-time equivalent and casual) employed at the University increased from 66 in 2015 to 70 at 15 December 2016. Of these, 7 per cent hold management and senior executive roles, and 23 per cent are academics. There are currently 13 PhD students and 41 masters students. Two Vice-Chancellor's Professional Development Scholarships were awarded to Aboriginal and Torres Strait Islander staff members in 2016.

ELDERS ON CAMPUS

The Western Sydney University Elders on Campus workplace relations program provides advice and cultural education to staff. The University's Elders are an invaluable human and social resource, advising on matters of protocol and governance, and facilitating engagement with their communities. Elders have completed 150 engagements across three Institutes, six Schools and three Divisions and external groups in 2016. Activities include keynote talks and presentations, mentoring, yarning and projects such as Field of Dreams, Murama Youth Summit in October 2016 and the Youth Koori Court pilot project.

GENERATIONS OF KNOWLEDGE PROJECT

Too Dark To See is a production of the University's Generations of Knowledge project, consisting of a documentary film, commemorative book and photographic exhibition at the Australian War Memorial, in partnership with the Department of Veterans' Affairs.

BADANAMI CENTRE FOR INDIGENOUS EDUCATION

The Badanami Centre for Indigenous Education (Badanami) provides culturally appropriate academic and pastoral support for Aboriginal and Torres Strait Islander students. Badanami achieves its aims by:

- providing effective advocacy and support, and culturally appropriate and safe spaces for learning, study, academic guidance and pastoral care
- providing places where students build cultural connections, strengthen cultural identity and develop a rich sense of belonging.

Badanami coordinated a number of activities in 2016, including:

- administering Away from Base programs for two degrees: the Bachelor of Community and Social Development and the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education
- funding 10 Bachelor of Education (Primary) students to study a unit in British Columbia
- implementing the Tutoring for Success (TFS) program. The program provides free tutorial assistance for Aboriginal and Torres Strait Islander students deemed 'at risk' of failing units of study or other course requirements. The number of students supported by TFS doubled to 220 in 2016.

HIGHER EDUCATION PARTICIPATION AND PARTNERSHIPS PROGRAM

During 2013–16, the Higher Education Participation and Partnerships Program (HEPPP) received $3.6 million in funding to support nine projects run concurrently across the University. Highlights in 2016 included:

- First Aid to Medicine camps for 126 high school students from 42 schools. All participants gained their Senior First Aid Certificate
- Books in Schools events, which attracted 436 school students – 1,740 books by Aboriginal authors and illustrators, and 22 teacher resources packs were distributed
- five Fields of Dreams camps for high school students – 60 per cent of 2015 participants transitioned to university in 2016
- schools in the Lithgow area using a robotics resources kit of 30 robots and 10 lesson plans linked to curriculum to increase interest in STEM subjects
- the launch of a Transition to Employment pilot program to support Aboriginal and Torres Strait Islander high school leavers, prospective trainees, cadets, and current University and TAFE students transitioning to tertiary study and employment. Of the pilot participants, five transitioned into the Badanami Tertiary Entry Program, four into The College and University courses, and eight into entry-level employment.

RESEARCH AUDIT

The audit of Aboriginal and Torres Strait Islander research conducted at the University drew on REDI and Library data from staff and higher degree research enrolments during 2011–15. More than 100 researchers in all Schools and Research Institutes produced books, journal articles, book chapters, refereed conference papers, research reports and other research outputs with an Aboriginal and Torres Strait Islander focus. The audit identified five research themes, which were:

- culture, community and knowledge practices
- economy, law, business and entrepreneurship
- education, learning and language
- environment and place
- wellbeing and health.

HONOURING OUR SONGLINES SYMPOSIUM

The 'Honouring Our Songlines: Research Data and the Living Narrative' symposium explored Aboriginal and Torres Strait Islander peoples' perspectives on knowledge and data management in the University context.

Western Sydney University's
new flagship campus at
169 Macquarie Street, Parramatta

Review of Activities

SCHOOL OF BUSINESS

OVERVIEW

In 2016, the School of Business launched two new degrees – the Bachelor of Business and Bachelor of Accounting. It also redesigned the majority of its units to better fit the cutting-edge learning studios available from 2017 at the new Parramatta City campus and its 'flipped classroom' approach at the University's other campuses. The School's focus continues to be on preparing graduates to be work-ready.

FINANCIAL SUSTAINABILITY

The School operated within a challenging financial environment in 2016. It experienced a somewhat disappointing drop in domestic demand, which resulted in a significant drop in revenue. The decline in enrolments was due in most part to fierce competition within the sector, which has also affected international onshore revenue to a lesser extent. The School implemented strategies for 2017 to help mitigate this risk and focus on building postgraduate and international student numbers.

A number of the School's professional and academic employees left in late 2016 under the Early Voluntary Redundancy Scheme (EVRS) offered to Western Sydney University staff members. The resultant cost savings will be balanced against operational requirements in 2017, and the School will review the existing staffing structure in light of the decline in enrolments.

RESEARCH

In 2016, the School developed collaborative research relationships within the University and with external industry and community partners in an effort to increase the quality and impact of research and increase research income.

The School undertook several initiatives in support of this objective:

- → It introduced a fortnightly School of Business Research Seminar Series.
- → It undertook various initiatives to develop research links within the School and with other Schools and Institutes in the University. This included, for example, seminars on how the School's expertise in cost–benefit analysis and economic modelling could provide additional dimensions to tenders and grant proposals submitted by research partners within the University.
- → It undertook initiatives to develop external research links with industry and community partners, and leverage strong existing external relationships developed through student engagement projects. During Research Week, the School hosted a seminar, 'Research for Future Development of the Region: Innovation for Manufacturing', which was attended by industry, government and community organisations. It included presentations on research projects relevant to innovation and manufacturing in the Western Sydney region and a wide-ranging panel discussion on projects and methods that could be used to further engagement among the School, industry and community. The School also conducted student engagement projects with local councils and used Western Sydney University Launch Pad and the interest of major business consultancy organisations in those projects and future engagement.
- → It conducted initiatives designed to deepen the School's research supervisory capacity. This included a training program involving 36 participants.
- → It conducted a number of initiatives to improve its processing of expressions of interest (EOIs) for higher degree research (HDR) study, and the translation of those EOIs to competitive and sustainable HDR applications that align with research capacity and research themes. The School received 316 HDR applications in 2016, up 35 per cent from last year.

LEARNING AND TEACHING

The School has been conducting a major curriculum renewal project to redesign more than 80 undergraduate units for delivery in a flipped classroom model – which is based around online resources and classes delivered in collaborative, technology-infused learning spaces in the new Parramatta City campus building (1PSQ) in 2017. The design principles guiding this project centre on providing flexible, anytime/anywhere access to engaging resources and unit content, to prepare students for face-to-face classes involving active, group-based learning in a collaborative, dynamic learning space. The School's academic staff members have embraced the challenge and are producing innovative video resources and interactive online components, and using a range of tools and technologies to engage and interact with students both inside and outside the classroom.

The new Bachelor of Business commenced in 2016. It is a clearly differentiated business degree that facilitates collaboration, innovation and work-ready graduates. It includes an increased focus on the career-readiness of graduates, with a suite of new professional core units, and a continued delivery of work integrated learning engaged units.

The School has developed a new Bachelor of Accounting, first delivered in 2016, in response to changing market demand for accounting programs. The new program offers a distinctive curriculum that allows graduates to not only achieve professional accounting accreditation, but also to register as a tax (financial) adviser with the Tax Practitioners Board, and become a Financial Planner AFP® member with the Financial Planning Association of Australia. The new program is the only one in the state to provide this distinctive feature. The response from prospective domestic students was phenomenal; 40 per cent of NSW students who applied for an undergraduate accounting degree selected the new program as their first preference.

ACCREDITATION

The School of Business is progressing with its Association to Advance Collegiate Schools of Business (AACSB) accreditation process. The School's eligibility application was accepted in January 2015, allowing it to proceed to the next accreditation stage. The Initial Self Evaluation Report (iSER) – submitted at the end of 2016 – addressed the 15 AACSB Standards and identified areas for improvement. The Initial Accreditation

Review of Activities

Committee will meet in February 2017 to assess the School's suitability to proceed to the action implementation phase. The School will then be required to submit annual reports that outline its progress towards alignment with the standards. The appointed mentor has been working closely with the Accreditation team throughout the process.

ENGAGEMENT

The School continued to engage with the local and broader business community, as well as the general community, through a range of activities including research, consultancy and student projects. Many organisations took on students as part of group or individual projects and the School appreciates the commitment they made to help and guide students. This is a win-win for the students and organisations involved, providing students with hands-on experience in real business issues, and the organisations with possible new solutions and ideas on how to respond to opportunities or challenges they are facing.

The School introduced a Corporate Partners' Program in mid-2016. This is a two-way program – with the School providing real value to its partners who, in turn, provide support to the School and students in a variety of ways. The program, aimed at small, medium-sized and large organisations, is not intended to be a formal arrangement but a flexible program that can be tailored to suit the requirements of individual partners.

Written by Warren Day, School Manager, School of Business with assistance from Professor Scott Holmes, Dean, School of Business; Professor Sara Denize, Deputy Dean, School of Business; Associate Professor Meg Smith, Director Research and HDR; Renata Susanj, Quality and Accreditation Manager; and Kate New, Management Accountant.

SCHOOL OF COMPUTING, ENGINEERING AND MATHEMATICS

"In its scale, scope and complexity … the fourth industrial revolution is unlike anything humankind has experienced before." It is driven by innovations that "build on and amplify each other in a fusion of technologies across the physical, digital and biological worlds". These quotes from *The Fourth Industrial Revolution* (Penguin, 2016) by Professor Klaus Schwab, founder and Executive Chairman of the World Economic Forum, summarise the speed, breadth and transformational impact of the changes for which teachers must prepare students to secure their success. In 2016, the School of Computing, Engineering and Mathematics (SCEM) addressed these rapid, multifaceted changes with strategies that take student-centredness to a new level.

The CSIRO's 2016 report, 'Tomorrow's Digitally Enabled Workforce', flags the beginning of an era of immense change in Australia. "Computing speed, device connectivity, data volumes and many other indicators of technological capability are increasing at exponential, not linear, rates," the report says, adding that beyond 2020, the world may look very different as the rate of change increases. "It is estimated that 44 per cent of jobs in Australia are potentially at high risk of computerisation and automation. Many new jobs will also be created by technology… People who work in highly structured environments or who lack high level interpersonal skills may be particularly vulnerable to their jobs being automated."

Artificial intelligence (AI) technologies play a central role in the transformational changes of the 'fourth industrial revolution' through their ubiquitous presence in daily life. In *Preparing for the Future of Artificial Intelligence* (US Executive Office of the President, October 2016), experts from the US National Science and Technology Council's Committee on Technology predicted that "AI-driven automation will increase the wage gap between less-educated and more-educated workers, potentially increasing economic inequality". They noted that "the rapid growth of AI has dramatically increased the need for people with relevant skills to support and advance the field" and that an "AI-enabled world demands a data-literate citizenry that is able to read, use, interpret, and communicate about data, and participate in policy debates about matters affected by AI. In line with this, SCEM recognises that it must empower students with a fusion of broad AI knowledge, research and training through its science, technology, engineering and mathematics (STEM) academic programs, and its new interdisciplinary programs. SCEM must also equip students with deep computational thinking skills that will allow them to prosper in a technology-driven world.

SCEM's activities in 2016 were shaped by these analyses, together with the Australian Government's National Innovation and Science Agenda; the 14 Grand Challenges for Engineering in the 21st Century, as formulated by the US National Academy for Engineering (www.engineeringchallenges.org); and the 17 Global Goals For Sustainable Development (www.globalgoals.org).

SCEM's student-centred initiatives for 2016 included:

- → creating a framework and platform (including curriculum structure) for developing research-led academic programs that will prepare students for the opportunities and changes of the fourth industrial revolution
- → establishing integrated research and development projects that support transdisciplinary and interdisciplinary thinking with measurable impact and extensive student involvement
- → extending the national and international impact of the School through its academic excellence, entrepreneurship, professional outreach, partnerships and community involvement.

Strategic development of the transdisciplinary culture and steady enrolments in the School's academic programs saw richer interaction between the disciplines during 2016.

Review of Activities

LEARNING, TEACHING AND ACADEMIC ENTREPRENEURSHIP

The School developed the innovative Bachelor of Entrepreneurship (Games Design and Simulation). The structure of this academic program provides a prototypical framework and platform for developing research-led academic programs with interdisciplinary and transdisciplinary flavours. The program aims to train the next generation of high-impact entrepreneurs by helping them develop practical skills for success. Simulations and games are part of our everyday environment and are used in almost every profession – which is why SCEM chose them as the specialisations for this first entrepreneurship program. Study of these and all other potential specialisations will be connected with schooling in entrepreneurship. The aim is to guide students throughout their entrepreneurship journey: from ideation and forming a development team to pitching ideas to potential investors and developing funding strategies. The School also developed a one-year Bachelor of Entrepreneurship course that students can complete concurrently with courses in science, engineering, business, arts or other professional areas in pursuing their entrepreneurship aspirations. The 2017 academic year marked the first student intakes for both courses.

The School also led the strategic development of architecture courses at Western Sydney University. The first intake of architecture students is expected in 2018.

In its quest to develop new and markedly distinct academic programs with deep interdisciplinary and transdisciplinary bridges, the School has expanded its engineering and construction management programs to the Parramatta campus, with the first student intake in Autumn 2017. These programs will be delivered in a new learning space jointly with the programs of the School of Humanities and Communication Arts. This state-of-the-art learning precinct – which was conceptually co-designed by the two schools – includes multipurpose learning studios, engineering laboratories, a media recording studio and other learning spaces. A chemistry lab in the new science building will be used by environmental engineering students. The joint learning space design is expected to stimulate crossdisciplinary and transdisciplinary thinking and interaction at all levels, and help to develop a rich, innovative learning experience that integrates science, computing, engineering, design, communication arts and mathematics (SCEDAM). The SCEDAM vision, and the philosophy behind it, recognise two complementary national government strategies: the National Innovation and Science Agenda, and Creative Industries, a Strategy for 21st Century Australia.

The School continued its commitment to developing double-degree programs by adding two new courses: Bachelor of Information Systems/Bachelor of Business and Bachelor of Information Systems/ Bachelor of Law. Student intakes for these programs will start in 2017. The Bachelor of Engineering (Honours)/Bachelor of Business double degree, developed in 2015, had a healthy first-year intake in 2016.

Strategic priority has been given to developing undergraduate and postgraduate data science programs, which started in 2016. The University had its first graduate from the transdisciplinary concurrent Bachelor of Data Science in 2016.

The School continued its commitment to The Academy and to delivering the concurrent Bachelor in Applied Leadership and Critical Thinking. The School's programs continue to focus on being highly relevant to industry practice and meeting professional body accreditation requirements. The Master of Building Surveying program obtained full accreditation from the Australian Institute of Building Surveyors. The majority of the School's other programs will be seeking accreditation in 2017.

The School has strategically developed postgraduate programs. Together with the School of Business and the School of Law, it took the lead in developing a new masters course in Information Governance to meet the rapidly increasing demand from industry, government and non-government organisations for safe management and governance related to information technology. The program will be ready for student intake in mid-2017. In 2016, the School completed development of the research masters program, Master of Information and Communications Technology (Research), which provides students with a pathway to study their PhD degree in this area or to practise as an information and communications technology (ICT) professional. This program will be offered to students in 2017.

The School continued to provide its students with superior learning experiences through integrated research and development projects. The Formula SAE-A Project was initiated by the School in 2015 to develop and build a race car for competing in a national racing competition at the end of 2016. It is embedded into curricula as a capstone project for both undergraduate and postgraduate engineering programs. The project has attracted about 50 students (including more than 30 mechanical engineering students).

This and similar projects are examples of the problem-based practical learning scenarios that define the SCEM transdisciplinary learning experience. Evidence of the quality of SCEM programs could be seen at the University's 2016 Widevision exhibition of student work in industrial design, engineering and ICT. This year's exhibition was held on the Parramatta campus. It showed a new level of inventive thinking, talent and practical development in the University's students. The exhibition was well attended by external partners looking for innovative high-tech products with marketing potential.

SCEM staff and students continued to be recognised for their leadership roles in the digital disruption of education. Senior lecturer Dr Anton Bogdanovych was named the South East Asia Regional Computer Confederation's ICT Educator of the Year at the 2016 Digital Disruptor Awards hosted by the Australian Computer Society (ACS). The awards, which were held during at the Reimagination Thought Leaders' Summit in Sydney, also saw Associate Professor Gu Fang receive a Gold Disruptor award in the ICT Educator of the Year category and SCEM student Cameron Attard receive a Gold Disruptor award in the ICT Student of the Year category.

RESEARCH QUALITY AND INNOVATION

SCEM continued its dynamic approach to entwining technology research into the fabric of the four major research themes of the University.

SCEM offers great research opportunities in the broad field of AI. With AI technologies now firmly embedded in daily life, they are central to the transformational developments we are witnessing today. 'Artificial Intelligence and Life in 2030' (Stanford University, September 2016), a report from the One Hundred Year Study on Artificial Intelligence by international experts, emphasises that "these developments will spur disruptions in how human labor is augmented or replaced by AI, creating new challenges for the economy and society more broadly." In 2016, the excellence of Western Sydney University's AI researchers continued to be recognised nationally and internationally, as shown by the following sample of conference awards.

- → Dr Dave de Jonge and Associate Professor Dongmo Zhang won the Best Paper Award at the 29th Australasian Joint Conference on Artificial Intelligence for 'Lifted Backward Search for General Game Playing'.
- → Associate Professor Oliver Obst, an expert in machine learning, was part of the Gliders team (a collaborative enterprise between the University of Sydney, the CSIRO and Western Sydney University) that became world champions in the RoboCup Soccer Simulation League. It was the only Australian team to win a title at the 2016 RoboCup scientific competition and conference in Leipzig, Germany. RoboCup is the leading and largest competition for intelligent robots, and one of the world's most important technology events in research and training.
- → Dr Anton Bogdanovych and Dr Tomas Trescak won the 2016 GALA (Gathering of Animated Lifelike Agents) Best Video Award, presented at the highly regarded International Conference on Intelligent Virtual Agents in Los Angeles. The video, entitled 'Ancient Mesopotamia 5000 B.C. Populated with Physiology Driven Virtual Agents', demonstrates state-of-the-art research and technology.

SCEM researchers also continued to be recognised for the impact of their technology research and development. For example:

- → Professor Wei Xing Zheng was listed in the Thomson Reuters Highly Cited Researchers 2016 list, for a second consecutive year.
- → Professor Athula Ginige received an ACS Gold Disruptor 2016 Award in the ICT Researcher of the Year category at the 2016 Reimagination Thought Leaders' Summit.
- → A joint team of engineering and industrial design academics – including Dr Upul Gunawardana, Dr Chris Le Brese, Dr Ranjith Liyanapathirana, Jean Payette and Karen Yevenes – received the National Energy Globe Award Australia 2016 for its Energy Smart Lighting application. The application aids the compliance management of energy-efficient lighting upgrades and was developed in collaboration with Demand Manager Pty Ltd.
- → Data visualisation expert Dr Quang Vinh Nguyen is part of a collaborative enterprise between the Sydney Children's Hospital Network, University of Technology Sydney and Western Sydney University that was awarded the Big Data, Big Impact Grant for Outstanding Cancer Research at the Premier's Awards, hosted by the Cancer Institute NSW. The project received further support from Oracle.
- → Professor Andrew Francis was appointed a Fellow of the Australian Mathematical Society. He also has been awarded an Erskine Fellowship for 2016 from the University of Canterbury, New Zealand.

These and other awards illustrate the culture of commitment to research quality and innovation that is encouraged by SCEM staff members, who champion research-led student learning. This culture helped the University's Unlimited Robotics team, led by Associate Professor Gu Fang, win the Best Robot Design Award at the 2016 National Instruments Autonomous Robotics Competition. They came first out of 24 participating teams from Australia and New Zealand.

To cross-pollinate the University's research strengths in intelligent infrastructure engineering, artificial intelligence and data science, and further enhance the student learning experience, the Centre for Infrastructure Engineering (CIE) joined SCEM from July 2016. CIE strategic research objectives focus on excellence in three main research themes under the infrastructure engineering banner: structures, materials and sustainability. Success is measured by the strength of its higher degree research (HDR) program, research income in categories 1, 2 and 3, and the ability to achieve significant consulting and commercial opportunities. The 48 research students at CIE are engaged in a variety of research programs across the three main themes. CIE is a member of the Australian Research Council's (ARC's) Industry Transformation Research Hub: Nanoscience Based Construction Materials Manufacturing (NANOCOMM). The hub has attracted students from more than 10 universities and institutions, who will develop transformative technologies that will be in high demand for infrastructure projects. Their work will be aided by $10 million in funding from the ARC and industry over the next five years. It is envisaged that CIE will help to development research capacity in the area of urban transformation as it relates to the University's new architecture programs.

The Centre for Research in Mathematics (CRM) experienced another strong year of producing high-quality research. The CRM had a steady stream of international visitors and hosted three conferences. It grew significantly in early 2016 with the recruitment of a statistical consultant and two new data science staff members, as part of its efforts to engage more with industry and the wider community. The new Statistical Consulting Unit led by Professor Glenn Stone has strong capacity to engage with external partners, while also delivering the School's new courses in data science. In addition, the School's reputation for mathematical research and its engagement with the wider mathematical community continued to grow, with CRM researchers leading two sessions in the 2016 annual meetings of the Australian Mathematical Society. The CRM has also hosted two Australian Mathematical Sciences Institute workshops in the last two years.

Review of Activities

SCEM continued its contribution to the development of the University research brand, and national and international promotion of its research environment by bringing targeted events to the University's campuses. In 2016, the School hosted the annual International Conference on Engineering Education and Research. Additionally, the international K-theory conference was co organised by Associate Professor Roozbeh Hazrat from the CRM and was funded primarily by the Australian Mathematical Sciences Institute, with further support from the Australian Mathematical Society, the University of Melbourne, The Australian National University and the CRM.

Among the research achievements in 2016 was the Smart Management of Disinfectant in Chloraminated Water Supplies project, which aims to develop real-time control technology to deliver microbiologically safe, cost-efficient drinking water to people in warmer climates, despite a warming climate and increasing population. This is an example of how a strong interdisciplinary team can address a big fundamental problem – in this case, one of the grand challenges recognised by the National Academy of Engineering: to 'Provide access to clean water'. Professor Sathaa Sathivasan's team, which includes researchers from the Hawkesbury Institute for the Environment, UNSW's School of Medicine, Swinburne University of Technology, Arizona State University, the CSIRO, Sydney Water Corporation, the Central SEQ Distributor-Retailer Authority, South East Queensland Water, Logan City Council and Unitywater, secured funding support from the ARC.

ENGAGEMENT AND OUTREACH

In 2016, the School continued to be a leading advocate for SCEM disciplines in Western Sydney through its engagement with industry, schools and the community. Its range of programs and events continued to expand, with more than double the number of activities in 2016 compared to 2014. The School's engagement philosophy is to provide opportunities for student-led crossdisciplinary projects that integrate teaching, learning, research and engagement.

SCEM continued its strong engagement with primary, secondary and high school students, as well as university scholars and industry partners. It further embedded a broad range of engagement activities in the student learning experience that sees the reciprocal sharing of knowledge and expertise with industry, schools and the community. These projects were made possible by SCEM's advanced facilities, which are also used to engage the public.

The MakerSpace open public workshop run by SCEM at Kingswood continued to expand and acquire the latest technologies. Its team conducts regular tours and educational workshops, and also provides industry representatives, international visitors, teachers and school groups with access to its equipment and expertise. This provides opportunities for rich interaction between Western Sydney communities and the University.

The Penrith Observatory further integrated research-led learning experiences into its educational program. The acquisition of two new portable planetariums in the first half of 2016 allowed the observatory team to forge new engagement frontiers. The state-of-the-art full-dome planetarium was opened during the University's Open Day in August 2016. The observatory hosted 29 public events and received around 5,900 visitors in 2016. It organised and facilitated 80 school and vocational care group visits.

As part of its entrepreneurial engagement, SCEM has participated extensively in major school programs, such as Scientists in Schools, Digital Careers, Young ICT Explorers, F1 in Schools and the FIRST Robotics Competition. Linked to these is the School's broad support of student-led entrepreneurial projects in the technology space, including the Solar Car project, the Unlimited Robotics Club and the Formula SAE-A Project. In 2016, SCEM worked closely with the University's small business incubator, Launch Pad, and also explored links with external incubators such as the GE Foundry – Generator, and Oran Park Smart Work Hub. The new Bachelor of Entrepreneurship (Games Design and Simulation) will use the opportunities created by the incubator space, including broader reciprocal professional development opportunities between academic staff and industry.

SCEM's engagement with industry focuses on opportunities for students. For example, in 2016, information systems students toured the facilities of companies such as IBM, EMC, Sydney Water and WiseTech, where they were able to network with staff members. These kinds of initiatives ensure students interact with field experts, and learn about different company cultures, internships and job opportunities.

In 2016, the School was heavily involved in many successful school engagement programs, such as holiday and after-school robotics clubs, tours, workshops and school-based STEM programs. Some were funded via fees, which helped sustain the projects over a longer period and allowed the acquisition of student champions to ensure high-quality activities. The MakerSpace remains highly attractive to school teachers, who bring their students on excursions to enrich their STEM learning experiences. SCEM works closely with the Schools Engagement Unit, Office of Widening Participation, Student Recruitment and other University units to enrich University events involving STEM disciplines. It also collaborates with the School of Education to provide opportunities for teaching students to gain valuable career experience by delivering workshops in STEM-related fields.

SCEM continues to focus on international research partnerships, including HDR programs and broader longer-term relationships. The School has made efforts to increase the mobility of staff members and students to support the University's strategic priority partnerships. For example, in 2016, SCEM academics conducted guest lectures at Panjab University, Punjab Technical University, SRM University and Hindustan University, all in India. Information systems students undertook a study tour to India to help develop the relationship with Panjab University. They networked with local students, engaged in collaborative activities and visited high-profile organisations in the field to meet the managing directors, network with staff and learn about job opportunities.

The School focused on increasing its engagement with Chinese institutions. It implemented joint programs under existing relationships with China's Shanghai University of Engineering Science, Huzhou University and Hebei University of Technology, and initiated new partnerships, such as with Shaoyang University. The School is also exploring potential partnerships with such institutions as Wuyi University in China, and India's Amity University, SRM University and Hindustan University.

In research, the School prioritised the development of relationships with Amity University, Taipei Tech in Taiwan and the University of Science and Technology of China. It also made an agreement with Spain's Autonomous University of Barcelona to jointly run a double PhD program in Computer Science.

SCEM is looking forward to a creative and prosperous 2017 in all its endeavours.

SCHOOL OF EDUCATION

The School of Education is committed to a contemporary, interdisciplinary, creative, innovative and community-oriented academic focus. The School's teaching and research programs aim to ensure that graduates are highly skilled educators who grow to be effective and sought-after professional leaders, with the capacity to lead change and support the best outcomes for their students and communities.

During 2016, the School continued to implement its strategy to increase course diversity and improve its reputation as the provider of choice for the ongoing professional learning of educators. The School continued to diversify its sources of research and consultancy income to develop a more sustainable income base.

TEACHING AND LEARNING

At the undergraduate level, the School of Education offers an initial teacher education program for Aboriginal and Torres Strait Islander students preparing to work as primary school teachers. Professional accreditation for this course has been extended until December 2018.

In collaboration with the School of Science and Health, School of Humanities and Communication Arts and School of Business, the School of Education increased the suite of Pathway to Teaching courses to nine. These programs allow students to enter postgraduate education studies through an undergraduate major/sub-major in education studies.

The School's professionally accredited Master of Teaching programs prepare educators and teachers for early childhood, primary and secondary education settings. The School's postgraduate specialist programs in social ecology, educational leadership and inclusive education support the professional learning of educators and teachers across the education sector.

A key priority during 2016 was implementing a number of newly accredited programs, which had resulted from a major curriculum review completed in 2014 under the leadership of Associate Professor Mary Mooney. The School expanded its online presence with the implementation of the online Graduate Certificate in Primary Mathematics Education. New courses in science, computing, engineering and mathematics (SCEM); curriculum studies; language teaching and bilingualism; leadership and management; and primary science were approved for implementation in 2017. Contributions from external advisory committees continued to be vital to monitoring and improving the quality of the courses offered by the School. The committees also increased the School's connections with the teaching profession, particularly in relation to securing professional work experience for pre-service teachers.

The National Exceptional Teachers for Disadvantaged Schools (NETDS) project, funded by the Vincent Fairfax Family Foundation, was launched on 2 August. In this program, the very best pre-service teachers are selected to learn how to make a difference to the education of students in disadvantaged communities. This project aligns with the School's strong focus on equity and social justice.

The School of Education staff continued to make a significant contribution to promoting excellence in teaching and learning at the University. In 2016, the following staff members were recognised for their achievements in teaching and learning:

- Associate Professor Catherine Attard received an Award for Teaching Excellence as part of the Australian Awards for University Teaching.
- Dr Katrina Barker received the Vice-Chancellor's Excellence in Teaching Award, recognising her outstanding contribution to preparing high-quality graduate teachers, by creating a positive learning environment through valuing and respecting her students' diversity.
- Dr Kumara Ward, Ms Karen McDaid and the Inclusive Education Postgraduate Course Leadership team – comprising Dr Danielle Tracey, Associate Professor Christine Johnston and Ms Kerry Staples – received Citations for Outstanding Contributions to Student Learning.
- The title of University Distinguished Teaching Fellow was awarded to Associate Professor Catherine Attard.

ENGAGEMENT AND INTERNATIONAL

The School of Education continues to develop innovative programs that deepen its engagement with local, national and international partners. These collaborations have resulted in high-quality professional experiences for its pre-service teachers, and opportunities for its staff members and community colleagues to engage in teaching, professional development and collaborative research.

The Education Knowledge Network (EKN), under the leadership of Associate Professor Catherine Attard, continued to expand its offerings and reach, providing workshops at both the Proficient and Highly Accomplished levels. Dedicated professional support enabled a greater marketing effort, which, with the production of a high-quality prospectus for distribution to schools, has consolidated the popularity of the program. The EKN is now being approached by local school partners to provide bespoke professional development for their staff members.

Review of Activities

Providing the highest-quality professional experience for its pre-service teachers remains a key driver of the School's activities. In 2016, led by Director of Professional Experience Dr Tania Ferfolja, the School increased its partnerships and boutique collaborations with schools. This led to its pre-service teachers visiting Moree High School and Moree East Public School, with three taking up positions in rural regions. This partnership also helped 60 of the School's pre-service teachers learn more about Aboriginal and Torres Strait Islander histories and cultures through the Healthy Country Healthy Culture program. This program was sponsored by the Department of Education and conducted by the Aboriginal Education Consultative Group.

The School launched the Future Teacher Network in November as part of its efforts to build a strong alumni network. This will provide a platform for current students and prospective pre-service teachers in the Pathways programs to build relationships with the School and foster their ongoing professional development and connection with the University after graduation.

The School's international engagement focuses on higher degree research (HDR) cohort programs; research partnerships; overseas professional experience programs; and onshore and offshore short courses for international partners.

The Research Oriented School Engaged Teacher-researcher Education (ROSETE) Program – a partnership between the University, the Ningbo Municipal Education Bureau and the NSW Department of Education – celebrated its 10th anniversary in 2016. The program continues to expand and develop, promoting study at both a PhD and masters level. The Support Network for Arabic Postgraduates (SNAP), for doctoral students, had new enrolments in 2016.

International research partnerships such as the Futuro Infantil Hoy project in Chile remain central to the life of the School and enhance its reputation internationally. Other projects in Kazakhstan and South America continue to raise the School's profile and reputation for engaged research. In 2016, the School focused on building stronger connections with University partners in Taiwan. This included a visit to Taiwan by a University delegation led by Professor Yi-Chen Lan, which resulted in interesting partnership opportunities for short-term mobility programs, research collaborations, and staff and student exchange. School staff members presented papers on innovation in teaching and professional experience at the Teacher Education conference held at National Taiwan University.

The School's Overseas Professional Experience Program (OPEP) continued to offer students professional and work-based learning placements in China, Taiwan and – for the first time – Canada, with eight students from the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education program taking up this opportunity in 2016.

RESEARCH

The Centre for Educational Research (CER), led by Professor Margaret Somerville, continued its work to develop a strong research culture around the core themes of sustainability, equity and globalisation, supported by research efforts across the School led by Director of Research, Professor Wayne Sawyer. The Centre's researchers continued to develop new partnerships – within Western Sydney and also nationally and internationally – across these core themes, to support educational research that promotes lifelong learning. In 2016, three researchers from the Centre were awarded grants from the University's Women's Research Fellowship.

The Centre continued to expand its international reach and reputation. The Centre's Equity program leads a national network of researchers in communities of low socio-economic status. This network was established in late 2015 and has been pivotal in establishing further links with the British Educational Research Association's Commission on Poverty and Policy Advocacy. The Globalisation program produced a key text, Super Dimensions in Globalisation and Education (Springer, 2016), as a result of a symposium held in 2014. The book, which involved several international contributors, is gaining traction as a key text in the area of globalisation studies in education. The Centre's long-term program of research, Futuro Infantil Hoy, conducted in collaboration with early childhood centres in Chile, continued to attract collaborations and partnerships with organisations and higher education institutions. The Centre's Sustainability program continued to establish links with the United Nations Educational, Scientific and Cultural Organization (UNESCO) through its program of Regional Centres of Expertise on Education for Sustainable Development.

In 2016, the Centre, in partnership with Manchester Metropolitan University in the UK, hosted The Summer Institute of the Antipodes – an international gathering of leading qualitative researchers that attracted scholars from Norway, Finland, the UK, New Zealand, the US and Japan.

The School and Centre were awarded several grants from industry and government in 2016, which will result in positive impacts in the areas of:

- → inequality and education in high-poverty contexts and vulnerable communities
- → school-to-university pathways for refugee students, improving their access to and participation in tertiary education
- → teacher capacity in science, technology, engineering and mathematics (STEM); sustainability; early childhood education; and literacy
- → community capacity building for environmental and social sustainability.

The School's key funding partners in 2016 included the NSW Department of Education, the Department of Foreign Affairs and Trade, Western Sydney Institute, the University of Oxford, SydWest Multicultural Services, Matific Pty Ltd, Collier Charitable Fund, the United Nations Children's Fund (UNICEF), Junta Nacional de Jardines Infantiles, Dessarrollo y Educacion Incluya, Save the Children, the Australian Research Alliance for Children and Youth (ARACY), and Crown.

The School's HDR program, under the leadership of Dr Chwee Beng Lee, continued to support more than 100 students completing masters degrees and doctoral

studies. In 2016, the School hosted four forums for HDR students at the Kingswood campus and two forums for academic staff. The student forums focused on helping students prepare for their confirmation of candidature, thesis submission and ethics application, while the staff forums focused on the pedagogy of supervising students. These events were well received.

During 2016, 10 students completed their HDR studies with the School. Joelle Breault-Hood, a PhD student, received the Dean of Graduate Studies Incentive Award for her outstanding performance, while Alfred Mupenzi received the Postgraduate Student Researcher Award from the Australian Association for Research in Education.

SCHOOL OF HUMANITIES AND COMMUNICATION ARTS

The School of Humanities and Communication Arts is highly diverse, offering the Bachelor of Arts programs, Bachelor of Communication, Bachelor of Design (Visual Communication), Bachelor of Arts (Interpreting and Translation) and Bachelor of Music; several double degrees; and coursework masters degrees in convergent media, creative music therapy, creative writing, interpreting and translation, and teaching English to speakers of other languages (TESOL). It operates across three Western Sydney University campuses – Bankstown, Parramatta and Penrith. The School hosts the Writing and Society Research Centre, the Digital Humanities Research Group, and the History at Western Sydney University and Philosophy at Western Sydney University RIF initiatives.

LEARNING AND TEACHING

Blended Learning

The School of Humanities and Communication Arts is a leader in externalising its existing programs for a fully online student cohort. In 2015, the School successfully introduced an online version of the Bachelor of Communication. In 2016, it produced more than 1,000 instructional lecture 'pods' of between 8 and 12 minutes, including animations and interactive web-based material, along with apps to assist learning.

In the same year, the School also revised the final 300-level units in the Bachelor of Communication so they could be offered in hybrid mode, and it continued converting the International Relations and Asian Studies major and the Islamic Studies major in the Bachelor of Arts degrees to hybrid mode. In addition, the School revised the four core units in the Bachelor of Arts degrees for online/on-campus hybrid delivery from 2017.

New Courses

The School continued to identify new markets and developed a range of new courses that brought together existing offerings in novel and interesting ways. The courses (and associated exit awards) approved in 2016 included:

- → Bachelor of Creative Industries
- → Bachelor of Creative Industries (Music)
- → Bachelor of Graphic Design (Pathway to Teaching Secondary)
- → Bachelor of Creative Industries/Bachelor of Communication
- → Bachelor of Creative Industries/Bachelor of Arts
- → Bachelor of Creative Industries/Bachelor of Design (Visual Communication)
- → Bachelor of Creative Industries/Bachelor of Music
- → Master of Digital Humanities.

In addition, the School augmented the range of major offerings in the Bachelor of Arts degree, drawing on majors from other programs in the School as well as from the School of Business and the School of Social Sciences and Psychology.

Learning and Teaching Awards

The School has a strong reputation for its innovation and scholarship in learning and teaching.

In the Australian Awards for University Teaching, Associate Professor Satomi Kawaguchi and Dr Xiangdong Liu received a Citation for Outstanding Contribution to Student Learning for developing and delivering an inspiring Japanese language program.

ENGAGEMENT

The School continues to initiate activities and projects that engage the international academic community and other stakeholders. Successes in 2016 included:

- → At the Intersection: Pacific Climate Change and Resource Exploitation in West Papua conference, Parramatta campus, 3–4 November
- → Communication Campaigns Industry Showcase, Parramatta campus, 26 October
- → Design Graduate Show, Parramatta campus, 23–24 November
- → DocMedia Day (in partnership with the Antenna Documentary Film Festival), Parramatta campus, 14 October
- → Multilingual Repertoires and Multilingual Discourse conference, Parramatta campus, 26–28 October.

Digital Humanities

- → Digitizing Enlightenment Symposium, Parramatta campus, 12–13 July

History at Western Sydney University

- → Professor Patrick Weil – Visiting Professor of Law, Oscar M. Ruebhausen Distinguished Senior Fellow, Senior Research Scholar in Law at Yale Law School, and Senior Research Fellow at the French National Center for Scientific Research at Université Paris 1 Panthéon-Sorbonne – gave the 4th annual Europe Lecture at the State Library of NSW in July. The lecture, on the topic 'After the 2015 Paris Attacks: What is the Future of the French Republic?', was recor*ded and broadcast by the ABC's* Big Ideas program.
- → 20th George Rudé Seminar in French History and Civilisation, Parramatta campus, 13–16 July.

Philosophy at Western Sydney University

- → Professor Thomas Keenan – Director of the Human Rights Project and Associate Professor of Comparative Literature at Bard College – delivered the 'Thinking Out Loud' lectures at the State Library of NSW on the topic 'Claiming Human Rights'.
- → Professor Dennis Schmidt, Western Sydney University, delivered the 26th Sydney

Review of Activities

Seminar for the Arts and Philosophy on the topic 'What Do We Owe the Dead?' at the State Library of NSW. The distinguished author David Malouf was the respondent.

WRITING AND SOCIETY RESEARCH CENTRE

- 'Literature and Technology', Australasian Association for Literature conference, Parramatta campus, 11–12 July
- Australian Women's Writing Symposium (in collaboration with the State Library of NSW and the *Sydney Review of Books*), State Library of NSW, 3 November
- Coetzee's Other Worlds (a one-day workshop exploring the transnational dimensions of JM Coetzee's writing), Bankstown campus, 7 December
- Historical Poetics Symposium, 'a poem: historical poetics and the problem of exemplarity', University of New South Wales and Bankstown campus, 13–15 December.

RESEARCH

The School's success in research grants in 2016 included:

ARC Discovery Grants

Other Worlds: Forms of World Literature
Professor Anthony Uhlmann, Ms Alexis Wright, Dr Ben Etherington, Professor John Coetzee (Adelaide), Professor Nicholas Jose (Adelaide) and Professor Gail Jones
Administering organisation: Western Sydney University
Total funding: $572,000

Spinoza and Literature for Life: A Practical Theory of Art
Professor Moira Gatens (Sydney) and Professor Anthony Uhlmann
Total funding: $280,000

Non-ARC Funding

- The Australia Council for the Arts, project funding of $40,000
- Copyright Agency, Emerging Critics Fellowships, $10,000
- Arts NSW, Writing NSW series, $33,000
- The Australia Council for the Arts awarded *Sydney Review of Books* key organisation status, $320,000 for 2017–20
- Copyright Agency, Emerging Critics Fellowships, $21,000 for 2017–19

Western Sydney Writing Projects

- Arts NSW, 'Public program and development for Western Sydney writers', $75,000 for 2016–18
- WestWords, Western Sydney Young People's Literature Development Project, $26,500
- Crown Resorts Foundation, Western Sydney Arts Initiative, 'Creating Literature in Western Sydney', $180,000 for 2017–18.

OTHER AWARDS AND PRIZES

- Nicole Bridges received the 2016 Vice-Chancellor's Professional Development Scholarship
- Associate Professor Carol Liston received the History Council of NSW's Annual History Citation in recognition of her contributions to researching and teaching history and heritage, and her service to community and local history organisations
- Alexis Wright won the 2016 Kate Challis Award with her novel, *The Swan Book*
- Dr Fiona Wright won the 2016 Nita B Kibble Literary Award and the University of Queensland Non-Fiction Book Award for her collection of essays, Small Acts of Disappearance.

BOOKS AND OTHER RESEARCH PUBLICATIONS

- Professor Brett Bowden, *Direct Hit: The Bombing of Darwin Post Office*, Rosenberg Publishing
- Dr Anne Jamison, *E. Œ. Somerville and Martin Ross: Female Authorship and Literary Collaboration*, Cork University Press
- Dr Benjamin T Jones, *Atheism for Christians: Are There Lessons for the Religious World from the Secular Tradition?,* Wipf and Stock
- Dr Alex Ling, *Badiou Reframed: Interpreting Key Thinkers for the Arts*, I.B. Tauris
- Dr Lorraine Sim, *Ordinary Matters: Modernist Women's Literature and Photography,* Bloomsbury Academic
- Professor Hazel Smith, *The Contemporary Literature-Music Relationship: Intermedia, Voice, Technology, Cross-Cultural Exchange*, Routledge
- Associate Professor Mustapha Taibi and Associate Professor Uldis Ozolins, *Community Translation*, Bloomsbury Academic
- Dr Kenny Wang, *The Acquisition of Passive Constructions in L2 English by Mandarin Speakers*, LINCOM Academic Publishers

SCHOOL OF LAW

In 2016, the School of Law celebrated 21 years as a department. The Bachelor of Laws (LLB) was first taught at the Campbelltown campus in 1995, followed by its launch at the Parramatta campus in 1996. Professor Robin Woellner was the first Dean of Law at Campbelltown and Professor Razeen Sappideen headed the department in Parramatta. At the amalgamation of the law schools in 2001, Professor Woellner became Executive Dean of Business and Law and Professor Carolyn Sappideen became Head of the combined School of Law, covering both campuses. In 2007, Professor Michael Adams took over as Head and then Dean of the School of Law.

All four deans attended the faculty's 21st birthday celebration, which was held on 14 July 2016 to coincide with the awards ceremony for the School of Law. Current students and former alumni, including Deng Adut, NSW Australian of the Year, were among the guest speakers.

Throughout 2016, the School of Law conducted a major review of the first-year LLB curriculum, focusing on innovation and retention of law students. Dr Michelle Sanson, a former senior lecturer in law at the University of Technology Sydney and Western Sydney University, who now works for the United Nations, conducted the review. After extensive consultation, the School created and implemented a new first-year model for 2017. Key features include a new fundamentals of law subject, which is directly linked to criminal law. Students must pass both subjects before progressing to legal analysis and critique, which is connected to the law of torts.

Additionally, 85 per cent of law students are studying for a combined degree, and the fundamentals of law subject works well with all curricula.

The other major innovation was to move to the 'flipped classroom' model in 2017. It replaces the three-hour face-to-face seminar model with online lectures and activities, a two-hour weekly tutorial and small class sizes. The new Parramatta City campus, and Campbelltown and Parramatta campuses, all support this teaching style.

In spring 2016, the school launched the first two units of the new Master of Laws (International Governance). Although the cohort was small, the students were outstanding and future demand from domestic and international students looks excellent. The additional subjects have provided an opportunity for a new Master of Information Governance with the School of Computing, Engineering and Mathematics, and the School of Business (to be launched in July 2017).

Five higher degree research (HDR) students graduated in law in 2016, but new enrolments have increased the HDR load. The research culture is growing, with more appointments of academics with a PhD and an increase in staff members winning small grants. The quantity and quality of publishing of journal articles and books also increased. The biggest project in 2016 was the establishment of the International Centre for Ocean Governance (ICOG), led by Associate Professor Daud Hassan as Director and Professor Donna Craig as Deputy Director. Over the next three years, ICOG will train 400 Bangladeshi judges, as well as Master of Laws and PhD students, in environmental law relating to the seas.

The Parramatta Community Justice Clinic (PCJC) goes from strength to strength. In partnership with the Western Sydney Community Legal Centre (formerly the Macquarie Legal Centre), it provided 148 law students with real-life work experience. In the process, the community received free legal advice worth more than $250,000. The PCJC also provides a free legal service to all 45,000 Western Sydney University students.

School of Law experts provided several media commentaries, including Adjunct Fellow Sue Field, who covered Elder law issues, and Professor Steven Freeland, who discussed space law and human rights matters. Several law academics published in The Conversation and Dr Luke Beck provided expert evidence in government inquiries. Ten members of the law school sit on major committees of the legal profession, including the NSW Bar Association, The Law Society of NSW, the Australian Academy of Law and the Law Council of Australia. The Kirby Cup mooting competition for local high schools was once again a great success, as was the year 10 debating competition for NSW metropolitan schools.

Once again, governance of the School of Law was overseen by an external advisory committee, the School Academic Committee and various subcommittees of learning and teaching, research and HDR, and community engagement. The School has focused on internationalisation, including Vice-Chancellor Barney Glover's appointment of Dr June Wang as Associate Dean (International) for the School of Law. This led to trips to China, Hong Kong, Taiwan and India in 2016. Thirty students from China University of Political Science and Law studied at the Parramatta campus and 25 local students studied at Shanghai University under the Australian Government's New Colombo Plan.

Finally, in 2016, the School signed new partnerships with Indian, Chinese and Bangladeshi universities.

SCHOOL OF MEDICINE

At the end of 2016, the sixth class of graduates started their professional lives, taking our graduate cohort to 679 doctors, 18 of them from an Aboriginal or Torres Strait Islander background. The first cohorts are moving into accredited specialist training, including in general practice, neurosurgery, dermatology and radiation oncology. School of Medicine graduates are now working as doctors in civilian and military positions, ready to undertake paediatric and adult medicine training as well as active surgery work. Many are staying and training in Western Sydney, and a small group has begun rural career training. The School is also pleased to welcome back a number of past graduates as they become formally involved in its Medical Education Unit.

At the 2016 Vice-Chancellor's Awards, Dr Brahm Marjadi was nominated for his role in representing the University's approach to inclusivity through his engagement with the Sydney Gay and Lesbian Mardi Gras Parade.

The School is also pleased to note the achievements of Dr Christina Abdel Shaheed, who was promoted to the position of Lecturer in 2016.

The Australian Indigenous Doctors Association (AIDA) named Professor Jennifer Reath Associate Member of the Year, a highly prestigious award that recognises contributions to Aboriginal and Torres Strait Islander health workforce education and activities.

LEARNING AND TEACHING

Undergraduate medical schools across the country are moving towards adopting the Doctor of Medicine (MD) instead of the Bachelor of Medicine and Bachelor of Surgery (MBBS) as their primary medical qualification. The first school was accredited to this level in early 2016.

Determined to remain internationally competitive, in 2016 the School of Medicine took its first steps towards adopting the MD. It consulted with community partners and medical providers who agree this is an appropriate shift for Western Sydney

Review of Activities

University, and approached the Australian Medical Council to approve the transition.

This transition should produce an increase in adult-level learning assessments and a more integrated research program across the five years of the course. Students will also have the to undertake community engagement as part of their project-based learning.

The Rural Clinical Schools continue to operate as a strong and important part of the program. Student numbers for 2016 increased in the Lismore and Bathurst locations, and a rural entry program and rural streamed program are underway.

The School of Medicine continued to focus on providing supervisor support and engagement. For those in hospital environments, this occurs primarily through the Clinical Schools and relevant clinical academics. The School continues to look for opportunities to share discussions and learning experiences across various working groups, for instance, by bringing together general practitioners and community partners to supervise students in the Medicine in Context component of the School's learning program.

The School saw some changing of the guards in 2016, with the departure of Professor Vaughan Macefield to a medical school in Dubai; Professor Jens Coorssen, who took up a leadership role at Brock University in Canada; Professor Hilary Bambrick, who has moved to a leadership role at Queensland University of Technology; and Professor Mark McLean, as he continues to support the development of Blacktown & Mount Druitt Hospital in a key clinical leadership role. These academics were instrumental in developing the School's undergraduate medicine program and its ongoing research and development, and their contributions have been formally recognised. The School looks forward to working with current and future staff members over the next 10 years, to forge new paths in developing its teaching and research focus.

RESEARCH

The School was again pleased with the benefits of the National Health and Medical Research Council (NHMRC) grants announced in 2016. In a very competitive environment, there have been some very positive outcomes. Dr Penny Abbott in the General Practice Unit led the successful application for a $2.2 million grant for the INFLATE study, investigating middle-ear infections in urban Aboriginal children. A number of other staff members are also working on grants administered by other institutions across the country, highlighting the School's strong commitment to partnership.

Forty graduates – including three new graduates in December – have completed a Doctor of Philosophy and this number continues to grow. More than 110 research students have undertaken studies across the School, the Centre for Health Research and the Molecular Medicine Research Group. This is indicative of the breadth and depth of research activity underway, and demonstrates how staff members and students alike are contributing to external measures of quality, including the University's outstanding Excellence in Research Activity results for 2016.

Professor David Simmons has attracted multiple grants in his role directing diabetes research with a strong community connection. By developing collaborations, he has also helped develop the best evidence base for caring for the local communities in which the School works.

The School's Dean, Professor Annemarie Hennessy, presented at the International Society for the Study of Hypertension in Pregnancy, alongside fellow keynote speakers Professor Chris Redman from the University of Oxford, Associate Professor Ananth Karumanchi from Harvard University and Stefan Hansson from Lund University in Sweden.

Professor Iain Gosbell and Associate Professor Kevin Spring were recognised for research and teaching achievements at the Ingham Institute for Applied Medical Research awards night. This was in recognition of their work and discoveries in bacterial film (coating everyday surfaces) and liquid biopsy (circulating tumour cells) technologies.

Western Sydney University and its health research partnerships are part of the Advanced Health Science Partnership, joining 14 partners across south-eastern and southern Western Sydney to support greater research translation and improved local health care.

ENGAGEMENT

Throughout 2016, the School of Medicine held community forums on the Campbelltown campus, at Blacktown/Mount Druitt Clinical School and at Liverpool Hospital. These events featured various speakers and presentations, including an update on the new MD transition program, alumni community project awards and new curriculum developments. Once again, community ideas have translated into new approaches to curriculum planning, this time regarding future student projects and patient/carer shadowing for students in the clinical phase of their studies.

There are many other ways the community can participate in the operation and activities of the School. These include interviews during the admissions process, examination programs and membership of School committees.

Students also use their developing knowledge and skills in organising community engagement activities. In 2016, this included conducting sexual and drug health surveys (as part of an interprofessional learning experience) at a music festival. The first project directed by students and the community, at Tharawal Aboriginal Medical Service, was presented in November 2016 at the High Blood Pressure Research Council of Australia in Hobart. This study examined the important community-based risk factors for high blood pressure during pregnancy. The study was awarded an ANZ Health–sponsored prize for Best Student Community Group Project, and factors discovered during the study will form the basis of future interactions with this community.

In April 2016, the School of Medicine participated in the Bring it On! Festival at Fairfield Showground in Prairiewood, where the School's popular 'Get Plastered' stall attracted around 200 children and teenagers. Also in April, Mr Peter Hope – a Community

Project Officer at Fairfield City Council and the Chair of the School of Medicine Community Engaged Teaching and Learning Committee – received the prestigious Young Alumni Award at the inaugural Western Sydney University Alumni Awards. Peter has been involved with the School since its conception, and took an active role as a community representative in the community forum during the School's establishment. Peter still serves as a guest lecturer on Youth Health in the third-year Medicine in Context program. The School congratulates Peter for his well-deserved award.

Throughout 2016, Dr Mark Hohenberg held community consultations with Campbelltown City Council and Wollondilly Shire Council, and Professor David Simmons continued strong engagement with Wollondilly Health Alliance. Associate Professor Angela Makris – a valued conjoint and member of the Pre-eclampsia research group – was recognised as Consultant of the Year at the Liverpool Hospital Awards. This prize is sponsored by Western Sydney University and was presented by Clinical Dean Professor Les Bokey. Clinical Dean Professor Peter Zelas and Professor of Surgery Michael Edye represented the School of Medicine at the opening of the new Blacktown Hospital, demonstrating the impact of community engagement in hospital development, to help provide a state-of-the-art facility that will welcome and support patient journeys well into the future.

In November 2016, the School of Medicine celebrated its 10th anniversary at the Narrellan Rotary Club Annual Dinner, hosted at the School. The Rotary Club has been instrumental in supporting the School's scholarship programs, and continues to support many students in their journey towards practising medicine.

SCHOOL OF NURSING AND MIDWIFERY

An acknowledged leader in nursing and midwifery education and research, the School of Nursing and Midwifery (SoNM) delivers high-quality education, engaging learning and teaching, industry partnerships, research excellence, professional leadership and organisational effectiveness. In 2016, the School consolidated this reputation, ranking in the top 50 nursing schools in the prestigious QS World University Rankings by Subject.

Offering undergraduate degree programs across three campuses – Campbelltown, Hawkesbury and Parramatta – and the first year of the Bachelor of Nursing (BN) at a satellite site in Lithgow, the School delivers one of the largest undergraduate, pre-registration nursing degree programs in Australia. Measuring achievement in terms of its ability to make a difference to students, staff, graduates and the Western Sydney community, the School offers bachelor degrees in nursing and midwifery, and a broad range of graduate diploma and degree programs. In collaboration with the Hong Kong Baptist University (HKBU), the SoNM has offered courses offshore for more than 25 years. Domestically, the SoNM continues to extend its reach in Western Sydney, with undergraduate and postgraduate students attending clinical skills classes in local health district (LHD) simulation facilities at Liverpool and Blacktown. First-year BN students are based at Lithgow.

The School hopes to achieve its strategic goal – a rating of 5 in the Excellence in Research for Australia (ERA) initiative – by continuing to focus on supporting research capacity and by establishing a national and international profile in nursing, midwifery and health research. The quality of the School's research is reflected in its increasing collaboration with LHDs to expand and set up new research centres in LHD facilities, which ensures research outcomes directly impact clinical practice and improve patient outcomes. The School also continues to successfully collaborate with the Joanna Briggs Institute and the Ingham Institute for Applied Medical Research, both based at Liverpool Hospital.

In 2016, despite an increasingly competitive market, the School continued to sustain high student course uptake and matched this achievement with low attrition rates, directly contributing to the SoNM's overall academic and fiscal success. The School continues to build on its reputation for quality outcomes, which was reflected in its above-average enrolment performance within the sector, with more than 4,300 students enrolled across the suite of courses and a high number of international students. Overall, the full-time equivalent (FTE) dropped slightly due to the increased efficiencies in clinical placements and the ongoing increase in advanced standings granted.

CURRICULA RENEWAL

After an extensive process of consultation with students, academic staff, industry and external advisory committees, all four undergraduate curricula in nursing and midwifery were reviewed and updated. The revised documentation was submitted to the Australian Nursing and Midwifery Accreditation Council (ANMAC) in November 2016 for accreditation in 2017 and implementation in 2018. The new curricula include a move to skills mastery and incorporate practical assessments in the form of Objective Structured Clinical Assessments (OSCAs), which will result in significantly lower casual academic costs in 2018–19. The curricula renewal process created an opportunity for the School to review current practice, and the School is actively seeking innovative and creative ideas from all staff members to assist with planning the implementation, and to ensure staff and student engagement. The School has added several new elective units to the BN program, which will be available to health discipline students across the University.

The curricula renewal process was supported by a Learning and Teaching Enhancement Grant (LTEG), which provided funding for incentives to encourage student feedback and staff innovation, support services for senior staff leading the renewal (including research and professional staff support), Foundations of University Learning and Teaching (FULT) workshops for sessional staff and the development of the School Central Database

Review of Activities

Repository for Academic Literacy Support Initiative (ALSI).

The School also reviewed the Master of Mental Health Nursing (Nurse Practitioner) curriculum, submitting the documentation to ANMAC in October 2016 for accreditation in 2017.

LEARNING AND TEACHING

To achieve its aim of being a distinctively student-centred university, Western Sydney University continues to focus on meeting the challenge of engaging 21st-century learners in a cohort ranging between ages 17 and 61. Integrating blended learning into all curricula has increased the study options available to students, creating effective, flexible teaching and learning opportunities where students are able to engage anywhere and at any time, within the confines of the curricula. The School's successful implementation of blended learning advancements is reflected in the success of the courses, student outcomes and the Blended Learning team. The School was recognised with the Platinum Award for Blended Learning Optimization at the IMS Global Learning Impact Awards, and academic staff members from the School shared their experiences at the University Blended Learning Showcase.

The School has increased its use of simulation (SimPad and SimMan) in clinical teaching by introducing new leased equipment for nursing and midwifery. This manages costs while ensuring students can access the latest simulation equipment to enhance clinical skills in a safe learning environment. This learning is reinforced by students creating clinical practice skill videos, often in LHD settings, which are embedded in Professional Practice Experience (PPE) units and cover foundation skills including administering medicine.

Undergraduate Courses

The undergraduate summer unit 'A Field Study: Comparative Studies of Health Care Delivery' allows students to undertake an overseas field trip. Students who meet the criteria are funded by the Australian Government's New Colombo Plan Mobility Program, which the School successfully applied for in 2016. Students travelled to Wuhan, China, to visit a range of healthcare facilities, including two major metropolitan hospitals ranked in the top 20 in China (visiting emergency, operating theatres, the intensive care unit, the coronary care unit, and surgical and medical specialities), aged care facilities, mental health facilities, community health centres and a community hospital. Several students also chose to visit regional Australian communities at Menindee Lakes and Broken Hill to focus on rural and remote Australian health care.

The second cohort of first-year BN students at the Lithgow campus successfully completed their first year and transferred to Parramatta, Hawkesbury or Campbelltown for the final two years of their course. The program has had successful educational outcomes and promoted positive engagement with local health services and the community.

The Bachelor of Nursing (Advanced) course, which offers high-achieving students the resources and advantages of The Academy, continues to successfully develop future nursing leaders and researchers. Students participate in mentoring programs and extension activities that develop their leadership capacity and encourage interaction and participation with research activities in the School and University. In 2016, seven students received undergraduate scholarships from NSW Health's Nursing and Midwifery Office to attend the Australian College of Nursing's National Nursing Forum in Melbourne.

The first cohort of the Bachelor of Midwifery (BM) graduated in early 2016 with a 100 per cent employment rate in maternity units in NSW. Midwifery students successfully obtained six of the 20 available scholarships to attend the 2016 State Conference held by the NSW Branch of the Australian College of Midwives. The course continues to be an extremely popular, and entry is competitive. In 2016, the School introduced behavioural interviews as an integral step in the entry process to help screen candidates for the limited places available.

Postgraduate Courses

The Bachelor of Nursing (Graduate Entry) program has been reviewed to meet student and industry demand, and the course was approved for expansion to all campuses in 2017, with the summer school to be offered at Parramatta to meet demand from international markets. The course continues to attract high numbers of international students and will commence the revised curriculum in 2018.

The School continues to review its postgraduate offerings for quality and engagement, and it delivers interactive and collaborative learning and teaching activities online. The School uses collaboration and discussion boards to maximise student support, feedback and engagement for online units, and is currently reviewing strategies to provide effective literacy support to international students in their first session of study.

The SoNM currently offers 42 postgraduate units across four program suites, and it has made targeted changes to selected courses in response to market and sector forces. The Master of Nursing (Professional Studies), a new course specifically targeting onshore international students, has been extremely well received, garnering strong enrolments. The two-year program helps prepare newly graduated international registered nurses for work in the Australian healthcare system, and caters to a previously untapped market, increasing postgraduate equivalent full-time student load.

The SoNM has developed a new Graduate Certificate in Acute and Critical Care Nursing in collaboration with Western Sydney Local Health District (WSLHD). This course, which has been approved for 2017, will help to address skill shortages identified in the industry and will use simulation facilities at Blacktown Hospital. The School is developing an additional two graduate certificates aligned with employment trends (in aged care nursing and health research), which are designed to attract registered nurses working in residential care, as well as clinical nurse consultants (CNC) and clinical nurse specialists (CNS).

International Courses

With the approval of the Hong Kong Education Bureau, the format of the Master of Nursing (Clinical Leadership) program

(also offered onshore) has been reduced from 12 units to eight units to align with market demand, contributing to a 40 per cent increase in student enrolments going into 2017. Ongoing quality improvements to courses offered in collaboration with HKBU have resulted in substantial improvements in student feedback on units.

The SoNM is continuing to investigate further opportunities to expand into Asia, including accreditation with the Hong Kong Council for Accreditation of Academic and Vocational Qualifications. Expansion will focus on courses targeted to meet demand and opportunities for postgraduate nursing education in Southeast Asian countries with health systems that broadly face similar challenges to the Australian healthcare system.

Literacy Support

The SoNM continues to offer dedicated and targeted literacy support to students via Professional Communication and Academic Literacy (PCAL) staff members. These TESOL-qualified staff offer student support in a number of modes, and the resource is integrated into both undergraduate and postgraduate coursework. In 2016, the School instituted workshops specifically targeted at clinical communication. Student engagement continues to grow, with 7,810 support visits undertaken in the period between January and November 2016. The SoNM uses Post-Entry Language Assessment (PELA) statistics gleaned from data captured at orientation to identify students with specific needs and to inform PCAL support focus areas. The School was commended for its PCAL initiatives in the recent Review of Student Transition and Academic Support Programs.

Alternative Entry Pathways

To manage the large number of students entering into undergraduate courses through alternative pathways with high levels of advanced standing credit, the School has implemented strategies to better control the intake, increasing revenue while maintaining the quality of students entering courses:

- → The school has introduced a minimum GPA rank for students entering from The College to ensure they are university-ready.
- → In 2017, enrolled nurses entering the BN course via TAFE will receive eight units of advanced standing instead of nine.

Clinical Placements

Clinical placements continue to remain a key focus area for the SoNM, with limited places and a large number of enrolments in both the BN and BM. The unexpected withdrawal of the Clinical Training Funding (CTF) – previously Health Workforce Australia (HWA) funding – has severely impacted the school, both financially and operationally. In response, extra resources have been diverted to seeking new clinical placement providers in both the private and public health systems, and 36 new facilities have been contracted. However, the shortfall continues, and the School is exploring other options for placements to meet the demand. The new student placement system, InPlace, has standardised placement opportunities and improved student outcomes by promoting student progression. The ability to access online information, select preferences and receive earlier notification of placements has directly increased the uptake of available placements and improved the student experience, which is reflected in positive feedback from LHD providers. A tender process was completed for clinical facilitation, and three agencies have been contracted to provide staff from 2017.

ENGAGEMENT AND INTERNATIONAL ACTIVITIES

The School maintained a full calendar of engagement and international activities in 2016, undertaking 50 separate engagement activities involving students, staff members, prospective students, community members, industry bodies and other external parties. The events catered to audiences ranging from primary school students to university delegations, and spanned school engagement sessions to activities oriented to international and Indigenous students. All events aimed to increase the participation, educational outcomes and opportunities of students and prospective students from the Western Sydney region.

Maintaining market share in a deregulated and highly competitive higher education market remains a primary focus, and the School undertook targeted engagement activities in 2016. Improving the profile of the School and University through community engagement was a key goal in 2016. Nursing and midwifery students engaged with the community and refined their clinical skills, providing free health checks at seven events, including Western Sydney Homeless Connect, Macarthur Homeless Hub, Bankstown Wellness Festival and Rail Safety Week for Sydney Trains. Students from the SoNM and the School of Medicine volunteered their time to offer basic health services to the community such as blood pressure and blood sugar level checks, which provided an excellent primary healthcare learning experience and contributed to their clinical placement hours.

Western Sydney Homeless Connect

The School's commitment to the community was illustrated by its involvement in the Western Sydney Homeless Connect event in Parramatta. School staff and students assembled 500 personal care kits from 3,500 items donated by staff, students and community members and participated on the day by conducting health checks and distributing the personal care kits. Homeless Connect is an annual event run in Western Sydney to connect the local homeless community with government and community services, medical providers and social workers, as well as to raise awareness of homelessness in the wider community. The SoNM's Western Sydney University Homeless Connect Team was highly commended in the Excellence in University Engagement and Sustainability category in the Vice-Chancellor's Excellence Awards for their contribution to the event.

Indigenous Engagement Activities

The School is aligned with the University's strategic goals and has actively progressed Indigenous engagement, participating in activities including an NRL Indigenous player visit, the University's Heartbeat program, and the Koori Education Carnival across the three campuses. All these events involved career-oriented talks from staff members and interactive activities in the Clinical Practice Units showcasing nursing and midwifery education and career opportunities.

Review of Activities

The SoNM liaison officer for Aboriginal and Torres Strait Islander students organised a number of successful events, including NAIDOC Week, the first Aboriginal and Torres Strait Islander student and alumni information evening, a cultural education field trip to Yengo National Park and a community partnership with Marrin Weejali Aboriginal Corporation in Blackett. The School was also invited to join the Baabayn Aboriginal Corporation funding committee. The SoNM has actively engaged with Badanami and Indigenous students, organising a textbook drive and encouraging students to participate in peer mentoring and apply for cadetships and scholarships.

International Engagement Activities

Internationally, the SoNM continues to strengthen its long-term relationship with HKBU and Huazhong University of Science and Technology (HUST) in China with ongoing staff exchanges and student visits. The School's success in the QS World University Rankings has significantly expanded its international reach, with the SoNM fielding a large number of requests in 2016 and hosting an increased number of visiting international academics from Macau, China and South Korea. These academics are seeking information about learning and teaching, including simulation and blended learning strategies. In particular, they want to understand the University's student-focused approach, with a view to implementing similar practices.

Making the Difference in Health Care

The annual Making the Difference in Health Care forum, held at the Parramatta campus Female Orphan School, attracted senior clinicians, managers from the School's LHD partners and representatives from NSW Health. Among the speakers at the forum were three new graduates and a third-year Bachelor of Nursing (Advanced) student who was ranked in the top 50 nursing students in Australia. These student speakers identified the challenges nursing students and clinicians experience during their transition from student to registered nurse. The event also showcased the strength of the SoNM's current research and facilitated networking opportunities with health colleagues.

International Normal Labour and Birth Conference

Hosted by the School and the Australian College of Midwives, the 11th International Normal Labour and Birth Conference 2016 was attended by more than 500 delegates from over 20 countries. The conference addressed social, cultural, physiological, psychological, emotional and spiritual aspects of labour and birth over four days, examining new developments in the evidence base on the nature of, and cultures around, birth and the associated processes and outcomes of labour and birth. Papers covered primary and secondary research, methodological debates, and new philosophies and constructs in this area.

Keynote speakers included:

- Professor Eugene Declercq – Professor of Community Health Sciences and Assistant Dean for DrPH Education at the Boston University School of Public Health
- Kerstin Uvnäs Moberg – MD, PhD (Karolinska Institutet) and Professor of Physiology at the Swedish University of Agricultural Sciences
- Professor Caroline Homer – President of the Australian College of Midwives
- Professor Alec Welsh – subspecialist in maternal–fetal medicine, with masters and PhD degrees in digital imaging and fetal imaging
- Dr Sarah Buckley – GP obstetrics
- Professor Maralyn Foureur – Professor of Midwifery at the University of Technology Sydney
- Sheena Byrom, OBE – board member of the Royal College of Midwives and Chair of the Iolanthe Midwifery Trust
- Professor Sally Tracy – Professor of Midwifery at the University of Sydney and Conjoint Professor at the School of Women's and Children's Health in the Faculty of Medicine of the University of New South Wales
- Andrew Bisits – Medical Co-director of Maternity at the Royal Hospital for Women in Randwick
- Professor Sue Kildea – Clinical Chair in Midwifery and joint appointment between Mater Health Services Brisbane and the University of Queensland
- Bashi Hazard – lawyer and Board Director of Human Rights in Childbirth (HRiC)
- Leona McGrath – Senior Advisor to the NSW Aboriginal Nursing and Midwifery Strategy.

Professor Hannah Dahlen, Chair of the 11th International Normal Labour and Birth Conference and National Media Spokesperson for the Australian College of Midwives, continues to raise the profile of the School's midwifery discipline, with ongoing interviews and articles in mainstream media.

Summer Scholarship Program

The School continues to be actively engaged in the University's Summer Scholarship program, contributing four projects for the 2016–17 Research Scholarship program, including:

- Dr Nathan Wilson's 'Oral health status and people with intellectual disability: a literature review'
- Dr Diana Jefferies' 'Strategies to develop undergraduate student nurses' critical thinking and written literacy competence for professional practice: a comprehensive systematic review'
- Associate Professor Bronwyn Everett's 'Bridging language barriers for CALD patients'
- Dr Christine Taylor's 'Feeding experiences of parents/carers of young children with cerebral palsy'.

Hawkesbury Campus Events

Representatives of the SoNM (including past and present staff and students) attended the annual Hawkesbury Alumni Chapter (HAC) Luncheon at NSW Parliament House to celebrate 125 years of the Hawkesbury campus and to raise funds for the Hawkesbury Appeal scholarships, which include a nursing scholarship. The event was hosted by Rick Colless, Parliamentary Secretary for Natural Resources and Western NSW.

The School, supported by the Hawkesbury Provost, hosted an Alumni, Family and Friends Day to celebrate 125 years of the Hawkesbury

campus. The event, which drew nearly 200 attendees, aimed to build university spirit while celebrating the history of the campus and demystifying tertiary education for the families of students. The Hawkesbury Foundation used the occasion to announce a new Aboriginal Nursing Scholarship for Hawkesbury students.

RESEARCH

Research in the SoNM actively encourages links with industry and community, directly contributing to the health priorities of the region. The School supports four main research concentrations: midwifery, family and child health; chronic and complex care; aged care; and academic literacy. There is also an emerging group of researchers focusing on mental health. The directors of research and higher degree research (HDR) support and foster research development within the School, currently supporting more than 50 HDR students and 56 supervisors. The School is proactive in promoting research as a career path for LHD staff, instituting the CNC mentoring program and leading research workshops. The SoNM also supports three research centres in collaboration with LHDs.

Centre for Applied Nursing Research

Located within the Ingham Institute at Liverpool Hospital, the Centre for Applied Nursing Research (CANR) supports nurse- and midwife-led research that focuses on national, state and local priorities. It plays an important role in developing evidence-based guidelines, and in translating research into policy and practice. A major focus of CANR is to grow the research interests, skills, capacity and outputs of nursing and midwifery staff within South Western Sydney Local Health District (SWSLHD). The Centre undertook 13 projects in conjunction with LHD staff in 2016.

Centre for Nursing Research and Practice Development

The Centre for Nursing Research and Practice Development (CNRPD), a joint venture between the University and Nepean Blue Mountains Local Health District (NBMLHD), encourages collaborative research through the secondment of CNCs and education sessions with nurses in the LHD. In 2016, the Centre, which is located at Nepean Hospital, hosted two CNCs and conducted the CNC-led Nursing and Midwifery Research and Practice Development Conference at Penrith Panthers. CNRPD completed six projects in 2016 and facilitated annual writing retreats for academic staff and HDR students, encouraging and supporting research and enabling interaction and collaboration between early career researchers and experienced researchers. In 2016, CNRPD established a new professorial midwifery role to build on the largely clinically based developmental work. The role works in partnership with the LHD's Director of Nursing and Midwifery to provide visionary and strategic leadership in research and translate research and evidence-based practice into practice and models of care.

WSLHD Nursing Research Centre

A new Nursing Research Centre has been established in conjunction with the WSLHD. Located at Blacktown Hospital, the Centre will be pivotal in developing capacity in nursing and midwifery research, promoting translational research, health services research, evidence-based practice, and supporting nursing and midwifery staff at WSLHD facilities to undertake and publish research. The Centre will open in early 2017, and will employ a Professor of Nursing and three support staff.

The Centre is augmented by two research groups located within the Ingham Institute for Applied Medical Research at Liverpool Hospital.

Translational Research and Social Innovation Group

The Ingham Institute's Translational Research and Social Innovation (TReSI) group conducts translational research that supports the implementation of social and system innovations to ensure evidence-based interventions reach the people who need them and are implemented to the highest standard. In 2016, TReSI focused on early childhood services, and developing research methods and frameworks for translational research in Australia and worldwide.

The Maternal Early Childhood Sustained Home-Visiting (MECSH) program continues to expand internationally, with training held in the UK, the island of Jersey and the state of Vermont in the US. The MECSH Community of Practice Conference was held in Sydney with 80 delegates from across the globe. The MECSH program continues to expand nationally, with implementation in the Sydney Local Health District (as part of its Healthy Children initiative) and the Southern NSW Local Health District (SNSWLHD).

Following completion of the right@home research trial in Victoria and Tasmania, TReSI has supported services to continue to offer the right@home MECSH-based program to families in the community. TReSI is leading a partnership with the School of Business and the School of Medicine, and SWSLHD and SNSWLHD, to explore how child and family health nursing services can be redesigned to optimise the wellbeing of children. It is also working with SWSLHD to support the health of children up to age five.

Collaboration for Oral Health Outcomes, Research, Translation & Evaluation

Collaboration for Oral Health Outcomes, Research, Translation & Evaluation (COHORTE) is the first of its kind in Australia, engaging non-oral health professionals to focus on population oral health. It was established in 2015 as an interdisciplinary collaboration between the School and SWSLHD Oral Health Services. The group's primary focus is on training students and clinicians from the nursing, midwifery and medicine disciplines to provide oral health education, screening and referrals to patients across various clinical services. The group has eight research streams (cardiovascular health, diabetes, stroke, maternity, paediatrics, intellectual disability, aboriginal health and aged/palliative care) led by senior academics and HDR students from the SoNM.

In the span of 15 months, the group has established itself as a leading translation oral health research group in NSW, working with key government bodies and industry partners to improve clinical practice and develop evidence-based oral health promotion resources. COHORTE had major progress with two educational programs in 2016. The Midwifery Initiated Oral Health

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(MIOH) program for practising midwives was commercialised with the University and is being rolled out in Victoria. Further, an oral health education module was incorporated into a Master of Child and Family Health course for the first time in Australia, resulting in the development of a training DVD that was endorsed by NSW Health and is being distributed across the state. The group received five grants in 2016, totalling $215,000, including a Category 1 grant from the Financial Markets Foundation for Children and four Category 2 grants from NSW Health and Department of Health and Human Services in Victoria.

New South Wales Centre for Evidence Based Health Care

The School also continues to host the New South Wales Centre for Evidence Based Health Care, which is the NSW collaboration centre for the Joanna Briggs Institute. The Institute has collaboration centres in 65 countries, and the number of centres is increasing, which provides opportunities for international research collaborations. These research concentrations are closely aligned with national health and research priorities, contributing to innovations in models of care and health service environments.

Mother Infant & Family Health Research Network

The Mother Infant & Family Health Research Network (MIFam Network), led by professors Virginia Schmied and Hannah Dahlen, has a strong presence in Western Sydney, working with women, families, health and community groups, and Australian and international researchers. The research embraces a diverse range of cultures and groups, and their experiences. In 2016, the key research program areas included:

- → improving pregnancy and birth experiences and outcomes
- → ensuring optimal parental social and emotional health in pregnancy and early childhood
- → promoting healthy parenting and infant feeding practices
- → improving care and outcomes for premature or sick infants and their families
- → translational research that strengthens service design, delivery and professional practice to meet the needs of women, children and families.

In 2016, the Network supported eight doctoral students, and its researchers published findings in 47 refereed journals papers and several articles in The Conversation. The Network also hosted the International Normal Labour and Birth Conference.

One Million Global Catheters Study

The unfunded One Million Global Catheters Study into the impact of peripheral intravenous catheters, led by Dr Evan Alexandrou and project teams at Western Sydney University and Griffith University, is the world's largest study into catheters and continues to expand. The study has been conducted in more than 400 hospitals in 65 countries, resonating with clinicians worldwide – particularly nurses.

GRANTS

Led by Professor Lynn Kemp, the TReSI group's right@home randomised controlled trial of the MECSH program in Victoria and Tasmania received funding of $2.95 million from the National Health and Medical Research Council (NHMRC) and philanthropic funders to follow the trial families until children reach the age of five.

COHORTE, led by Associate Professor Ajesh George, received two grants:

- → a Category 1 grant of $117,310 from the Financial Markets Foundation for Children
- → a Category 2 grant of $18,810 from the SWSLHD Innovation Group.

Professor Esther Chang is a named collaborator and mentor on a successful NHMRC postdoctoral fellowship led by Dr Sandra Garrido through the NHMRC Dementia Framework. The fellowship commenced in 2016 and provides funding for four years ($601,000 in total). Fellow collaborators and mentors include Professor Kate Stevens from the MARCS Institute and professors Jane Ussher and Janette Perz from the School of Medicine's Centre for Health Research.

Professor Esther Chang from the School of Nursing and Midwifery; Professor Caroline Smith from the National Institute of Complementary Medicine; and Dr Gisselle Gallego, Adjunct Fellow at the School of Medicine, received an Illawarra Retirement Trust (IRT) Foundation Research Grant for their project: 'An educational intervention to improve health literacy and decision making about supporting self-advice and decision making among older Australians: a randomised controlled trial'. The grant will provide $77,800 of funding for 2016–17.

Four SoNM staff members – Dr Rakime Elmir, Dr Jann Foster, Dr Olayide Ogunsiji and Dr Kim Psaila – obtained Researcher Development grants totalling $109,159 from the Office of the Deputy Vice-Chancellor (Research and Development), including Women's Research Fellowship and Early Career Research (ECR) Fellowship funding.

Dr Mariana S Sousa has been awarded a $20,000 Breast Cancer Research Grant from the Ingham Institute for Applied Medical Research.

The School received New Colombo Plan Mobility Program funding of $49,500 to help students undertake the 'A Field Study: Comparative Studies of Health Care Delivery' unit in China.

AWARDS AND ACHIEVEMENTS

In 2016, the School's academic and professional staff were recognised for a number of achievements:

- → The School was ranked among the top 50 nursing schools in the world in the prestigious QS World University Rankings by Subject
- → The title of Emeritus Professor was conferred upon the retiring Dean, Professor Rhonda Griffiths, AM
- → Professor Virginia Schmied received the prestigious and competitive Vice Chancellor's Excellence Award for Excellence in Postgraduate Research, Training and Supervision
- → The Western Sydney University Homeless Connect Team (Dr Stacy Blythe, Kylie Docker, Yvonne Gatt, Sue Willis, Rebecca

Stamopoulos and Dr Rakime Elmir) was highly commended in the Vice-Chancellor's Excellence Awards, in the Excellence in University Engagement and Sustainability category, for organising the hygiene drive and contributing to the Western Sydney Homeless Connect event in Parramatta

- → Associate Professor Deborah Hatcher was a finalist in the inaugural Alumni Awards, which recognise the significant contributions made by alumni in their local communities and beyond
- → Dr Evan Alexandrou won the Excellence in Innovation – Research category in NSW Health's 2016 Excellence in Nursing and Midwifery Awards for his study on improving outcomes for patients with vascular catheters. Dr Alexandrou and his Liverpool Hospital colleagues were also highly commended in the patient safety category at the 2016 SWSLHD Quality Awards. He was also involved in developing an online central line management course for the Health Education and Training Institute (HETI), which won a Silver award at the Brandon Hall Group Excellence Awards
- → Western Sydney University won the Export of Services to Hong Kong category at the Hong Kong–Australia Business Awards, recognising the longstanding contribution the School and University have made to nursing education in Hong Kong, including the School's 26 years of partnership with HKBU
- → The School received the Platinum Award for Blended Learning Optimization at the IMS Global Learning Impact Awards, which recognise the most powerful and influential uses of technology in support of learning worldwide. SoNM Blended Learning Designer Con Athanasiou prepared the video entry and attended the international awards ceremony in Texas
- → Six academic staff members and one professional staff member participated in the University's Inspire Leadership Program.

SCHOOL OF SCIENCE AND HEALTH

The academic program of the School of Science and Health covers a broad range of disciplines across the science and health domains. This diversity fosters innovative collaborations across traditional boundaries, contemporary learning programs and strong research capabilities.

In 2016, the School was challenged by a drop in student numbers, but it continued to have great success across a wide range of activities. It exceeded research revenue targets with the help of grants to its Early Career Researchers (ECRs) and a new industry partnership scheme. It enjoyed large student intakes for new health and physical education, and science/natural science courses. It developed new courses for 2017 in science, medical science and forensic science, and offered students opportunities to study undergraduate health science with external partners.

The School reached a significant milestone in August 2016 when it moved into new science facilities at the Parramatta campus. Its programs will also benefit from a new allied health teaching and research facility at the Campbelltown campus, due for completion in mid-2017.

The success of the School's staff members was recognised at the 2016 Vice-Chancellor's Excellence Awards.

LEARNING AND TEACHING

The School continued to offer unique, flexible and responsive learning experiences. It introduced new undergraduate courses including the Bachelor of Science (Zoology)/ Bachelor of Natural Science (Animal Science) double degree, and the Bachelor of Health Science (Health and Physical Education) Pathway to Teaching (Secondary). Both were highly popular with students. It also introduced online options for the Bachelor of Health Science and Master of Health Science programs, and will progressively develop the coursework masters programs in 2017.

Close collaboration between academic staff and the Blended Learning team allowed the School to continue to develop contemporary courses and new approaches to improving teaching and learning outcomes. In line with the theme of developing unique learning experiences, the School finalised course developments for the Bachelor of Medical Science (Forensic Mortuary Practice). It also amended the Master of Forensic Science (online) with the help of domestic and international collaboration. Both updated courses are part of the School's 2017 course offerings. A workgroup was established to streamline and strengthen the School's science programs.

The School maintains very high academic and professional standards. In 2016, it received ongoing accreditation for its traditional Chinese medicine program. Its highly commended and successful paramedicine program will undergo a final assessment for full accreditation in 2017.

The paramedicine program saw its first cohort of graduating students in 2016. A high proportion of graduates secured full-time employment before completing their degrees.

The School is at the forefront of student clinical and work placements, and in late 2016, was well on the way to implementing the InPlace student placement system. This contemporary management tool will support students undertaking placements both domestically and internationally. The number of domestic and international placements continued to increase in 2016. Students studied in China, Ireland, South Africa, Finland, New Zealand, Indonesia and the UK. The Australian Government's New Colombo Plan initiative – which aims to boost knowledge of the Indo-Pacific region – provided funds for students to undertake overseas study placements in the region in 2017.

In addition to clinical placements, students undertook additional international study in Canada, the US, Japan, Sweden and the UK.

The School produced a series of videos to improve student retention. The videos highlight opportunities for success through

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the eyes of current students and alumni from the health science, agriculture and environmental science courses.

A key development in 2016 was the completion of new teaching, learning and research facilities at the Parramatta campus. The facilities accommodate science and medical science programs, and will be shared with other Schools and The College.

In July, the School's Deputy Dean, Dr Trevor Bailey, retired. The School acknowledges the significant contributions of Dr Bailey, and will miss his insights, knowledge and experience.

RESEARCH

The School continued to focus on offering research-led academic programs. It exceeded targets for external research grant income and consulting income in 2016, at $5.6 million and $0.7 million, respectively, and made seven new industry partnerships via the Research Partnerships Program.

Research programs led by School staff members achieved significant success in 2016. For example:

- Associate Professor Robert Spooner-Hart and a team from the Hawkesbury Institute for the Environment (HIE) obtained a grant of more than $2.4 million from Horticulture Innovation Australia and industry partners for the project 'Healthy bee populations for horticultural pollination services'
- Dr Freya MacMillan received more than $204,000 from the Translational Health Research Grants Scheme for the project 'Reducing the impact of diabetes and its complications in the Greater Western Sydney Samoan community'
- Dr Chris Turbill is part of a team working on a project entitled 'Movement Ecology of Flying Foxes', which received $389,500 in funding from the Australian Research Council's Discovery Project program. The team is led by Dr Justin Welbergen from HIE and also includes researchers from the CSIRO.
- Dr Amit Arora was selected to serve on the Translation of Research into Practice Fellowships Panel for the National Health and Medical Research Council
- Professor Lucy Chipchase, PhD student Bernadette Brady and Dr Siobhan Schabrun received a Physiotherapy Research Foundation grant for a project entitled 'The inequities of chronic pain – responding with culturally diverse physiotherapy'. Bernadette was also awarded the 2017 Sir Robert Menzies Memorial Research Scholarship in the Allied Health Sciences. The scholarship offers $40,000 a year for up to two years and will help Bernadette complete her PhD on chronic pain.
- Professor Vijay Jayasena received scholarship funding from Campbell Arnott's for his 'New Technology in Food Science' project
- Emeritus Professor Rob Mulley was appointed to the Game and Pest Management Advisory Board of NSW, the NSW Biosecurity Advisory Committee and the NSW Kangaroo Management Advisory Panel
- Dr Ian Wright took first place and the People's Choice award in the Western Sydney University Research Impact Competition for a presentation entitled 'What happened when research discovered major water pollution of a highly valued river from a coal mine?' The presentation demonstrated the significant impact on government agencies, the coal-mining industry and local communities.

In 2016, the School celebrated the graduation of 28 higher degree research (HDR) students and welcomed 40 new HDR students. Eighteen students are supported by scholarships.

The School held its annual Higher Degree Research Forum in June, providing opportunities for students to showcase their research. The two-day forum included poster presentations by science and medical science honours students, plenary lectures by final-year HDR students, and short theses by first-year students.

ENGAGEMENT

Science and Health continues to be a leader among the University's Schools in engaging with, and advocating for, Western Sydney and its people. For example, the School signed an agreement with South Western Sydney Local Health District to establish a conjoint professorial position in allied health. It continued to support The Men's Health Information and Resource Centre, and gained government funding for a range of community-embedded services and research programs with Indigenous communities. These programs include The Shed In Mt Druitt – which was set up to improve the health prospects of Indigenous men – and Men's Health Week.

The School demonstrated its strong commitment to the local community in 2016 through support for activities such as Beyond the Classroom, a forum aimed at broadening students' perceptions of careers in the fields of agriculture, food and the environment. The School also supported UniSteers – a steer-raising challenge for high school students from across Sydney – as well as the Western Sydney Pathways to Dreaming and the Heartbeat: Signals and Signs programs, which support Indigenous students. With a focus on promoting STEMM (science, technology, engineering, mathematics and medicine) studies, the School ran the highly successful NSW Schools Titration Competition jointly with the Royal Australian Chemical Institute, for Higher School Certificate chemistry students.

INTERNATIONAL

The School continues to explore and strengthen key international relationships. To facilitate this, the Vice-Chancellor appointed Dr Zhonghua Chen and Dr Xiaoshu Zhu to the position of Associate Dean – International (China, Hong Kong, Macau and Taiwan) from 2017.

The School has deepened relationships in China with Huazhong Agricultural University, Wuhan. The University's Academic Senate approved an articulation arrangement allowing students from the Chinese university to undertake studies in the Bachelor of Science (Environmental Science) program.

The School further expanded its relationship with Beijing University of Chinese Medicine. It signed a bilateral agreement to advance

collaboration on research, education and clinical services related to Chinese medicine.

SUSTAINABILITY AND SUCCESS

The School continued to focus on creating a dynamic and innovative culture that encourages success, and in 2016, supported a wide range of corporate projects. To improve the administration of student placements across nine program areas, the School adopted the InPlace student placement system. The School has also contributed significantly to a new casual employment management system, to be piloted before full deployment in 2017.

Supporting staff members is key to the School's success. In 2016, the School supported staff-led initiatives by hosting a TechNet Forum for technical staff across the University, establishing the MyVoice Working Group to implement solutions to matters raised in the most recent MyVoice Staff Engagement Survey, and introducing an e-handbook for School staff members. Workshops run by the School's Director of Research and Dean improved the skills and research opportunities of ECRs. The School's researchers were successful in gaining grants in the Early Career Researcher Fellowship and Women's Fellowship categories of the University's 2017 Researcher Development Awards. At the inaugural School Staff Excellence Awards in August, the School presented team and individual awards for outstanding contributions in teaching, research, professional service, community engagement, inspirational leadership and positive work culture, and change and continuous improvement.

SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY

The School of Social Sciences and Psychology (SSAP) remains committed to integrating teaching, research and practice for the betterment of society and the enhancement of human performance and life satisfaction. In 2016, SSAP continued to improve its courses and units, and developed new industry-relevant undergraduate and postgraduate programs. The revisions ensure the degrees give students the applied skills they need to succeed in the fast-paced, constantly changing employment market, reinforcing the School's reputation as a strong leader in the education sector for the social science and psychology disciplines.

In addition to developing programs, the SSAP maintained its active research culture, pushing the theoretical frontiers of knowledge as well as applying research to produce real world impacts. Research grants and business development continue to be a key focus of the School's activities, ensuring a more engaged and outward-looking approach, and delivering local and international funding opportunities and industry-based scholarships.

The SSAP undertook an external review in October 2016, and the report and action plan are currently being finalised. The recommendations from this review will help the School and the University make improvements, and commendations will be used to disseminate advice on best practice. In 2017, the SSAP will use its partnerships to prepare students for employment, increase its focus on the support needs of sessional staff and continue pursuing its strategy to achieve exceptional research performance and international partnership opportunities.

TEACHING AND LEARNING

The SSAP's student load continues to be strong across the majority of programs, with robust numbers in undergraduate degrees in psychology, criminology and social work, among others. It is also adapting its marketing and curriculum to increase both postgraduate and international student numbers. The SSAP continues to focus on regional engagement and strengthening its relationship with alternative-entry students, particularly those who previously studied at Western Sydney University, The College and TAFE.

In 2016, the SSAP delivered a new set of undergraduate programs, including the Bachelor of Anthropology and the Bachelor of Humanitarian and Development Studies. It also added three new postgraduate courses: the Master of Professional Psychology, Master of Psychotherapy and Counselling, and Master of Social Work (Qualifying).

These undergraduate and postgraduate programs reaffirm the School's position as a sustainable provider of diverse specialisations, and ensure it continues to provide students with the opportunity to engage with real-world problems by drawing on scholarship in social science and psychology.

In 2016, the SSAP established a coherent and cooperative curriculum team through divisional resources and LTEG funding. The team's outcomes in 2016 included initiating a Scholarship of Teaching and Learning (SoTL) Grants Scheme, providing professional development for tutors (which led to a further nine tutors completing the sessional Foundations of University Learning and Teaching program), and establishing a first-year Unit Coordinator project to implement 'transition pedagogies'. Retention continued to be a key focus for the SSAP, which initiated a pre-census attrition project and intervention campaign in collaboration with the Transition Success team. Overall retention of commencing students remained relatively steady at 79.1 per cent.

The SSAP continued to innovate its curriculum design, providing students with choices in how they study by using blended and online strategies for teaching and learning. It is working with the offices of the Pro Vice-Chancellor (Learning Transformations) and Pro Vice-Chancellor (Digital Futures) to ensure it adopts best-practice approaches to blended learning. The new Science and Psychology building opened in 2016 at the Parramatta campus, housing state-of-the-art social work skills labs, the largest art therapy space in the Southern Hemisphere and six interactive psychology testing labs.

The SSAP again received resoundingly positive student feedback through the University's Student Feedback on Unit (SFU) process for the Autumn 2016 session, with a 35 per cent student response rate and an average rating of 'overall satisfaction' (4.16 out of 5, compared to the University average of 4.08). In the vast majority of units, the SSAP has consistently achieved high SFU scores year after year, demonstrating the quality of teaching and the commitment of staff members.

Review of Activities

The SSAP again delivered HSC Enrichment Days for students studying Geography, and Society and Culture, which attracted more than 120 students from 19 high schools across NSW. The School made 63 unconditional offers for 2017 admission into selected courses after applicants sat an invigilated exam.

The SSAP's psychology discipline received Australian Psychology Accreditation Council (APAC) accreditation, and the Master of Social Work (Qualifying) received provisional accreditation through the Australian Association of Social Workers (AASW). The SSAP continued coordinating External Advisory Committees (EACs) in 2016 to build closer links with the employer sector and inform course design. EAC meetings were held for undergraduate and postgraduate degrees in psychology, and social work and community welfare.

The SSAP's performance in learning and teaching was also recognised through the Australian Awards for University Teaching, with Professor Craig Gonsalvez receiving a 2016 Citation for Outstanding Contributions to Student Learning. Dr Tim Griffin received a Citation for Outstanding Contributions to Student Learning in the Western Sydney University Learning and Teaching Awards.

INTERNATIONAL AND ENGAGEMENT

Existing SSAP programs continue to make a unique contribution to the skill set of Western Sydney and NSW, especially in the 'helping' professions. These programs include the Master of Art Therapy, the Graduate Diploma in Counselling, the Master of Clinical Psychology, and the Master of Urban Management and Planning. These programs contribute to the public good and incorporate strong regional engagement through student placements.

PSYCHOLOGY CLINIC

The Psychology Clinic that serves as a training facility for postgraduate psychology students relocated from Narellan to Werrington South. The move has enabled the facility to provide a wider range of affordable psychological services to the community, transition from a training clinic to a training and research clinic, and establish additional specialist clinics that blend high-quality psychological services with excellence in training and research. The first specialised clinic, the Eating Disorders and Obesity Clinic, started seeing clients in September 2016. The Psychology Clinic engages, educates and collaborates with practitioners and researchers in the local area.

PROFESSIONAL PLACEMENTS

In 2016, SSAP students undertook more than 380 professional placements across eight disciplines, totalling more than 200,000 hours. Five social work students received scholarships for placements with the Department of Family and Community Services in rural NSW. The SSAP has made progress in developing partnerships to support the first cohort of students who will complete the new International Placement unit in 2017. The number of students completing placements is expected to increase across all disciplines in 2017, and the School's work in building key relationships across Western Sydney will be an important factor in securing those placements and career opportunities for our graduates.

STUDENT ASSOCIATIONS

The SSAP's increased support for and engagement with the student cohort has enabled the expansion of seven student associations: Policing, Criminal and Community Justice; Geography, Urban Studies/Heritage and Tourism; Psychology; Social Sciences (Bankstown); Social Work (Parramatta); Social Work and Community Welfare (Bankstown); and Humanitarian and Development Studies. The Deputy Dean hosts regular meetings between representatives of the School Executive and association office-bearers. Students were given opportunities to contribute as School committee members and in program accreditation processes. The SSAP sponsored an innovative, student-led pilot project with the Social Work and Community Welfare student association at the Parramatta campus. One of the aims was to foster a professional identity among first-year and second-year students.

CAREER EXPOS

In 2016, the SSAP delivered two successful student-led career expos: one for psychology students and one for social work and community welfare students. Held in partnership with Western Sydney University Careers, these events link current students with alumni, experts in the field, governing bodies, potential future employers and organisations that offer volunteering opportunities.

PENRITH PERFORMING & VISUAL ARTS PARTNERSHIP

The SSAP developed a new partnership with Penrith Performing & Visual Arts (PP&VA) to help produce cultural events and research projects. Under the new arrangement, the University and the PP&VA will develop innovative artistic programs and community events for the local region and beyond. Students will also have the opportunity to work at PP&VA organisations.

INTERNATIONAL ENGAGEMENT

In 2016, the SSAP delivered five professional development short courses in the areas of psychology, humanitarian and development studies, and research methods. It also developed two short-stay programs for Indonesian scholars, commissioned by the Indonesian Ministry of Religious Affairs, and designed and delivered two programs for IAIN Bengkulu and IAIN Mataram. In collaboration with the International office, the SSAP developed a scalable delivery and pricing model to allow it to competitively respond to requests for tailor-made programs within a short time frame.

In 2016, the SSAP completed three successful international missions (to India and Nepal) that involved training international agents, advising prospective students and deepening institutional relationships. In November, it presented two research projects in Nepal that it developed with Kathmandu University (KU). It also announced Western Sydney University's support for a tourism management scholarship to build local capacity, as well as two PhD scholarships with KU to support volunteer tourism and music heritage in the region. During the visit, the SSAP worked with non-government organisations and KU on a pilot of the International Placement unit, which will start in Semester 2, 2017.

Western Sydney University's new Science and Psychology facility at the Parramatta South campus

Review of Activities

In 2017, two SSAP academics received funding through the New Colombo Plan, totalling $66,000. In addition, eight social work students undertook placements across Fiji, Samoa and Tonga as part of the Pacific Islands Field Education (PIFE) program.

In 2016, the University remained in the top 100 universities for geography and top 200 for psychology and sociology in the QS World University Rankings by Subject.

MEDIA ENGAGEMENT

The SSAP's staff members continue to make regular appearances in print, radio and television media. The School also has an active social media presence, with 6,640 page likes on Facebook and a reach of 67,718 people as at 13 October 2016. On Twitter, @SSAPChat had a reach of 469 followers, 182 tweets, 64,532 impressions, 527 mentions and 9,824 profile visits.

RESEARCH

The SSAP continues to build its reputation by conducting cutting-edge research that contributes to the international body of knowledge. It uses this research to inform teaching and undertake research that addresses many of the challenges facing contemporary society. Higher degree research and the pathway to research is at the centre of curriculum design and the student experience. The School's targeted postgraduate courses all emphasise research training and ensure candidates are well placed in the competitive global career market. The SSAP currently has 95 PhD students enrolled, and 50 students hold PhD scholarships across 12 different awards.

In 2016, the SSAP had 11 successful grant applications (with around $300,000 awarded). Six applications are about to be signed (with around $620,000 requested), and seven applications are awaiting decisions.

The Higher Education Research Data Collection (HERDC) 2016 return on 2015 performance for Western Sydney University shows that the academic staff in the SSAP produced 16.6 per cent of the books, 17.4 per cent of the chapters, 9.2 per cent of the refereed journal articles and 16.3 per cent of the research reports and creative works within the University. In all, SSAP staff members contributed 10.2 per cent of the weighted publications of the University.

The following books were written or edited by SSAP staff members in 2016:

Disappearing Object Phenomenon: An Investigation (McFarland); *Australian Violence: Crime, Criminal Justice and Beyond* (Federation Press); *Identity and Belonging* (Palgrave Macmillan); *Memory, Place and Identity: Commemoration and Remembrance of War and Conflict* (Routledge); *Heritage, Affect and Emotion: Politics, Practices and Infrastructures* (Routledge); *The Poetics of Travel* (Berghahn); *Heritage in Action: Making the Past in the Present* (Springer); and *Religion and Non-Religion Among Australian Aboriginal Peoples* (Routledge).

The SSAP's research outputs align with the University's four research themes. Specifically, the Urban Living and Society theme and the Health and Wellbeing theme capture the majority of the School's research, and it is working with the new Research Theme Champions to continue to promote and broaden crossdisciplinary research practices.

The SSAP established the Humanitarian and Development Research Initiative (HADRI) as a University-recognised research group in June 2016. The group's mission is to combine two interrelated areas of inquiry – humanitarian studies and development studies – to illuminate the interrelationships between development processes, humanitarian practice, interventions in states and human security. Throughout 2016, HADRI hosted Visiting Fellow Associate Professor Wen Chen from the School of Public Health at Sun Yat-Sen University, who is a project manager at the Sun Yat-Sen Center for Migrant Health Policy.

In 2016, the School showcased its research through activities such as the SSAP Aboriginal and Torres Strait Islander Research Symposium, the SSAP New Social Media and Digital Research Methods Symposium, the Islamophobia in Australia Symposium, the SSAP IT Lightning Talks and the SSAP Professorial Lectures Series.

Other research outcomes for the School in 2016 included the following:

- The Royal Commission into Institutional Responses to Child Sexual Abuse invited Kerry Robinson, Moira Carmody and Michael Salter (Sexualities and Genders Research) to act as expert advisors. This included participating in three full-day workshops on the factors contributing to the prevalence of child sexual abuse and what strategies might be useful in successfully intervening in this social problem. They made up half the invited experts in this particular committee.
- Beginning in July 2017, Dr Tamara Watson and Dr Gabrielle Weidemann will form the Western Sydney University arm of 'PLAsticiTY of Perceptual space Under Sensorimotor interactions' (PLATYPUS). This international research consortium is funded by the European Commission's Marie Skłodowska-Curie Research and Innovation Staff Exchange grant, which has provided €891,000 for three years. The consortium includes researchers from institutions in Germany, Italy, the US and Australia, as well as German optical instruments manufacturer Carl Zeiss. As part of this consortium, Western Sydney University will host a year-long secondment of early career researchers from the University of Münster and Carl Zeiss.
- The Growing Up Queer research team (Kerry Robinson, Peter Bansel, Nida Denson, Georgia Ovenden and Cristyn Davies) received the Western Sydney University Vice Chancellor's Excellence in Research (Researcher of the Year) award
- Professor Debbie Horsfall was highly commended in the Western Sydney University Vice-Chancellor's Excellence in Postgraduate Research, Training and Supervision award.
- Dr Jennifer Cheng won the Australian Sociological Association's Early Career Researcher – Best Paper Prize
- SSAP PhD student Rhonda Itaoui won the *Australian Geographer* Best Paper by an Early Career Researcher.

People and Advancement

STUDENT EXPERIENCE OFFICE

In 2016, the Academic Registrar's Office (ARO) was restructured into the Student Experience Office (SEO), driven by the strategic direction of the University that all student administration, support and services focus on delivering an excellent student experience.

The Student Experience Project (SEP) will provide the University with deep insights into students' perspectives of their university experience. These insights will help guide operational decision-making and prioritise effort and resources. The outputs of the SEP will help the University as it works to become a distinctively student-centred institution.

The Digital Marketing Platform (DMP), which was delivered in December 2016, is an enhanced offer and enrolment process. This has resulted in a streamlined enrolment process that is both mobile-aware and design-driven. Feedback from students is positive, and the University now has the capability to track user enrolments through each step and help students who are yet to complete their enrolments.

The My Student Record (MySR) refresh has been positively received by students. The enhanced MySR supports mobile devices and provides a consistent experience for students, whether they are enrolling or registering to graduate.

ADMISSIONS AND ENROLMENTS

In 2016, the SEO processed more than 280,663 applicant preferences and made 22,705 offers to domestic applicants through the Universities Admissions Centre (UAC). A postgraduate branded portal was piloted in the second half of 2016, accepting applications for courses taught by the School of Business. During the pilot, the SEO processed 369 applicant preferences and made 117 offers. The domestic admissions team also processed 728 direct applications and made 411 direct offers to applicants. The Enrolments team facilitated the enrolment of 23,132 commencing students and oversaw 261,166 unit enrolments.

The SEO continued to support Schools with the Guaranteed Entry program, making 10,335 direct offers after ATARs were released in December 2016. Also in 2016, the University expanded the use of the Schools Recommendation Scheme (SRS), enabling students to receive non-ATAR-based offers to a wide range of Western Sydney University programs in early December. Western Sydney University made over 800 offers to SRS recipients in the December 2016 round.

STUDENT SYSTEMS AND RECORDS

2016 saw changes to delegations under the Course and Units Approvals policy, which increased efficiency dramatically – with only 35 per cent of proposals requiring approval by the Academic Planning and Courses Approvals Committee compared to 94 per cent in 2015. This was a timely change, as the University introduced 42 new courses, varied 346 courses and retired 10 courses. It also introduced 154 new units and varied a staggering 874 units.

In 2016, the Timetabling unit successfully implemented the Syllabus Enterprise timetabling software, bringing with it more functionality for future developments. Timetabling also helped to implement the new Resource Booker application, which will in time replace Web Room Booking.

The Student Systems team played a leading role in the successful upgrade of the Callista student management system, spending approximately 1,000 hours managing and testing the upgrade. Student Systems contributed to several projects aimed at improving back-end efficiency and the student experience. These included creating the Online Assessment Tool (OAT) in the MyCallista staff portal, integrating the MySR student portal with the Adobe Marketing Cloud, rolling out Phase 1 of the Studylink system for international applicants and agents, and configuring the Callista software to onboard the Sydney Institute of Business and Technology (SIBT).

STUDENT PROGRESSION

Student Enquiry and Information Services

Student Central, the primary point of contact for all students, managed 143,182 phone calls, 227,165 face-to-face transactions, 51,914 email queries and produced 30,941 ID cards.

Student Central implemented a new customer flow management (CFM) system on the Kingswood, Parramatta South and Parramatta City campuses in 2016. The new CFM is a virtual queueing system and will be rolled out across all Student Central locations in early 2017. Instead of standing in line at Student Central, students and staff members can submit a request online (via their computer or phone) or at the kiosk located at each Student Central location to reserve a place in the virtual queue. An SMS is sent when it is their turn to be served, allowing students and staff to better manage their time.

Student Central also established its presence at the new Parramatta City campus in the heart of the Parramatta CBD. Student Central undertook a broad range of work to ensure seamless service delivery for students at the new campus, including:

- → developing a new service for Level 1 operations (Student Services Hub)
- → contributing to the development of a new student 'Help' platform, which has been rolled out across the University and includes a broad range of informative articles for students and staff members
- → establishing an integrated service framework with the School of Business based on the new service model for Level 1, including documenting and mapping all services and processes that will be delivered via the Level 1 Service Centre (and changes to service delivery).

Graduations

The University graduated 8,234 students in 2016, including 4,388 students in April, 2,727 in September and 1,119 in December.

People and Advancement

As well as providing administrative support for graduations, the unit generated 13,530 hard copy and electronic documents, including course completion letters, academic transcripts, replacement testamurs and Australian Higher Education Graduation Statements.

The Automated Approval to Graduate (AATG) project continued in 2016, delivering further enhancements and improvements. This has decreased the academic and professional workload of the Schools and the administrative workload associated with checking completions.

In 2016, Phase 4 of the AATG project delivered the Online Assessment Tool (OAT) for assessing non-standard graduands (who do not meet approved course rules). This replaced the cumbersome process of assessing via spreadsheet. The OAT was launched on 18 November 2016, allowing online assessment of non-standard graduands for the April 2017 graduation round and course completion letters.

Assessments

The Assessment unit was responsible for 128,614 main and deferred examination sittings across the Summer, Autumn and Spring teaching sessions. From June 2016, the unit also assumed responsibility for exams at The College, and it coordinated 7,233 sittings across term and quarter exams. The unit also conducted exams at external locations, provided exam facilities for students from other institutions, processed 22,531 grade changes, and managed the upload of approximately 240,000 results and about 18,000 progression outcomes.

In 2016, the unit successfully implemented a number of significant projects, including the following:

- **Electronic exam manuscript submission:** The unit first allowed Schools to submit exam manuscripts via Microsoft TRIM in the Autumn 2016 exam period. Prior to the project, hard copy exam papers were collected, stored and transported between campuses. This project has significantly increased efficiency across the University, reduced manual work and provided greater security when handling exam papers.
- **Personal exam timetable access via Allocate Plus:** After testing and implementing, the Assessment unit's project to display students' personalised exam timetables via Allocate Plus went live in Autumn 2016. Students can now access class timetables and exam timetables in one place. This was implemented for students across Autumn/1H, Spring/2H, Summer and The College term exams.

CAMPUS SAFETY & SECURITY

Campus Safety & Security continued to provide a safe, secure and accessible environment for students, staff members and visitors in 2016. The following key highlights occurred in 2016:

- consultation with builders about the security design features installed in the new Parramatta City campus
- improvements to reporting processes in support of the national university sector's 'Respect. Now. Always.' initiative
- development of a revised crisis management plan, which was presented to the Executive Committee using a desktop exercise in November
- on-ground presence at each host city of the University Games for support and assistance, if required, by participating students, and
- improved shuttle bus frequency and GPS tracking software.

Campus Safety & Security continued to participate in the NSW tertiary sector's security network forum (TERSEC).

STUDENT PARTICIPATION AND SUCCESS

WIDENING PARTICIPATION

Widening participation in higher education is a crucial part of the University's mission. It is strongly aligned with the Australian Government's agenda of increasing undergraduate level higher education enrolments of people from a low socio-economic status (SES) background to 20 per cent by 2020. At Western Sydney University, approximately 25 per cent of students are from low-SES backgrounds.

This aim is achieved by outreach programs into local schools and emerging communities experiencing socio-economic and educational disadvantage. The higher aim is to increase opportunity of access to, and successful participation in, higher education, together with retention programs to support students toward successful completion.

In 2016, the University achieved these objectives by providing:

- experiences, both on and off campus, that promoted awareness aspiration, and contributed towards achievement levels
- targeted engagement activities and strategies to meet the needs of a wide range of learners and prospective higher education students in primary and secondary schools and community settings
- information, support and links to activities for education facilitators, including teachers, lecturers, careers advisors, pastoral guidance staff, training providers, community workers, parents and carers.

The elements listed below form the cornerstone of the University's approach to this work:

- **Targeting to succeed:** Activities target schools and communities identified as disadvantaged on multiple socio-economic indicators. A second level of targeting occurs within schools to reach students from low-SES and non traditional backgrounds who have the potential to benefit from studying at the higher education level.
- **Evidence-based policy:** Ongoing work to provide comprehensive data and detailed analysis forms a vital element of impact analysis. All modes of intervention are assessed against measures of success and reviewed on a regular basis.
- **Early intervention:** Research on widening participation consistently demonstrates that intervening with students at the youngest age possible raises their aspirations and academic motivation.

- → **Long-term investment and sustainability:** Since its inception, Western Sydney University has been committed to widening participation. As a result, participation figures have continued to rise, which results in more students from non-traditional backgrounds studying at the higher education level. The most successful activities are those that create a generational impact.
- → **Building strong strategic partnerships:** All programs are based on strong and valued school, community and university partnerships with the aim of co-creation.

In 2016, approximately 40,000 school students, more than 13,000 parents and community members, and 3,800 teachers and higher education student volunteers were involved in widening participation programs.

CAREERS

Western Sydney University graduates generally enjoy strong employment outcomes compared with non-graduates in the region, particularly when taking into account general economic and regional influences that initially appear to impact employment opportunities. Due to the University's focus on preparing and empowering students for their future careers, graduates of Western Sydney University demonstrate better employment and salary outcomes (Graduate Careers Australia). Preparing and empowering students continues to be a key University focus and, in 2016, the Careers service worked in partnership with students, Schools, employers, and industry and professional bodies to build on the achievements of previous years and provide a number of key initiatives and programs. Projects included:

- → introducing a hotline to provide easier access to services for those who find it difficult to attend face-to-face appointments. More than 800 calls were logged.
- → the new Student Recruitment Service, which is designed to connect regional industry partners and employers with talented students for paid part time and full-time positions. The program is gaining interest and had placed more than 80 students as at 21 December 2016.
- → refining and growing targeted programs such as JOC and Women in Science and Engineering (WiSE). The JOC program connects hiring units and students at Western Sydney University, enabling students to access paid work on campus while they study. In 2016, JOC advertised more than 600 opportunities for students. WiSE is specifically targeted to women who are studying in the non-traditional disciplines of science and engineering. Now in its second year, WiSE has seen the number of students participating in the program increase dramatically, from 160 in 2015 to more than 500 in 2016. Of these, over 250 students have actively engaged in online activities, and more than 80 have qualified for a certificate of recognition.
- → providing an e-careers program, with an initial focus on delivering a unique range of promotional and educational videos and learning resources, supporting Careers programs and providing access to a range of products that supplement traditional Careers offerings. This program translates traditional careers education into innovative online delivery and has contributed significantly to the 20 per cent increase in resources downloaded compared to last year.
- → growing the international internship program, which gave 50 students the opportunity to connect with international organisations for short-term placements in 2016. This program enables students to build their discipline-related skills in an international context, and is designed to help them become globally aware citizens of the future.

In 2016, more than 17,000 individual students logged in to the CareerHub system, where they were able to access resources, book appointments and register for events. Some 2,514 students attended Careers events, and 635 students attended individual appointments. International students made up 2,800 of the 17,000 users (a significant portion of the currently enrolled international student population). Students used CareerHub to search for jobs (with more than 254,000 job views in 2016), view and download resources, and find links to relevant websites (with more than 21,000 resource views in 2016).

SCHOOLS ENGAGEMENT

The Schools Engagement Reference Group, the University's senior external stakeholder advisory group, reviewed the Schools Engagement Strategic Plan 2014–16. As well as school sector representatives, key internal stakeholders also contributed to the review. The Reference Group agreed the plan had led to a wide range of positive outcomes, including:

- → developing productive and cooperative relationships across and within all levels of the school sector, and agreement with the sector on directions and priorities
- → significantly increasing the number of school students, school staff members, sector administrators and schools linked with the University
- → substantially increasing highly rated academic enrichment and skill-building opportunities for school students (including more programs, and more places in programs), enhancing students' future options and prospects
- → generating a high proportion of positive evaluations and feedback across the diverse range of activities
- → increasing and supporting educational aspirations among students who may not otherwise have considered completing the HSC or enrolling at university, which is demonstrated by the expansion of relevant programs, shifts in attitudes to post-school study and higher than average enrolments at the University and The College
- → delivering advances in the priority areas of Science, Technology, Engineering and Mathematics (STEM) and Indigenous Education, including new programs and events, a greater range of opportunities and more positive learning outcomes
- → contributing to knowledge and capacity in the region and beyond through providing teacher and school staff professional development, sharing resources and expertise, and conducting school-related research
- → giving University students a wide range of volunteering, paid casual and academic service learning options, helping them build professionally relevant and personal skills, and their networks

People and Advancement

- → enhancing the University's profile, visibility and attractiveness to school leavers, as evidenced by increases in first preferences and first decile preferences.

In 2016, more than 70,000 school students benefited from Western Sydney University Schools Engagement activities, along with nearly 7,000 school staff members. There were more than 1,800 instances of University students gaining value from their involvement.

The findings of the review informed the development of a 2017–19 Schools Engagement Strategic Plan under the aegis of the Reference Group.

STUDENT SUPPORT SERVICES

Western Sydney University is committed to supporting all enrolled students to optimise success. All support services are aimed at optimising student retention and involve developing strong partnerships with various areas within the University and external partners. Students and peers also have the opportunity to get involved in developing and delivering services and programs.

DEMAND FOR SERVICES

As at early December 2016, 7,240 individual students had accessed Health and Wellbeing services (including counselling, disability and welfare). The Counselling Service provided assistance on 7,071 occasions, and the Student Welfare Service provided assistance on 6,711 occasions. The number of new Academic Integration Plans (AIPs) completed increased by 15.52 per cent in 2016. Physical or mobility disability and mental health issues represented 25.16 per cent and 44.84 per cent, respectively, of all new AIPs created in 2016.

All services are provided in multi modal delivery including face-to-face, telephone, Skype and online. The opportunity to offer a real time, live chat service in 2017 is being explored. Same day appointments across all campuses were increased in 2016 to increase responsiveness and reduce waiting times for new and urgent clients.

The Peer Assisted Study Sessions (PASS) program reached a total of 23,553 contact hours across the three programs for Summer 2015/2016, Autumn 2016 and Spring 2016. Some 2,276 individual students attended the PASS Autumn 2016 program, and a further 1,830 individual students attended throughout Spring. In addition, 17.7 per cent of Autumn attendees and 13.7 per cent of Spring attendees used PASS for more than one unit of study in the reported teaching session.

Implementing new processes and enhancing facilitator support reduced the number of cancelled PASS sessions by 62 per cent in Autumn 2016. In response to student requests, the University opened seven new weekly session times in Spring 2016, and ran 122 additional two-hour stuvac sessions across Autumn and Spring. In total, the University ran 2,766 weekly PASS sessions throughout 2016. This more reliable and responsive approach to sessions was well received by students, with a 16 per cent increase in the average session size, 17.2 per cent of the enrolled cohort attending and 33.3 per cent of PASS attendees being retained for five or more sessions. These measures all illustrate both a growing demand for the program and a higher level of engagement with PASS from attending students.

ACHIEVEMENTS AND KEY ACTIVITIES

Respect. Now. Always. Campaign

Respect. Now. Always. is an initiative launched by Universities Australia to ensure university campuses are places of safety and respect for all students and staff members. The Health and Wellbeing services – particularly the Counselling Service – have played an essential role in this awareness-raising campaign and have achieved the following:

- → screened the documentary *The Hunting Ground* (about sexual assault at colleges in the US) at multiple campuses
- → developed Staff Procedures for Responding to Disclosures of Sexual Offences and briefed staff members about the guidelines
- → facilitated 'train the trainer' sessions on Sex, Safety and Respect for nine staff members
- → trained key student groups (such as student leaders and residential advisors) on consent, bystander intervention and sexual ethics
- → held promotional activities to encourage student participation in the national prevalence survey to investigate the scale and nature of sexual assault and harassment among university students
- → developed content for a website promoting the campaign
- → supported student-led initiatives, such as events organised by the Women's Collective
- → developed general information brochures for staff members and students, as well as resources for international students.

International Focus and Cultural Competency Development

English conversation groups are offered across multiple campuses and at The College. In 2016, following an initial pilot in Spring 2015, the University offered 41 English conversation group sessions each week for five weeks, providing the opportunity for 372 international students and commencing domestic students from culturally and linguistically diverse (CALD) backgrounds to practise their spoken English.

English conversation groups also gave student facilitators the opportunity to develop their skills in teaching English, and the program allowed students studying the Master of Arts (TESOL) degree to engage in volunteer hours that could count towards their course learning requirements.

The University again delivered Cultural Awareness Workshops to more than 500 student volunteers, leaders and employees to improve cultural awareness and sensitivity. The workshops aim to increase support for diverse student groups. Topics covered included:

- → increasing self-awareness
- → developing skills to communicate with cultural sensitivity
- → building open and respectful attitudes.

Cultural awareness training was identified as a critical component of skill development for student casuals and volunteers and will therefore be included in the online training modules that the Lead, Engage, Aspire, Develop (LEAD) team is developing in 2017.

OFFICE OF HUMAN RESOURCES

The Office of Human Resources (OHR) is responsible for developing and implementing strategically aligned and effective human resource policies, practices and services. OHR works in partnerships with Schools, Institutes, Divisions and University management, to achieve the University's strategic goals.

OHR supports the University in the following areas:

- HR Projects and Support Services
- HR Partnerships
- Payroll, Remuneration and Superannuation Services
- HR Information Systems
- Work Health and Safety
- Workplace Relations
- Talent and Leadership Development

In 2016, OHR continued to deliver strategically aligned programs of work, including workforce planning and design, casual employment management, payroll delivery improvements, academic career progression and development, HR services integration and consolidation, industrial relations planning and delivery.

HR PROJECTS AND SUPPORT SERVICES

HR Projects and Support Services deliver a range of projects and events including the Vice-Chancellor's Excellence Awards, Professional Staff Conference, Academic Promotions, Academic Development Program, the Vice-Chancellor's Professional Development Scholarships, Western Sydney University Staff Postgraduate Coursework Study Scholarships, Senior Management Conference and the Quality Forum

Academic Development Program

The Academic Development Program (ADP) allows our academic staff to undertake a sustained period of academic development – for up to 22 weeks – to pursue research; to acquire new skills and knowledge that can be applied to their teaching; or to develop ongoing partnerships with international and national collaborators and/or industry that will benefit the University. Eight academics will undertake the ADP in the first half of 2017, and 23 will undertake the ADP in the second half of 2017.

Academic Promotions

The 2016 round of academic promotions attracted 70 applications. The applications were considered by the Academic Promotions Committees established under the provisions of the Academic Promotions Policies, with 53 applicants gaining promotion. The table below illustrates the distribution of staff, year on year, across different categories.

HR PARTNERSHIPS

HR Partnerships partner with University leaders and managers to embed strategic initiatives and enable the optimum development of capability within the University. This is delivered through strong relationships with key stakeholders; development of people strategies and plans; addressing systemic and individual staffing issues; promoting performance management and career planning; coaching and developing managerial expertise and providing support. They also act as an interface with the Workplace Relations team in resolving significant industrial relations issues and delivering effective change processes.

Key Projects and Programs

- Early Voluntary Retirement Scheme
- Integration and consolidation of HR services in University Entities
- Delivery of the University's Refresh Program for Academic staff
- Implementation of online HR solutions in The College, Western Sydney University
- Excess Leave management
- University Establishment management

Recruitment

A Recruitment Consultant forms part of the services delivered within HR Partnerships and a dedicated consultant sits within each Partnership team. As an integrated service, a Relocations Consultant also delivers service and assistance with immigration, visa and relocation matters for all staff members recruited from overseas and interstate.

TALENT AND LEADERSHIP DEVELOPMENT

In 2016, in keeping with the focus of maintaining a contemporary approach to staff and organisational development, the Office of Organisational Development was renamed Talent and Leadership Development (TLD).

UNIVERSITY STAFF PROFILE

There were 2,651.91 full-time equivalent staff members in ongoing and fixed-term positions as at 31 March 2016. The below table illustrates the distribution of staff, year on year, across different categories:

	2012	2013	2014	2015	2016
Academic (levels A–E)	992.22	1005.35	990.34	990.85	1029.05
General (levels 1–9)	1230.82	1313.77	1,441.18	1437.94	1478.86
Senior (above Academic Level E or Professional level)	139.8	111.00	156.00	150.60	144.0

(*The above table does not include casuals and is based on data as at 31 March 2016.)

People and Advancement

ACADEMIC PROMOTIONS

LEVEL	APPLICATIONS			SUCCESSFUL		
	Total	Male	Female	Total	Male	Female
B	7	4	3	6	4	2
C	31	18	13	24	13	11
D	24	15	9	17	11	6
E	8	7	1	6	5	1
Total	**70**	**44**	**26**	**53**	**33**	**20**

DATA AT A GLANCE

Between January and December 2016, there were 1,732 requests for recruitment under the following categories:

WORKFORCE SEGMENT	REQUISITIONS: JANUARY–DECEMBER
Academic full-time	108
Academic part-time	24
Professional full-time	343
Professional part-time	102
Nominations – academic full-time	99
Nominations – academic part-time	81
Nominations – professional full-time	182
Nominations – professional part-time	80
Honorary/Adjunct appointments	405
Total transactions finalised in 2015	**1,424**

TLD coordinates an extensive program of professional and career development activities that support organisational growth, strengthen professional and leadership capabilities, enhance career development and foster a collaborative learning culture. TLD also provides an internal consultancy service to Schools and Divisions to coordinate and/or facilitate planning days, team building activities, customised training, coaching and career advice.

Throughout 2016, TLD coordinated and/or delivered more than 127 courses and 239 online modules. A total of 4,247 enrolments from staff were received for the following face-to-face program streams:

- → Career Development: 1,412 (33% of enrolments)
- → Leadership and Management: 1,036 (24%)
- → Computer Software and Systems Training: 642 (15%)
- → Organisational Knowledge and Policies: 659 (16%)
- → Diversity and Wellbeing: 320 (8%)
- → Internal Consultancies: 178 (4%)

Online learning represented 65% of all learning activities undertaken in 2016 with an additional 8,020 online course completions.

Key Projects and Programs:

The *Academic Careers and Development Project* focuses on the development and implementation of the Academic Capabilities and Performance Expectations Framework to enable the building of an innovative, flexible, responsive and high performing academic workforce. The program delivers a suite of career development resources, workshops and activities to support academic staff and their supervisors. The program was piloted during 2016 with the School of Education and the School of Nursing & Midwifery, with materials now available online to all academic staff.

Key programs that support academic career development include:

- *The Foundations of University Learning and Teaching Program (FULT)* – a professional development program for new teaching staff aimed at encouraging student-focused teaching, engaging students in learning, and aligning teaching and reflective practice with the scholarship of learning and teaching. Four FULT programs were held in 2016 – two for full-time staff and two for sessional staff – with 68 academic staff participating.
- *Mentoring* – a number of academic mentoring programs are offered for early to mid-career academic staff, and provide a unique opportunity to broaden knowledge, skills and experience through mentoring. In 2016, 55 staff participated in the nine-month Academic Mentoring Program. 12 early-career female researchers participated in Speed Mentoring with the Executive and 10 early-career academics participated in Campus-based Speed Mentoring with members of the professoriate.
- *Early Career Academics (ECA)* – campus-based Network Forums which enable peer networking across disciplines and Schools and provide vital support for ECAs in developing their careers. In 2016, 42 academics participated in the Network Forums.
- *Researcher Development* – events for early-mid career researchers focusing on professional skills for researchers and research impact; in 2016, 49 staff participated.

Key programs that enhance leadership and staff capabilities include:

- *The Inspire Leadership Program* – designed to develop and enhance the leadership skills and capabilities of academic and professional managers. In 2016, 37 supervisors and managers completed leadership projects in the workplace as part of the program.
- *Foundational Leadership and Management* – a required development program for all new supervisors and managers at the University. It is designed to provide commencing staff with the critical policy and legislative knowledge and requirements to succeed in their leadership roles. The program is designed to run over two years. 70 new staff commenced the program in 2016.
- *The Compass Program* – supports and guides staff through various career pathways and development opportunities, and to plan their work in alignment with the Securing Success Strategy and goals.

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

- *The Senior Management Conference* – the theme of the 2016 Conference was Transformation in a Volatile Environment. 56 senior staff engaged in strategic conversations around the key challenges and opportunities for WSU to identify key actions for implementing the Securing Success Strategic Plan.
- *The Quality Forum* – the theme of the 2016 Forum was Standards for Success. This year, 152 academic and professional participated in discussions that focused on the requirements of the Higher Education Standards Framework, which featured a feedback session from WSU students.

WORK HEALTH AND SAFETY

The primary objective of the WHS Unit is to provide quality in-house work health safety and risk consultancy services to the Western Sydney University in a timely and efficient manner, whilst remaining cognizant of legislative requirements.

A new senior appointment was made to the WHS team during 2016 at the Associate Director level.

2016 achievements have included increased compliance for ergonomic training across the University, including a significant completion of training by casual staff and a near halving of the claims across a triennium associated with occupational overuse/musculoskeletal disorders. This converts to a dramatic decrease in cost of claims and a reduction in days lost associated with occupational overuse/musculoskeletal disorders.

There was a significant increase in the completion rates of mandatory training and WHS modules during 2016. This suggests there is greater awareness of the modules, as well as greater willingness to increase WHS compliance. The average completion rate of mandatory training modules across all Schools, Institutes and business units is 87%.

There has been continued effective management of high-risk areas such as laboratories and areas with biological and radiation safety risks.

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

There were no prosecutions of the University for breaches under WHS legislation during 2016.

The percentage of claims lodged from 2015 to 2016 decreased by 22.8%. The reduction in overall claims for 2016 is the direct result of early intervention strategies being applied and the engagement of exercise physiologists and rehabilitation consultants to develop tailor made programs to suit the employee's individual needs.

WORKPLACE RELATIONS

Enterprise Bargaining

Enterprise Bargaining preparations commenced at the end of 2016. The bargaining team has been formed and pre-bargaining meetings with the National Tertiary Education Union (NTEU) and the Community and Public Sector Union (CPSU) have been held ahead of a bargaining commencement date of 1 March 2017. Eight fortnightly bargaining meetings have been scheduled between March and June 2017, with the intention that bargaining be completed within this timeframe.

During the year, new Enterprise Agreements were successfully led and negotiated for both WSU Early Learning Limited and WSU College.

Fair Work Commission Matters

A small number of industrial matters were initiated before the Fair Work Commission, all of which were resolved and discontinued without proceeding to arbitration. No adverse findings were made against the University.

People and Advancement

Change Management

A total of seven change proposals across the Divisions and Schools of the University were released and implemented in 2016.

2016 EQUITY AND DIVERSITY

The Equity and Diversity Unit (E&D) provides advice, strategic planning, policy and program development, community engagement, education and information on a broad range of equity and diversity matters across the organisation. Their work focuses on key equity portfolios, including:

- women
- disability access and support
- sexuality and gender diversity
- cultural and linguistic diversity.

The team's key strategic objectives in 2017–19 align with the University's *Securing Success: 2015–2020 Strategic Plan* and include:

- helping ensure the University's unique learning experience is accessible and responsive to a diverse range of people, with respect given to gender, sexual orientation, socio-economic background, cultural and linguistic background, and disability
- ensuring the University complies with relevant state and federal anti-discrimination laws
- challenging social and economic disadvantages in higher education and employment
- encouraging a University-wide culture of civility, inclusion, equal opportunity and respect
- maintaining the University's position as a national champion of social equity with global impact.

EQUITY AND DIVERSITY INITIATIVES

Open Fora and Conferences

In 2016, the highly regarded Open Fora series was popular once again, attracting more than 350 attendees across the year. Academics, policymakers, community figures and members of the public gathered at Western Sydney University to hear speakers on a wide variety of subjects, including:

- 'Tyranny of Status Quo: Challenges of Indian Economic Reforms' – Dr M Govinda Rao
- 'The Fight Against AIDS, Tuberculosis, Malaria and now Zika: Can Australia Make a Difference?' – Associate Professor Helen Evans, AO
- 'Open Markets and the Vietnamese Human Rights Dilemma' – Mr Chris Hayes, MP and Director of the Human Rights Relief Foundation Dinh Tran
- 'Fighting Global Poverty with Gender Equality' – Dr Helen Szoke
- 'Insurance, Genetic Testing and Discrimination' – Justice Christian Byk
- 'Nepal – between China and India. Survival of Struggling Democracies' – Professor Surya Dhungel
- 'The Future of Multiculturalism' – Dr GK Harinath, OAM
- 'The Impact of Technology on the Future of the Federal Court' – The Hon. Chief Justice James Allsop, AO.

Dr Sev Ozdowski, Director of Equity and Diversity, was the Foundation Convener and Series Coordinator of the Seventh International Human Rights Education Conference, 'Addressing the Challenges of the Civil Society' hosted at the University of Chile.

EDUCATIONAL WORKSHOPS ON RESPECT, INCLUSION, DISCRIMINATION, HARASSMENT AND BULLYING

In 2016, E&D provided tailored educational workshops to approximately 220 staff and students. The sessions covered topics such as anti-discrimination, harassment and bullying legislative rights and responsibilities; the importance of a respectful, inclusive University culture free from discrimination, and ways to engage respectfully and inclusively in a contemporary workplace.

Also, approximately 175 senior and executive staff members attended two-hour expert briefings – held at five campuses – about anti-bullying responsibilities and the importance of managing bullying as a workplace hazard. An expert practitioner and academic presented relevant case law and practice examples to illustrate key issues and concepts. In 2017, the University will provide additional sessions to continue to build staff member's capacity to prevent or manage any bullying issues.

GENDER

In 2016, the University demonstrated a consistent and strong commitment to gender equality:

- It was found to be compliant with Workplace Gender Equality Agency requirements and was cited for the 12th consecutive year as an Employer of Choice for Gender Equality.
- More than 50 per cent of University staff and students were female, and females held more than 41 per cent of management positions. The University also has one of the highest percentages of female professors (41 per cent) in the sector.
- The Vice-Chancellor's Gender Equality Committee convened for its second year. The committee provided the Vice-Chancellor with specialist advice and guidance on strategy and policy to advance gender equity across the organisation.

- → The Gender Equality Plan and Strategy has been updated and new Gender Equality Policy and Procedures was introduced.
- → Parent/breastfeeding facilities have been upgraded across several campuses.
- → The University held various occasional lectures on gender equality and related issues.

The University also participated in the Australian pilot project of the Science in Australia Gender Equity (SAGE) program to promote gender equity and gender diversity in science, technology, engineering, mathematics and medicine (STEMM). The program is based on the Athena SWAN Charter, a UK-based evaluation and accreditation framework, using a bronze, silver or gold award rating system to assess the gender equity policies and practices of participating institutions. The awards are cumulative and extremely rigorous, with each award remaining current for four years.

The pilot program requires a thorough self-assessment of University gender equity policies and practices, and the development of a plan to address any future opportunities for promoting and retaining females in STEMM disciplines. The University will use the insights of the SAGE program to develop an increasingly inclusive culture. across all disciplines.

DISABILITY ACCESS AND SUPPORT

Staff inclusivity is advanced by making reasonable workplace adjustments for staff with disabilities, including chronic health conditions. The University has a Staff Workplace Adjustment Fund for buying assistive equipment and software, and for providing training and occupational assessments and advice. This scheme is an ideal example in the higher education and corporate sectors of inclusive practice.

During 2016, the University saw an 8% increase in requests for Reasonable Adjustment Plans (RAP), resulting in 380 registered RAP for staff with a range of disabilities.

During the year, the University administered its first-ever survey of staff with disabilities, which was answered by around 15 per cent of staff members on a RAP. The results showed that 74 per cent of staff on a RAP believed the support they received was effective, 82 per cent believed the University took all reasonable steps to enable their participation in the workplace.

In 2016, the development of the 2017–2020 Disability Action Plan (DAP) commenced. It has been informed through:

- → a recent review of the previous DAP
- → an online survey of students and staff with disability
- → interviews with staff in key operational areas with high strategic impact
- → examination of other existing data on quality of service and outcomes for students and staff with disability, including Disability Services Gap Analysis (2016) and MyVoice 2015
- → guidance from the DAP Advisory Committee.

The University hosted two National Disability Coordination Officer programs. Officers of those programs developed over 80 resources with targeted information for students with disabilities and their parents or other stakeholders. Nationally, 30,000 stakeholders accessed the materials over a 12-month period. The officers also made 26 presentations at conferences, events and networks, and hosted or collaborated on 59 events that attracted about 5,500 attendees.

SEXUALITY AND GENDER DIVERSITY INCLUSION

In 2016 the Ally Network (co-convened by recognised academic leaders in gender and sexuality diversity, Dr Tinashe Dune and Dr Luce De Buitleir Andrews) continued to grow with an approximate increase in its membership of 20%. The Network, which was established nine years ago, supports students and staff who identify as Lesbian, Gay, Bisexual, Transgender, Intersex and Queer (LGBTIQ).

The inaugural Australian Ally Conference was held at the end of June on the Parramatta campus and was co-hosted with Newcastle University. Over 30 universities were represented with almost 100 delegates. A wide variety of speakers including academics, students, equity practitioners, university executives, politicians, and business leaders spoke about the importance of LGBTIQ inclusion and the role Ally networks can play.

The Ally Network supported Western Sydney University's entry in the 2016 Mardi Gras. We received over 100 expressions of interest from staff and students to participate in the float in less than four hours. Following this year's parade, the University float received significant positive feedback on Facebook, Twitter, YouTube and Yammer. In addition to over 27,000 views and 850 likes on Facebook many students expressed their pride in the University float on Facebook.

The University also implemented the following changes in an effort to improve inclusivity of LGBTIQ students and staff at the University:

- → developing a whole-of-University Sexuality and Gender Diversity Inclusion strategy to ensure the University is LGBTIQ equitable, inclusive and respectful. It is expected this strategy will be finalised and published in early 2017
- → the completion of a policy audit to update terminology relating to sexuality and gender diversity and ensure that policy conditions foster equal opportunity for LGBTIQ students and staff
- → the addition of new guidance material online for students and staff about key terms relating to sexuality and gender diversity, inclusive practices and where to find LGBTIQ-friendly support on campus.

In 2016, the University recognised the International Day against Homophobia and Transphobia by flying the Rainbow Flag across its campuses. An awareness campaign on the increased risk of mental illness in the LGBTIQ community was also promoted. Finally, on Wear It Purple Day, hundreds of staff and students decorated public spaces across the University in purple to show their support for young LGBTIQ people.

People and Advancement

CULTURAL AND LINGUISTIC DIVERSITY – MULTICULTURAL POLICY AND SERVICES

The University recognises and values the cultural diversity in Western Sydney and seeks to reflect the region's large multicultural population. A significant percentage of the University's students and staff speak a language other than English at home. As a result, the below initiatives have been implemented to deliver multicultural policies, strategies and services.

English Conversation Groups

In 2016, the University ran more than 40 five-week sessions for English conversation groups. These groups provided the opportunity for more than 370 international students and commencing domestic students from culturally and linguistically diverse backgrounds to practise their spoken English.

Social Engagement and Leadership Program

The Western Sydney University Social Engagement and Leadership Program strengthens the international student experience by developing meaningful connections between international and domestic students, and between students and community-based organisations. In 2016, 72 students participated in the program.

Transcultural Research Group

The Transcultural Research Group delivered its report 'Culture, Transition, Wellbeing and Help Seeking: Insight from a First-Year Study at Western Sydney University'. The Group recommended enhancing transition activities and support for commencing students; building the help-seeking behaviours and overall resilience of culturally diverse students; and increasing culturally diverse students' engagement with social, cultural, recreational and support activities within the University. During 2017, the University will determine which of the report's recommendations it will implement.

Opportunity Scholarships

In 2016, the University offered 12 scholarships, ranging from $5,000 to $10,000 each per annum for students who experience educational disadvantage, especially students from non–English speaking countries.

Widening Participation

The University, through the Office of Widening Participation, continued developing institution-wide strategies for better Higher Education participation and success for disadvantaged students. A target group is young people from non–English speaking backgrounds. An example of work in this area is the Office's partnership with the Greater Western Sydney Giants, which allowed us to provide three full semesters of mentoring for 36 refugee students.

Building Cultural Competence

Cultural Awareness Workshops were again delivered to more than 500 student volunteers, leaders and employees, to improve cultural awareness and sensitivity.

Celebrating the University's Cultural Diversity

Once again, the University held its annual diversity celebration, Diversity Fest. It attracted more than 2,000 students across six campuses, with live performances, panel discussions, community and student clubs, stalls, food and film screenings. The event focused on the many benefits of having a diverse and inclusive University and broader Australian society.

In multiple venues and forms across the year, the University contributed to public discourse on the importance of multiculturalism and the contemporary issues facing Australian multiculturalism. Some highlights include:

- Chancellor, Professor Peter Shergold's article in The Conversation '*Australia's Multicultural Future is a Story in Three Parts*'
- Public Lecture titled '*Islamophobia in Australia*' including speakers Prof Riaz Hassan (University of South Australia); Dr Jennifer Cheng (Western Sydney University); Dr Selda Dagistanli (Western Sydney University); Dr Alan Lentin (Western Sydney University)
- Public Lecture as part of the Whitlam Institute's 'Masterclass' Series titled '*Contemporary Voices in Multicultural Australia and How To Be a Positive Voice for Social Changes in 2016*'
- A public discussion forum on '*The Future of Multiculturalism*' as part of the University's Open Fora series
- Photography exhibition on campus showcasing the diversity, multiculturalism, and definition of the Australian identity 'What is Your Australia'

Finally, to celebrate and promote awareness of the University Community's diversity, over 600 copies of the *Western Sydney University 2017 Equity and Diversity Calendar* were distributed. The calendar marks cultural and religious days celebrated in Australia and around the world, and was provided to University staff and students, Members of Parliament, community partners, and other major stakeholders.

Supporting Religious Diversity

Throughout 2016, the University staff and students upgraded multi-faith prayer and meditation facilities and Muslim prayer rooms. Chaplains from a broad range of denominations and faith traditions continued to serve staff and students; for example, non-denominational memorial services were held, as were regular 'drop-in' services on the Parramatta, Kingswood, Bankstown and Campbelltown campuses. Multi-faith commemorative and reflection spaces were also dedicated to the victims and those affected by the 2016 shooting at a nightclub in Orlando, Florida.

Community and Regional Engagement

ADVANCEMENT AND ALUMNI

The Office of Advancement and Alumni leads activities to attract major philanthropic support; manages fundraising initiatives; engages with the University's alumni; and fosters University relationships, primarily for the purposes of philanthropy, donations and sponsorship, but also to foster internship and careers opportunities for students, and to enhance the University's reputation and brand.

The University's *Securing Success 2015–2020 Strategic Plan* underpins the Office's future direction, incorporating the goals of being student-centred and research-led. The Office works to ensure that a strong culture of philanthropic giving advances the University's teaching, learning and research agendas.

In 2016, the University was fortunate to receive more philanthropic support than ever before, receiving major gift commitments for both research and scholarships.

FOUNDATION COUNCIL

The Office of Advancement and Alumni is led and supported by the University's Foundation Council, a sub-committee of the Board of Trustees. In 2016, the Foundation Council comprised Danny Gilbert, AM (Chair); Professor Peter Shergold, AC; Professor Barney Glover; John Banks; Professor Richard Bawden, AM; Mark Bouris, AM; Cameron Clyne; Matt Graham; Peeyush Gupta; Carmel Hourigan; Susan Lloyd-Hurwitz; Nick Moraitis, AM; Harold Mitchell, AC; Katie Page; Gabrielle Trainor; Kim Williams, AM; and Professor Talal Yassine, OAM.

TOWN AND GOWN DINNER

The University's first Town and Gown Dinner took place on Saturday, 29 October 2016 at Rosehill Gardens. The objectives of the event were to:

- → raise funds for scholarships for refugee students
- → foster relationships between the business community and University community to encourage industry partnerships
- → raise the profile of the University by showcasing some of its prominent alumni, its leadership in Western Sydney (especially with regard to refugee scholarships) and the region's talent.

The event was attended by 660 people – a sellout – and attracted high-profile guests including the Hon. Malcolm Turnbull, MP, Prime Minister of Australia; Lucy Turnbull, AO; federal and state MPs; and business, community and University leaders.

It featured entertainment from the Australian Girls Choir; *The X Factor* finalists Jess and Matt; the Bollywood Sensations dance troupe; and band Planet Groove, all of which have strong connections to Western Sydney. Chancellor Professor Peter Shergold, AC delivered the welcome address, while Vice-Chancellor and President, Professor Barney Glover, provided a thank you and closing address. The event MC was Professor James Arvanitakis, Dean of the Graduate Research School.

Donations made during and after the event exceeded $500,000, which will provide 30 new duration-of-degree scholarships for refugees in 2017.

PHILANTHROPY

Staff Giving

In 2016, Western Sydney University maintained its position as a leading Australian university in terms of workplace giving, with 14.4 per cent of staff members participating in the Staff Giving program.

Staff Giving enables academic and professional staff members to support the University's students through scholarships, the Whitlam Institute and our charity partners via fortnightly payroll donations. In 2016, 462 staff members made donations through payroll – more than any other year since the Staff Giving program was established in 2009. An additional 32 donated directly to support research, scholarships and prizes at the University, bringing the total number of staff donors to 494.

Through the payroll, staff members donated more than $146,000 for scholarships, $10,000 to the Whitlam Institute and $33,000 to our charity partners, providing considerable and much-needed support for our students and

DONATIONS SUMMARY

	2016	2015
Donations and sponsorship income	$5,993,266	$4,656,134
Number of contributors	773	764
Donations from new donors	$729,179	$1,641,471
Number of new donors	248	413
Donor-supported scholarships awarded	228	110
Donor-supported prizes awarded	188	170
Number of staff givers	494	410
Contribution by staff givers	$330,663	$243,565
Number of alumni	172,748	162,817
Number of new graduates	8,046	8,177

Community and Regional Engagement

our community. The University matched the donations for scholarships and to the Whitlam Institute dollar for dollar, increasing total support for these areas to over $292,000 and $20,000 respectively.

Student Awards and Prizes

In 2016, 188 donor-funded prizes were awarded to students in recognition of academic excellence, up from 170 prizes in 2015, with a total value in excess of $121,000.

Prizes for academic excellence provide the University with the opportunity to recognise the achievements of its most talented students. These prizes have been funded by more than 200 donors, including individual supporters, community groups, businesses and University staff members.

In 2016, a number of prize donors increased their support for the University by extending their giving to other areas. Most notably, the Society of Presentation Sisters, having supported prizes at the University for more than 10 years, agreed to significantly increase its support to include a lectureship in the School of Social Sciences and Psychology.

Alumni Giving

Donations from alumni in 2016 totalled more than $52,000, the majority made in support of students through scholarships and prizes. This amount does not include donations from staff donors who are also alumni of the University.

Alumni are recognised as important partners in achieving the University's mission. Their ongoing support is valuable not only in the form of donations, but in enriching the experience of current students through mentoring and networking programs, and through opportunities for career development.

Scholarships

The University's mission is to serve the people of Western Sydney. With this in mind, in 2016 the Foundation Council and University Executive continued their commitment to increasing the number of donor-funded scholarships.

There were 228 donor-supported scholarships awarded in 2016, up from 110 in 2015.

Refugee Scholarships

In late 2015, as the world was becoming more aware of the scale of the Syrian refugee crisis, the Chancellor announced that the University was establishing a Refugee Scholarship program and would contribute the first $500,000 to the fund. The program provides scholarships of approximately $7,500 per annum, for the duration of a degree, to humanitarian visa holders; and fee waivers, bursaries and textbook vouchers to asylum seekers.

There was a concentrated effort to raise philanthropic support for the program during 2016 and, by the end of the year, almost $2 million had been raised. This enabled the University to award more than 20 scholarships, with many more to be offered in 2017.

Donor-Supported Research

University research received significant philanthropic support this year – especially health and medical research being conducted by the National Institute of Complementary Medicine (NICM) and the School of Medicine.

New philanthropic commitments to research exceeded $10.2 million in 2016, with the University receiving its largest gifts to date during the year.

ALUMNI RELATIONS

Alumni–Student Engagement

A commitment to strengthening the student experience has seen the Alumni Relations program increase its initiatives to support student recruitment and student activities.

In 2016, the Office piloted an e-mentoring program, which matched students from The Academy, the Mentoring and Transition Equals Success (MATES) program, the Graduate Research School and the School of Business with alumni mentors.

The Office has more than 400 student–alumni ambassadors – alumni who have participated in alumni events and communications. In 2016, alumni volunteers supported student activities such as the Lead, Engage, Aspire, Develop (LEAD) Conference, gave graduation ceremony addresses and were guest speakers at Open Day.

Similarly, 2016 saw strong student engagement in alumni activities such as GradLife events, the Hawkesbury Alumni Luncheon and the Law Chapter event.

Alumni Communications and Events

The global Alumni network reached 172,748 members in 2016, including 8,046 new graduates. Approximately 85 per cent of graduating students provided their email address for future contact.

With University alumni living in 123 countries, the global alumni community keeps up to date through traditional and non-traditional communication methods. The Office increased its publication of social and informative content in 2016, and now has 13,540 Facebook followers, 4,299 LinkedIn group connections and 1,946 Twitter followers.

Traditional alumni communications included the GradLife magazine, which was distributed in April and November to 43,000 alumni by email and 15,000 by mail, and the GradBytes e-newsletter, which was distributed quarterly to 43,000 alumni by email.

The University conducted a comprehensive alumni survey in 2016. Results indicated that 86 per cent of alumni were satisfied or very satisfied with their student experience, and 69 per cent had positive or very positive feelings about the University today.

Alumni social events were well attended, and included the Hawkesbury Agricultural College (HAC) Luncheon, the School of Law Alumni Annual Occasional Address and Dinner, and

the '20 Years of Planning at Western Sydney University' celebration.

Around the globe, 10 international alumni events took place in 2016, in six countries: the US, Nepal, China, Bangladesh, India and Malaysia.

Alumni Excellence and Achievement

2016 saw the University recognise some of its most inspiring alumni with the inaugural Alumni Awards in April. There were 87 nominations, 23 finalists and eight winners. Dr Genevieve Nelson received the Chancellor's Alumni Leadership Award for her work as founder and CEO of the Kokoda Track Foundation.

Western Sydney University was also represented at the 2016 Australia China Alumni Awards. Graduate Haijun (Curt) Shi was presented with the Australia China Alumni Award for Banking and Finance, while PhD student Peter Davison won the Australia China Alumni Award for Entrepreneurship.

Other finalists from the University included CCTV reporter Joseph Catanzaro and Dr Jing Qi, in the Research and Innovation category.

Prominent Western Sydney University law graduate, defence lawyer and refugee, Deng Adut, was named NSW Australian of the Year for 2017.

MARKETING AND COMMUNICATIONS

The Office of Marketing and Communication (OMC) has two primary objectives:

- → building and protecting the image, positioning and branding of the University; and
- → driving all student recruitment activities.

To ensure the delivery of these objectives, all communication, campaigns and branding activities across all media (paid and non-paid) were consistently leveraged and integrated.

The functions within OMC are Internal Communications, Web Services, iMedia (Design), Media and Public Relations, Social Media, Print Services, Events, School Marketing, College Marketing, High School Outreach and Scholarships.

CAMPAIGNS

The 2016 campaigns strategy operated on three levels – brand, course marketing and student recruitment and was implemented across a calendar aligned to the key recruitment dates for recruitment.

The Brand strategy utilised the award-wining content (Alumni Story Advertisements) of the Rebranding in key periods of recruitment.

The School strategy was based on comprehensive marketing plans written for each School in consultation with the Deans. The plans outlined the vision for the School, a perspective of the competitive market and the key differentiators for the courses offered.

A media plan was built for each School, which enabled an 'always-on' strategy for digital media. Key digital marketing activity occurred in May (prior to the mid-year intake), July (prior to the August Open Day recruitment activity) and over the December-January break to support enrolment conversion.

On the same day as the launch of the new Digital Marketing Platform an advertising campaign began, utilizing radio, outdoor (buses) and digital (search and social media). All previous enquirers to the University were emailed and notified of the upcoming event and were encouraged to register. A direct mail invitation was sent to every school leaver in Greater Western Sydney. Once people had registered, there was an active CRM campaign via email and SMS to remind them of their registration.

The final Recruitment campaign for 2016 was the Guaranteed Entry campaign, targeted at school leavers. The University partnered with UAC to develop a bespoke Guaranteed Entry registration and offer system, which enabled Western Sydney University to be the first university to make offers to prospective students on the day ATARs were released.

EVENTS

In 2016, the Events team coordinated a number of activities targeting high school and mature age students. These events engaged more than 8,000 prospective students, showcasing undergraduate and postgraduate courses, services and facilities.

More than 300 prospective students attended the Mid-Year Entry Information Day in May, a 62 per cent increase on 2015. The event targeted mature age students seeking information about undergraduate courses available for mid-year admission.

The highlight was Open Day in August. There were more than 8,000 registrations for the event, a 40 per cent increase on 2015. More than 5,300 prospective students and guests explored the vibrant Parramatta campus, which offered presentations, one-on-one course advice sessions, interactive activities from all areas of study and a range of entertainment. The event showcased the 2017 undergraduate course offerings and helped prospective students to make decisions about their study options before applications closed in September. On average, students spent more than two hours at the event.

Course Decision Day in December attracted more than 1,200 prospective students and guests to the Parramatta campus, where they were able to discuss course options, enrol and finalise their UAC preferences.

The Events team also helped the Schools run small, face-to-face events for students during the peak enrolment period of January. The Schools held course information sessions on each campus, for each course area, over a number of weeks to ensure students considering enrolling could speak to an academic and receive enrolment support.

Four Western Sydney U Days were held in June and October across the Parramatta, Kingswood, Bankstown and Campbelltown campuses. More than 3,000 year 11 high school students experienced a day in the life of a university student, attending course presentations and workshops, and meeting current students from all areas of study. These events attracted students from more than 100 high schools across Western Sydney.

Community and Regional Engagement

CONTACT SERVICE CENTRE

In 2016, the University's Contact Service Centre (CSC) answered more than 155,000 phone calls, responded to over 78,000 emails and processed 23,000 web enquiries. The CSC introduced web chat in August, and since then, the team has conducted more than 9,000 chats.

Performance monitoring company Customer Service Benchmarking Australia (CSBA) assesses the University every quarter, comparing it with other tertiary institutions and call centres in up to 180 large Australian businesses across different sectors. In 2016, the CSC consistently received results well above the sector average. The CSC maintained its position as the number one tertiary call centre in NSW, and was in the top five in the country.

PROSPECTIVE STUDENT ADVISOR TEAM

The Prospective Student Advisor (PSA) team continued to engage with future students of the University in 2016, working closely with 325 schools to provide information and guidance to high school students. Through school visits and presentations, the team spoke directly to more than 5,900 students about Western Sydney University, and more than 22,400 students received one-on-one advice from the team at school careers markets throughout the year.

Another 1,703 students visited the University's campuses and directly engaged with staff members and academics through PSA team initiatives such as campus experiences. The team connected with an additional 1,000 students through sponsorship opportunities. The team's stalls at the HSC and Careers Expo and the Western Sydney Careers Expo exposed the University to more than 39,000 prospective students, including high school students, non-current school leavers and career changers.

The team interacted with key influencers of future students throughout the year, including through specific events with information tailored for these audiences. These events included the annual Careers Advisors' Day, during which 106 careers advisors participated in targeted workshops, and parent information sessions held at the Parramatta, Campbelltown and Penrith campuses, during which over 170 parents and family members discovered more about the University's perspective.

WEB SERVICES

The Web Services team manages the corporate website, the University's leading communications channel. The team works closely with management and stakeholders from all areas of the University to produce a web presence that meets the needs of staff and students, enhances the University's reputation and increases enrolments.

The team currently manages business-as-usual requests as the Adobe project develops the design and structure of the future web platform.

SOCIAL MEDIA

The Office is continuing to grow the University's reach and engagement through social media channels (see the table for results).

This year, the team successfully experimented with the new Snapchat channel, developing short campaigns to engage prospective students who were on campus during events.

MEDIA AND EVENTS

The Media Unit is responsible for media relations and reputation management across the University. The Unit drives coverage of the University in local, national and international media. Staff members source stories, write media releases and news copy, manage the News Centre and liaise with journalists on a daily basis.

The Events team manages the many corporate events, official openings, public relations programs and VIP visits hosted by the University and the Vice-Chancellor's office.

The Media Unit also supported the University's academics and encouraged them to contribute to the opinion website The Conversation. More than 90 Western Sydney University authors published over 120 articles in the last 12 months, which reached 4.5 million readers and generated close to 4,000 comments.

SOCIAL MEDIA

	AS AT 6 JANUARY 2017	INCREASE ON PREVIOUS YEAR (%)
Facebook	134,698	15.39
Twitter (News)	7,502	6.49
Twitter (Western Sydney University)	5,611	40.28
YouTube	3,347	42.18
Instagram	8,553	49.87
LinkedIn	83,595	710.26
Google+	276	1.9
Snapchat	1,526	N/A (new platform)

SCHOLARSHIPS AND STUDENT ADVANCEMENT

In 2016, the University offered more than 300 University-funded scholarships to current students, school leavers and mature age students from the Western Sydney region. The scholarship program recognises a number of categories, including academic achievement, leadership, community involvement and disadvantage.

The scholarships reward students who achieve excellence and also provide opportunities to those who may not otherwise be able to study at university. Generous community donors also continue to enrich the scholarship program.

The Scholarships and Student Advancement team continues to build strong relationships with a number of high schools in the region, offering masterclasses for students and providing information about available scholarships and the application process.

This year, five students received the Vice-Chancellor's Leadership Scholarship.

INDIGENOUS MARKETING OUTREACH

Throughout the year, the Indigenous Marketing team delivered in-school presentations, attended careers markets, arranged and delivered information evenings, and visited schools and Aboriginal and Torres Strait Islander communities throughout the state.

WESTERN SYDNEY UNIVERSITY ART COLLECTION

Western Sydney University's art collection contains 1,383 pieces, which are valued every three years. In December it was valued at $5,356,900, with its fair market value determined to be $4,192,400.

ARTWORK ACQUISITION

In 2016, there were two sculptural installations commissioned. One, titled "Dreaming Tracks" by Chris Edwards, is to be located in the Kingswood Plaza on Kingswood Campus. The other is a major sculptural installation by the artist Jason Wing, for the Australia-China Institute of Art and Culture, and will be located in the foyer of Building EA on Parramatta Campus. A photographic portrait of a former Western Sydney University Vice-Chancellor, Professor Deryck Schreuder, by University photographer Sally Tsoutas, was also commissioned. It is expected these artworks will be finalised in 2017.

In 2016, two commissioned artworks were completed: the portrait of the Vice-Chancellor, Professor Barney Glover, painted by Tianli Zu and a portrait of the Chancellor, Professor Peter Shergold, painted by Marcus Callum.

The University also acquired the winner of the 2016 Western Sydney Sculpture Award, Michael Purdy's, sand stone sculpture "The long term perils of short term politics", which is now located at Campbelltown campus. Furthermore, the Indian Council for Cultural Relations donated to the School of Law a sculpture of Dr Bhimrao Ramji Ambedkar, created by the Indian artist, Gautum Pal and to be located in the Moot Court on Parramatta Campus.

In 2016, the University lent Griffith University 8 works by Rosangelo Renno for their Brisbane exhibition, "Reparative Aesthetics".

ART PROMOTION AND COLLECTION ADVISORY COMMITTEE

The Western Sydney University Art Promotion and Collection Advisory Committee provides strategic guidance and advice on the Art Collection and its promotion. The committee met twice in 2016.

The 2016 Committee members were:

- Mr Luca Belgornio-Nettis AM (Chair) (Managing Director of Transfield Holdings & holder of Honorary Doctorate from Western Sydney University)
- Mrs Gabrielle Trainor (Chair of the National Film & Sound Archive, member of Western Sydney University Board of Trustees and Whitlam Institute Board)
- Emeritus Professor Di Yerbury AO (Chair of the Board of Directors Overseas Study Foundation and holder of Honorary Doctorate from Western Sydney University)
- Mr Matt Poll (Curator Indigenous Heritage and Repatriation Project University of Sydney)
- Mrs Jenny Dickerson (Author, former journalist with The Australian and ABC, former Manager and Valuer for the Sydney Auction House)
- Mr David Cubby (Senior Lecturer, Academic Course Advisor, Communication, Western Sydney University)
- Monica McMahon (University Art Curator and executive officer for the committee).

CAPITAL WORKS AND FACILITIES – NEW BUILDINGS AND REFURBISHMENT PROJECTS

Capital works programs, such as new buildings and refurbishment projects, can impact the location of certain artwork. The 2016 capital works programs saw over 150 artworks relocated across 17 buildings and eight different campuses.

COLLECTION MANAGEMENT

The Art Collection Unit continued to improve the identification of Art Collection assets throughout the University's campuses. Assets were relabelled, tagged and identified physically, their condition recorded and any damage noted so as to instigate repairs. This project will continue in 2017.

WESTERN SYDNEY UNIVERSITY GALLERIES AND EXHIBITIONS PROGRAM

The University has committed to being a leading advocate and champion for the Greater Western Sydney

Community and Regional Engagement

region and its people. Consequently it facilitates and supports numerous exhibitions on its campuses, showcasing burgeoning and professional artists.

WESTERN SYDNEY UNIVERSITY SCULPTURE AWARD

From 6 May to 5 June 2016, the University hosted the Western Sydney University Sculpture Award and Exhibition at the Campbelltown campus.

In 2016, the winners were:

- Michael Purdy for his sculpture *The Long Term Perils of Short Term Politics* (Western Sydney University Sculpture Acquisitive Award)
- Lisa Tolcher for *Melody of Equilibrium* (Janice Reid Emerging Artist Award)
- Joseph Bartolo for *Life's Desperate Struggle* (UrbanGrowth NSW People's Choice Award).

Quest Campbelltown continued its sponsorship for the 2016 exhibition, providing accommodation for interstate and international artists. The Gordon Darling Foundation sponsored the education resource kit, which was distributed to all local schools. It also supported artist talks, which were popular.

This exhibition is a valuable educational and cultural resource for the community, and it enhances the campus environment for teaching and learning. The winning work will be permanently displayed alongside works by previous winners, which sit in the parklands stretching between the two main entrances of the Campbelltown campus.

MARGOT HARDY GALLERY

The Margot Hardy Gallery is dedicated to showcasing artworks by students in local primary and secondary schools, as well as projects by community groups. In 2016, the gallery hosted exhibitions by 25 local artists, a local community group, three high schools and three primary schools. The exhibition program included:

- 'Listen to the Colour of your Dreams', which featured 74 works by 25 students from Nicolle's Studio of Art
- 'Texture Quality', which highlighted interdisciplinary mixed-media works by 76 year 7 to year 11 students at Hoxton Park High School
- 'Ned Meets Sidney', which featured works by 75 kindergarten to year 6 students at St John the Evangelist Catholic Primary School Campbelltown
- 'Our Journey Through Indonesia', a collection of 83 works by kindergarten to year 6 students at Greenway Park Public School
- 'Canterbury Boys High School Art Exhibition', which featured works by 65 year 7 to year 11 students
- 'Art Throughout Time', a collection of works by 80 year 7 to year 11 students at Elizabeth Macarthur High School
- 'Diverse Creativity', which highlighted artworks by 55 kindergarten to year 6 students at Bossley Park Public School.

The Margot Hardy Gallery's exhibition program encourages community groups and schools to promote their creativity – and sometimes their histories. It also provides a focal point for the issues that interest these community groups and schools.

WESTERN SYDNEY UNIVERSITY ART GALLERY

The Western Sydney University Art Gallery, based at Werrington North in Penrith, supports University staff, and higher-degree students and their research. The 2016 exhibition program of five exhibitions included:

- 'Discovery', which featured works by Liam Benson, Meg Cowell, Brian Robertson and Robyn Stacey from the University's art collection
- 'Water and Mountains', a selection of photographs by Yan Zhang
- 'Getting by in Modernised China', which featured photographs by Jack Bartlett, Mitchell Cox, Emily Maynard and Dave Cubby
- 'Refuge', works by Western Sydney University Bachelor of Design (Visual Communication) students
- 'The World We Live In', which featured local artists Rebecca Stephenson, Liam Brassil, Kristy Pugliano, Daniella Argenta, Daniel Muscat and Elisha Allison.

All exhibitions had a public education program for presenting art talks to the public.

MARGARET WHITLAM GALLERIES

The Margaret Whitlam Galleries at the Female Orphan School at the Parramatta campus are predominantly host national touring exhibitions from major cultural institutions. The 2016 exhibition program included:

- 'ARTEXPRESS', a selection of outstanding works by 2016 NSW Higher School Certificate visual arts students. This is an initiative of the NSW Department of Education and the Board of Studies, Teaching and Educational Standards NSW, in association with Western Sydney University and The Academy. Educational programs included curator talks for visiting high school students.
- 'The Way of the Reformer: Gough Whitlam in His Century', which was curated by Guy Betts. This exhibition marked the centenary of Gough Whitlam's birth, telling his story, and included educational programs and curator talks.
- 'A Sense of Place: The artist Greg Hansell's Record of History Now', which the University commissioned to document the Female Orphan School before it was renovated, and again in 2013, when the East and West wings of the building were completed. The exhibition also explored Mr Hansell's broader arts practice, from his handmade pastels produced from rocks and clay, to the influence of artists in his personal art collection. This exhibition was curated by the University Art Curator and included education programs and artist talks presented to the public.

AUSTRALIA-CHINA INSTITUTE FOR ART AND CULTURE GALLERY

The Australia-China Institute for Art and Culture Gallery opened in 2016 August on the University's Parramatta campus. Its inaugural exhibition "Between the Village and the Metropolis" was co-curated by the University Art Curator and Mr David Cubby.

Research

RESEARCH STRATEGY AND PERFORMANCE

The Research and Development Division pursues the strategies outlined in the *Research and Development 2015–2017* plan. These strategies seek to diversify the mix of research income for Western Sydney University, while improving the quality of the University's research and extending its impact.

Government funding for research is increasingly redirected toward industry engagement. Over the past 18 months, the Australian Council of Learned Academies (ACOLA) review of Research Training, the Watt Review of Research Funding, and the Australian Government's National Innovation and Science Agenda have all incentivised engagement with industry across every corner of the research system.

The existing research strategy has done much to prepare the University for these changes. Year-to-date figures at September 2016 show an increase in consulting income – a key marker of industry engagement. Consulting income from research activities increased 60 per cent from $2.16 million (2015 full year) to $3.44 million (2016 year to date). This rapidly growing area in the research income portfolio reflects capacity investments made under the research plan.

The University's results in the 2015 Excellence in Research for Australia (ERA) assessment released in 2016 were its best since these assessments began. This continues a trend of steady improvement for the University across all three ERA rounds, in the context of a rising sector. Over one-third of the units of evaluation assessed in ERA 2015 improved in comparison to ERA 2012. The University increased its number of Fields of Research (FOR) rated ERA 5 ('well above world standard') to 11, while 80 per cent of the University's research was rated as being at or above the world standard. The Division's increasing focus on quality rather than volume of publications will continue this upward trend.

A national scheme to measure the impact of the University's research will be piloted in 2018.

Activities such as providing online training modules and rolling out research impact templates have prepared University staff members for the impending assessment. Senior members of the Research Engagement, Development and Innovation (REDI) team are upskilling frontline research development and business development staffers to help academics understand the new emphasis on enhancing research impact.

Better industry connections open pathways for the University's researchers to enhance the reach and influence of their work. 2016 marked the third annual Research Week, an opportunity for industry, business and government representatives to join with staff members, students and the community in attending a range of collaborative events. Research Week events drew 1,265 attendees in 2016, many of whom participated in the prestigious Research Impact Competition. Profile-raising activities like Research Week underpin the Division's broader engagement work, building recognition of the University's research in a way that helps researchers find and engage community research partners.

In 2016, the Division appointed seven Research Theme Champions across its four research themes. These Champions will lead the development of an overarching vision for the research themes, improving income diversity; developing flexible, interdisciplinary, team-based research projects; and increasing research quality and impact in complex research areas. They will also provide best-practice leadership in industry-engaged research to help build the University's engagement capacity.

The University has conducted a detailed performance review of the Division's ongoing activities to improve its income diversity, research quality and research impact. The review assessed performance against the 2015–17 research plan to identify any gaps in addressing the Government's priorities. Continuing improvements in the University's performance and close monitoring of its strategic activities will ensure the upward trajectory of its research work.

COMPETITIVE FUNDING

In 2016, Western Sydney University received 10 Australian Research Council (ARC) Discovery Projects grants, one ARC Discovery Early Career Researcher Award (DECRA) and one Future Fellowship, for a funding total of $5,104,500.

ARC Discovery Projects Grants

Discovery Projects grants support excellent basic and applied research by researchers and teams working to expand Australia's knowledge base and research capability. These awards aim to encourage research and training in high-quality research environments, and to improve collaboration in a way that maintains the international competitiveness of Australian research.

Hawkesbury Institute for the Environment

- → Dr Scott Johnson ($338,000): 'Down to earth defence: unlocking silicon defences for plant protection'
- → Professor Elise Pendall ($405,500): 'Temperature sensitivity of soil respiration and its components'
- → Professor Brajesh Singh ($396,000): 'Do microbial and plant diversity interact to regulate multifunctionality?'
- → Dr Justin Welbergen ($389,500): 'Movement ecology of flying-foxes'

Institute for Culture and Society

- → Professor Tony Bennett ($360,500): 'Assembling and governing habits'
- → Dr Denis Byrne ($298,500): 'The China-Australia heritage corridor'
- → Professor Donald McNeil ($403,500): 'Volumetric urbanism'

The MARCS Institute for Brain, Behaviour and Development

- → Dr Manuel Varlet ($341,500): 'Effects of audio-visual rhythmic stimulation on motor functioning'

Writing and Society, School of Humanities and Communication Arts

- → Professor Anthony Uhlmann ($572,000): 'Other worlds: forms of world literature'

Research

School of Social Sciences and Psychology
→ Dr Tamara Watson ($335,500): 'Flower power: natural form, aesthetics and the human brain'

The University's success rate for ARC Discovery Projects grants was 16.1 per cent. The national success rate was 17.8 per cent.

ARC DECRAs

DECRAs are presented to promising early career researchers (ECRs) who attain a PhD within five years, or longer if combined with periods of significant career interruption. The award gives ECRs an opportunity to pursue diverse career pathways in both teaching and research, including research-only positions in high-quality and supportive environments, with the aim of expanding Australia's knowledge base and research capability.

The MARCS Institute for Brain, Behaviour and Development
→ Dr Andrew Milne ($369,000): 'Uncovering universal mechanisms for the communication of musical emotion'

ARC Future Fellowships

The Future Fellowships scheme supports research in areas of critical national importance by giving outstanding researchers incentives to conduct their research in Australia. The aim is to attract and retain the best and brightest mid-career researchers.

The MARCS Institute for Brain, Behaviour and Development
→ Associate Professor Paola Escudero ($895,000): 'Enhancing language learning via auditory training and interaction'

National Health and Medical Research Council Project Funding

School of Medicine
→ Doctor Penelope Abbott and Professor Jennifer Reath, together with colleagues from other institutions, were awarded funding of $2,354,580 for their project 'A multi-centre randomised controlled trial to compare nasal balloon autoinflation versus no nasal balloon autoinflation for otitis media with effusion in Aboriginal and Torres Strait Islander children (the INFLATE trial)'.

External Funding

The Hawkesbury Institute for the Environment (HIE) had considerable success with external funding in the last quarter of 2016.

Green Cities Fund
→ Title: 'Which plant where, when and why – database for growing urban green space'
→ Partners: Macquarie University, Western Sydney University and the NSW Office of Environment and Heritage (OEH)
→ HIE team: David Ellsworth, Sally Power, Ian Anderson, Mark Tjoelker, Paul Rymer, Nisha Rakhesh and David Thompson
→ Total funding: $2,948,574 ($2,798,574 from HIA plus $150,000 from NSW OEH)
→ Funding to HIE: $1,368,897
→ Duration: 2016–21

Pollination Fund
→ Title: 'Healthy bee populations for horticultural pollination services'
→ Partners: Western Sydney University, Syngenta, Bayer and Greening Australia
→ HIE team: James Cook, Markus Riegler, Robert Spooner-Hart, Ian Anderson, Braj Singh, Catriona Macdonald, Sally Power, Paul Rymer, Nisha Rakhesh, Jacinta Greig and David Thompson
→ Total funding: $2,411,941 ($1,936,941 from HIA plus $475,000 from industry partners)
→ Funding to HIE: $2,411,941
→ Duration: 2016–21

Collaborative Funding
→ Title: 'Sustainable pasture systems under climate extremes'
→ HIE team: Sally Power, Ian Anderson, Nisha Rakhesh, Braj Singh, Mark Tjoelker, Elise Pendall, David Tissue, Jeff Powell, Catriona Macdonald, Ben Moore
→ Total funding: $1.99 million ($1.6 million from Meat & Livestock Australia (MLA); $300,000 form Dairy Australia and $90,000 from fertiliser and seed companies)
→ Duration: 2017–19
→ This project – mainly funded by MLA, the MLA Donor Company and Dairy Australia – focuses on the new warming experiment currently under construction in the Yarramundi paddocks. The initial project runs for three years but may be followed by three more years of investment depending on the outcomes of the first phase.

PARTNERSHIPS

In October 2016, the University joined 13 other partners, including local health districts, medical institutes and other universities, in signing an Academic Health Sciences Partnership (AHSP). The Translational Health Research Institute (THRI) was instrumental in providing the collaborative framework that allowed the University's researchers to take part in the partnership. The AHSP aims to advance health and education by developing and supporting a world-class academic partnership that will secure investment, infrastructure and funding to support health and medical research. A formal naming ceremony on 29 November 2016 celebrated the Sydney Partnership for Health Education Research and Enterprise.

In October, the University signed a sponsorship agreement with the Museum of Applied Arts and Sciences (MAAS), for the University to be recognised as a Principal Tertiary Partner of the National Centre for Innovation. This agreement will strengthen ties and collaboration between the two institutions; for example, MAAS will become a partner of the University's STEM (science, technology, engineering and mathematics) task force, together with PricewaterhouseCoopers (PwC). Led by Professor Kathryn Holmes, Research Theme Champion for Education and Aspirational Change, this task force is improving women's participation in STEM fields across all levels of education and employment.

STAFF AWARDS AND RECOGNITION

World-leading engineer Professor Wei Xing Zheng was named a 2016 Thomson Reuters Highly Cited Researcher, highlighting the widespread international impact of his work on signals processing and system identification. This is the second time Professor Zheng has been included on the list, which recognises leading researchers in the sciences and social sciences who rank in the world's top 1 per cent by citations.

RESEARCH DATA

RESEARCH FUNDING ($'000)	2012	2013	2014	2015
Australian competitive grant income (Category 1) Includes ARC, National Health and Medical Research Council (NHMRC) and other	12,542	12,041	14,997	11,333
Collaborative income (Category 2, 3 and 4)	8,733	10,584	11.238	14,664
Total Higher Education Research Data Collection (HERDC) income	21,275	22,300	26,230	25,998
Total operating revenue	662,820	684,199	729,665	774,834
Total net assets	1,321,023	1,366,871	1,454,991	1,666,220

Dr Vahid Vakiloroaya's invention to improve the energy efficiency of air conditioners won the Australian Technology of the Year Award in November. Dr Vakiloroaya was a previous runner-up in the University's Research Impact Competition.

GRADUATE RESEARCH SCHOOL

OVERVIEW

At the end of 2016, the Graduate Research School (GRS) has been in operation for 18 months. The focus during this period has been on the reorganising and centralisation of the structure and administration of higher degree research (HDR) and on the continued development and delivery of the Master of Research program.

The GRS continues to develop as the single point of contact for all HDR matters and training, ensuring increased quality and consistency of support for research students across Western Sydney University and strengthening the University's support for its growing international research student cohort.

In alignment with the University's *Securing Success 2015–20 Strategic Plan*, the GRS concentrated on six key priorities in 2016:

1. Being a student-centred School by building a whole-of-student-journey approach, ensuring a smooth and rewarding journey for the student from their first interaction with the University to their graduation
2. Meeting all the requirements of a changing regulatory framework
3. Re-framing the PhD to respond to changing employment conditions including the increasing demand for research degrees within the workforce
4. Continuing to deliver and develop the Master of Research program
5. Continuing to develop voluntary and credentialed training programs for HDR candidates and supervisors
6. Supervisor development

GRS LEADERSHIP AND GROWTH

The GRS is led by the Dean of Graduate Studies, Professor James Arvanitakis.

Professor Arvanitakis leads a team focused on HDR candidature management, scholarships, HDR relationship management and engagement, as well as a strong academic and educational team who continue to develop and deliver the Master of Research program as well as providing HDR academic literacy support and blended learning options and curriculum development and a series of workshops for HDR candidates and as supervision development.

The Dean's dynamic leadership continues to be instrumental in proactively promoting the University's research excellence and growing its profile and appeal to potential students. Our HDR students play a valuable part in building and ensuring the ongoing vibrancy of the research culture across the University.

The GRS has been well received by HDR students, as evidenced by the feedback the GRS proactively seeks from students to assess its performance and contributions. In particular, the support the School offers through the Master of Research core units and writing support initiatives continue to garner highly positive student feedback via Student Feedback on Units (SFUs), survey responses and emails.

The GRS continues to thrive and to strengthen its commitment to delivering excellence in all its interactions with HDR students. With this in mind, a number of new initiatives were introduced in 2016 and others were strengthened to further enhance students' progression through their research journeys:

- → The full-time employment of a dedicated HDR Academic Literacy Advisor who provides physical and virtual writing support via Thesis Writing Group sessions (6), vUWS Research Training announcements and one-on-one consultations within and outside business hours
- → The employment of a Statistician who oversees statistics workshops and provides one-on-one consultations
- → The launch of the inaugural PhD completion-writing Boot Camp attended by 30 final stages PhD students
- → The launch of a pilot 'PhD Stay-On-Track' online group to provide support to PhD candidates who work off-campus
- → As part of Research Week, the launch of a sponsored Poster Competition for all HDR Candidates with the work of 53HDR students being profiled
- → The continued expansion of the 3 Minute Thesis (3MT) Competition that is now an international event, and of the GRS Shield 'Competition which pits staff against students in a collegial, though competitive 3MT environment
- → A more interactive Induction that ensures students start their writing journey from Day 1
- → Continuation and expansion of Supervisor Forums

MASTER OF RESEARCH

The Master of Research was launched in 2015.

The degree is a pathway to PhD study and provides an innovative inter-disciplinary research training framework to equip students with analytical, research, and communication skills. The first year of the degree focuses on building research literacy, as well as methodological and discipline-specific research training and development.

The response to the Master of Research has been outstanding, with students reporting very positively on the Master of Research subjects in SFUs, and both supervisors and HDR Directors informally providing positive feedback about PhD preparedness.

As a pathway program, the Master of Research degree prepares students for the demands and expectations of PhD study and equips students for various careers in research communication, community and not-for-profit organisations, industry and business, and government. As it closely aligns with Asian, European and North American qualifications, it also provides candidates who complete the course with an internationally recognised degree.

Research

Western Sydney University, in replacing the majority of Honours programs and introducing the Masters of Research, was the second university in Australia to establish this innovative pathway to PhD study. Over the last 12 months, and in a report commissioned by the Australian Council of Graduate Research (ACGR), an increasing number of universities have indicated they will adopt this pathway; as such the GRS remains committed to leading continued innovations in the degree.

Following the initial intake of 55 students in July 2015, the numbered students have increased as follows:

- → 128 enrolments for 2016
- → 115 accepted offers for February 2017 commencement

To date, the GRS has received nine Master of Research thesis submissions, five of which have been completed with students progressing into a PhD program and two students with conditional offers into the PhD program pending their Master of Research results, all with Western Sydney University.

SUPERVISOR DEVELOPMENT

A high standard of practice by the academic supervisory team is essential to ensuring our HDR students have a fruitful journey and receive disciplinary expertise and guidance. Following a review of the supervisor development program throughout 2015, the GRS has instigated a more collegial approach by adopting a 'communities of practice' approach to supervisory development and support. The 'Supervisor's Digest' newsletter and the Supervisor Forums promote this approach.

Facilitating supervisors' development is one of the key focuses of the GRS in moving ahead, as Federal Government funding pressures mean students will increasingly be required to complete their PhD within a three-year timeframe. This will require the continual evolution of the supervision framework to ensure meaningful and effective collaboration and communication enable tighter completion times.

ENGAGEMENT

The GRS continues to develop strong communication channels between all HDR staff and students to keep abreast of issues affecting students and their supervisors. The School has expanded the use of its newsletters to facilitate this communication flow: 'Resonate: Graduate Research Newsletter' and 'Supervisor's Digest' are monthly information digests for HDR students, HDR Directors and Supervisors respectively.

Additionally, in 2016, the GRS launched its own YouTube Channel, Twitter account and Facebook page to increase engagement and ensure the School reaches candidates and potential candidates across popular social media modes. The GRS YouTube Channel has had over 50,000 views, gained over 550 subscribers and continues to generate a great deal of positive feedback. It is increasingly popular in key international markets such as India for PhD related search terms.

The Dean of Graduate Studies promoted the University by delivering several significant invited keynote addresses in 2016. Two in particular reached a significant international audience in profiling the work of the University, being the opening keynotes at the *Quality in Postgraduate Research* conference (Adelaide) and the *Ministry of Religious Affairs* conference in Indonesia.

THE HDR STUDENT ADMINISTRATION SUPPORT JOURNEY

The GRS continues to provide accessible and personalised administration support services to all HDR students. This support covers the whole of the HDR student journey: from their initial enquiry through to graduation, supporting in excess of 1100 candidates.

In 2016, the GRS continued its cultural shift from a transactional approach to a personalised, student-centred approach to uphold and reinforce the University's commitment to the primacy of the student experience.

Other highlights of 2016 for the GRS include:

- → The GRS has 1015 HDR (excluding MRes) candidates who were working towards PhD/MPhil degrees in 2016
- → 99 PhD students graduated in 2016
- → The GRS facilitated the development of 8 Dual Awards with Universities, including but not limited to:
  - University of Montpellier
  - Cape Town University
  - University of Padua
  - University of Aberdeen
  - Xiamen University
  - Universitat Autònoma de Barcelona (UAB)
- → Over 150 HDR candidates have been supported in their academic writing abilities and/or developing their understanding to progress their work/writing
- → 210 scholarships were awarded in 2016
- → Expanding scholarship opportunities by establishing 20 co-funded scholarship awards, in keeping with the vision of engaged research across the key dimensions of futures, impact and capacity. In essence, these are three-way funded partnerships between the GRS, the discipline School/Institute and an industry partner

Finance and Resources

DIVISION OF FINANCE AND RESOURCES

The Division of Finance & Resources plays a critical role in delivering, optimising and sustaining the organisational strength of the University.

The Division is responsible for the University's overall planning, strategy, policy and accountability in relation to Finance, Information Technology, Capital Works and Facilities, Commercial and Estate Planning, Project Management and Procurement functions.

The Division is responsible for managing the University's annual budget process, including capital funding, developing appropriate financial policies and monitoring, advising and reporting on the financial health of the University, including its controlled and associated entities.

The Division is also responsible for delivering the IT systems and technology infrastructure necessary to underpin and enable our learning and teaching and research programs.

The Division of Finance & Resources works to ensure that the financial and operational planning, strategy and performance of the University is optimised. The VP (F&R) provides strategic direction and oversight on the University's financial activities, including commercial arrangements and opportunities, investments and the utilisation of building and land assets, as well as a focus on improving efficiency and reducing costs across the University. The VP (F&R) and his senior team sponsors a series of projects across the portfolio that are being undertaken to help the University achieve optimal financial sustainability into the future.

Core business units within the Division of Finance and Resources include:

- → Information Technology and Digital Services
- → Financial Operations
- → Office of Commercial and Estate Planning
- → Capital Works and Facilities
- → Project Management Office

The VP (F&R) interacts with the Board of Trustees and a number of Board sub-committees, such as the Audit and Risk Management Committee, Finance and Investment Committee and the University Infrastructure Committee.

Each year, the Division manages projects from the planning to the delivery stages in finance, IT, commercial and estate planning, and campus development and capital works, and makes sure all projects align with the strategic direction and objectives of the University.

We completed many key projects in 2016.

THE OFFICE OF COMMERCIAL AND ESTATE PLANNING

The Office of Commercial and Estate Planning supports strategic planning and development of the University's network of campuses and assets. Our role is to identify and assess development opportunities and, if approved, manage the developments with the purpose of creating an endowment that will underpin the University's financial sustainability.

Estate Planning and Development

- → **Westmead Campus Redevelopment:** Following the Expressions of Interest (EOI) and Request for Proposal (RFP) process undertaken in 2015, sales contracts were exchanged in September 2016 with residential developer Deicorp for Lots 4 and 5. The acquisition of an adjoining parcel of land from the Marist Brothers was settled in August 2016. Approval was given in August by the Board of Trustees to a further EOI and RFP process to secure a development partner or partners for Lots 2 and 3. With the completion of the Estate Major Works in November, a subdivision application has been made to the City of Parramatta Council to enable registration of the plan.
- → **Macarthur Heights Residential Development**, Campbelltown: Continued delivery of the Macarthur Gardens residential development comprising 950 lots in partnership between the University and Urban Growth NSW. At the end of October, the University had received sales revenue of $41.3M from the settlement of 293 lots from Stage 1, with a further 197 lots under contract from Stages 2, 3 and 4.
- → **Werrington Retail Centre:** The selection of a preferred supermarket operator through an EOI process (Woolworths); preparation of a concept design for the centre and development feasibility (with construction to commence in 2017); authorisation to enter into an Agreement for Lease with the preferred operator; and finalisation of a business case pending Board approval in December.
- → **Werrington Estate Master Plan:** Progress on master planning for the Werrington Estate, including technical assessments and a development staging plan.
- → **Community Title Subdivision**, Nirimba Education Precinct: Subdivision approval by City of Blacktown Council; final approval by the Minster for Education in November; and lodgement of the plan for subdivision for registration.
- → **Nirimba Freehold Lot:** A Planning Proposal was lodged with City of Blacktown Council in January for the rezoning to residential of the parcel of land owned by the University, adjoining the Nirimba Education Precinct. The proposal has advanced through 'gateway' and public exhibition and is pending final approvals.
- → **Aboriginal Land Claims:** All Aboriginal Land Claims associated with the Hawkesbury and Parramatta South Campuses made by the Deerubbin Aboriginal Land Council have been reviewed. A determination by the Minster was made on 5 December. Rights of appeal are available to the Aboriginal Land Council for a period of four months following the determination.

Commercial Services

- → **1 PSQ:** Completion of the University's new iconic vertical campus in Parramatta CBD; arrangements for commencement of operations are now underway; the University will occupy 10 of the 14 floors, with partners from PWC (1 floor) and Water NSW (3 floors) occupying the remaining 4 floors. The University has also subleased 4 of the 5 retail outlets on the ground floor. The project is being delivered on time and within budget.

Finance and Resources

- **Retail Food and Beverage:** Further enhancement of the student and staff experience on a number of campuses with the introduction of new retail outlets, these include - Oliver Brown (Bankstown), Jamaica Blue, Sushi OK and Barlame (Campbelltown) and Piccolo Me (Werrington Park Corporate Centre). This has diversified the product offering and various price points catering to student demographics. The provision of services by specialised providers reduces the University's risk and liability whilst generating an additional $650K.
- **Werrington Park Corporate Centre:** Successfully achieved 70% occupancy in a high vacancy market.
- **Uwsconnect operational review implementation:** Has seen the entity transition from a net operating loss of approximately $2M in 2015 to a net break even position, once taking into consideration the centralised outsourced provisions and services.

INFORMATION TECHNOLOGY AND DIGITAL SERVICES

Operating across all campuses, Information Technology and Digital Services (ITDS) is a vital enabler of the University's *Securing Success Strategy*. ITDS provides and supports the applications, infrastructure, information and end user services which connect the University community locally, nationally and internationally.

The role of Information Technology and Digital Services is to be an innovative leader as well as a high quality service provider. ITDS implements digital environments built on solid foundations and enduring relationships that drive productivity, creativity and discovery, enabling the University to make a difference.

ITDS develops strong partnerships with all key stakeholders, including external providers, in order to bring innovators together to quickly identify and respond to new and impactful technologies and to leverage the best capabilities the market has to offer.

1PSQ Technology Roadmap Implementation

- Finalised the Next-Generation Teaching Space design and supported the implementation of 24 of these rooms in 1PSQ
- Implemented an upgraded Room Booking System
- Deployed a new digitally-enabled student queue management solution
- Virtualised the delivery of software titles for the School of Business
- Ensured that every meeting room was Zoom-enabled
- New Campus Navigation solution to support way-finding
- Digital signage deployed throughout the building
- Fixed and wireless network infrastructure and AARNet connectivity
- Supported the integrated student support hub on Level 1
- Implemented contactless staff and student ID cards.

Systems and Projects

- Embedded the Zoom video conferencing solution as the University standard
- Continued the student placements rollout including Medicine and Science & Health
- Managed a tender for the Student Management System replacement project
- Deployed the first phase of the Integrated Marketing platform (Lumbar project)
- Established the Microsoft Office365 tenancy for staff and started the Email transition
- Implemented new solutions to support WHS, Compliance and Legal obligations
- Upgraded the Finance payment gateway utilising our new middleware platform
- Deployed new services supporting International recruitment and Agent management
- Upgraded key systems including Callista, Alesco HR and the Blackboard LMS
- Supported phase two of the Western Sydney University rebranding activities
- Selected providers for the Integrated Workspace Management project and the Video Management Solution, ready for 2017 implementation.

Infrastructure Management

- Finalised the commercial arrangements for the transition to an Infrastructure-as-a-Service model and began the migration planning
- Implemented an upgrade of the University wireless network at Kingswood and all new buildings including 1PSQ
- Established a second major internet link to provide much greater traffic diversity and improved capacity across the campus network
- Completed the AARNet optical fibre upgrades to all campuses
- Selected a Managed Security Services provider to protect our internet perimeter
- Established Windows10 as the desktop standard across all staff, lab and teaching PCs
- Support the technology-components of the many and varied projects led by Capital Works and Facilities, including the Science and Health Building
- Managed the handout of four different devices to all first year commencing students.

THE OFFICE OF FINANCE

The objective of the Financial Operations portfolio is to provide accurate, efficient and relevant financial information, services, processes, support and advice to enable the University to achieve its vision. This requires the continued development of financial capabilities and increased engagement to achieve the level of business partnering required to ensure such success. Underpinning all financial initiatives is the priority of strengthening the financial sustainability of the University and its ability to be able to respond timely to changes in the external environment.

We therefore want to be known for being reliable, prudent, effective, creative, supportive and a valued business partner, who both supports and helps drive new thinking and behaviour in regard to financial functioning in our clients.

The Financial Operations portfolio is a key support function for the successful operation of the University underpinning the allocation of financial resources.

CAPITAL WORKS AND FACILITIES

Capital Works and Facilities is responsible for the construction of new buildings, refurbishment and/or adaptive reuse of existing buildings, infrastructure upgrades and maintenance, as well as presentation of almost 2,000 hectares of landscape and the maintenance and cleaning of over 550 buildings across 6 campuses and external sites (e.g. Blacktown and Macarthur Clinical Schools, 100 George Street, Olympic Park, Liverpool, and Rural Clinical Schools at Bathurst and Lismore). CW&F also provides services for logistics (mail and stores), furniture supply and installation, space management, project planning, spatial data, signage, and removals, relocations and event setups. CW&F are also responsible for the Hawkesbury farm and associated resources. CW&F is also committed to providing professional and project delivery support to the Office of Commercial and Estate Planning's commercial ventures.

2016 Capital Projects in Review

- → Delivered a new science building on Parramatta (south) campus
- → Adaptively reused buildings C and F to create new music precinct on Penrith (Kingswood) campus
- → Completed Westmead campus estate major works
- → Refurbished building ES for the Office of Director Western Sydney International, Parramatta (south) campus
- → Completed continuous strategic analysis in the management of assets, delivering improved capability and performance of assets
- → Delivered signage in support of the University rebrand across all campuses
- → Improved flow through Parramatta (south) campus to mitigate flooding of P1 car park
- → Reducted overhead cost due to Farm management and development
- → Managed the integration of Campbelltown campus with McArthur Heights residential estate
- → Assisted with the planning for the reduction of overland flow impact on McArthur Heights residential estate, Campbelltown campus
- → Strategically managed power demand on Parramatta (south) campus
- → Integrated the College staff and responsibilities into the portfolio
- → Reviewed, reallocated and managed the workflow of staff in line with centralisation of HR and finance tasks
- → Developed and implemented an action plan in line with the MyVoice

PROJECT MANAGEMENT OFFICE

The Project Management Office (PMO) is a centralised function which is able to provide the following key services to support projects and project managers, and to deliver ongoing continuous business improvements through:

- → **Project delivery** – including project management of and support for University wide change projects and business improvement initiatives
- → **Project support services** – including scheduling, resources, resource management, forecasting, reporting, planning and mentoring, and support for portfolio and program management
- → **Project Management methodology** – including capability investment, tools, processes and templates
- → **Governance and assurance support** – for portfolios, programs, and projects.

Key achievements in 2016 include:

- → **Project Essex** – completion of a strategic business review into the professional services model that exists in the University, across Schools, Institutes and Divisions. This review was performed by Deloitte, and included over 100 engagement meetings and workshops of various shapes and sizes. The outcome of this review was communicated to the broader University via a discussion paper, with an overview of the proposal for concepts to develop a "better business" professional services model for the University.
- → **Service Unlimited** – despite key resourcing challenges, this program was able to develop a services improvement roadmap, and conceptualise options for a University-wide Tiered Service model in conjunction with 1PSQ, for potential further consolidation and rollout across the University.
- → **Red Tape Task Force** – delivered a number of red tape reduction initiatives, including the securing of a number of Process Efficiency Grants for Student Appeals and HR processes. Collaborated with ITDS to ensure adoption of an e-form solution with significant process efficiency potential.
- → **Divisional Services and Process Assessment** – provided project management support for the ongoing centralisation of College support resources based on the Hub and Spoke model.
- → **Process Review and Optimisation Project** – continued the review of University policies and process mapping improvements, including support for the travel policy review, recruitment, REDI, International Office and 1PSQ.
- → **Project Management** – commenced development of a fit-for-purpose Project Management framework and methodology for the University, including the development of a prototype Project Management Toolkit which is currently under testing.
- → **Consolidation** – the Project Delivery Office (PDO) in ITDS was incorporated into the PMO. This change enabled a reduction in duplication of services and has resulted in a reduction in operating costs with respect to level of service.

FINANCIAL RESOURCES AND BUDGET OUTCOMES

The University ended the 2016 financial year with a consolidated reported surplus of $34.8 million, compared to $41.3 million in 2015 and a 2016 budget of $132.6 million. This variance against the 2016 budget predominantly reflects the updated accounting standards treatment for the $128 million sale of Westmead Site Redevelopment land, compared to the treatment included in the 2016 budget. Overall, the $34.8 million surplus reflects controlled staff numbers; centralised functions (particularly in the divisional areas); strict fiscal discipline on overhead expenditure; and better than anticipated returns on commercial activities. It also includes $19.3 million in payments to staff members who took up the Early Voluntary Retirement Scheme offer in December 2016.

Finance and Resources

The outcome is in line with the plan for 2016 to create a buffer against any dramatic impacts of proposed regulatory changes.

Revenue from continuing operations increased to $774.8 million, which was $19.2 million (2.5 per cent) higher than in 2015. This increase incorporates the University's move towards uncapped demand-driven student funding and includes Australian Government financial assistance, which increased by $5.8 million (1.0 per cent) to $569.3 million. Revenue from international student fees increased by $4.4 million (5.8 per cent) to $80.7 million, and revenue from other course fees decreased by $1.2 million (14.5 per cent) to $7.1 million.

Expenses from continuing operations rose by $25.7 million (3.6 per cent) to $740.0 million, which included a $23.6 million (5.3 per cent) increase in employee-related expenses to $466.0 million.

The University's overall net worth increased by $58.9 million (3.7 per cent) to $1,666.2 million. This includes the University's operating result of a $34.8 million surplus, and other comprehensive income of $24.1 million.

Higher education funding continued to be somewhat unpredictable during 2016. All universities needed to be in a position to generate new streams of income while using their financial resources as efficiently and effectively as possible. To this end, the University is pursuing opportunities to use its assets in ways that provide alternative and sustainable income streams.

INFORMATION TECHNOLOGY AND DIGITAL SERVICES

Western Sydney University's students, staff and community partners use technology to communicate, collaborate, research, learn, teach and conduct business. In response to this, the Information Technology and Digital Services (ITDS) unit ensures that the right technology is available for use at any time and in any place, striking a balance between privacy and security with flexibility and agility.

The ITDS strategy, *Future Now – Securing Digital Success*, sets out five core objectives for providing technology throughout the University. Each objective is guided by seven strategic digital principles that will inform ITDS's decision-making over the next five years.

ITDS's mission is to ensure the University is 'consistently contemporary'. It will achieve this by simplifying its approach to core services and increasing the focus on innovation to differentiate the University from other institutions. ITDS will deliver this via quality, industry-standard processes, combined with measured risk assessments and cross-unit collaboration.

MAJOR ACHIEVEMENTS

ITDS had several significant achievements in 2016:

Parramatta City campus – ITDS completed 15 streams of work from its technology master plan, on time and within budget. The campus has been heralded for its rich use of technology to support core student and learning objectives. The design and capabilities of its teaching spaces are world-leading. Many of the services and technology ITDS deployed at this campus are now also being offered at other campuses, including customer flow management, wayfinding, software virtualisation and digital signage. Campuses now also enjoy upgraded or new room booking systems.

International and domestic – ITDS implemented a new agent management system and StudyLink to help build the University's international student cohort. These have been used fruitfully for 2017 recruitment and to increase the visibility of, and engagement with, the University among potential international students.

Marketing automation – The first phase of a marketing automation project, completed in early 2017, will support student recruitment. The new marketing platform has broadened the University's capabilities with regard to presentation, presence, personalisation and analytics. In the last quarter of 2016, the implementation of a new outbound calling system also improved the University's ability to undertake recruitment campaigns.

Infrastructure-as-a-Service (cloud) – ITDS oversaw a comprehensive tender and evaluation process to select an Infrastructure-as-a-Service provider that would accommodate the University's future computing and storage needs. A tier 1 technology provider was selected to manage a private cloud-based computing system. The transition of applications to the new system will take most of 2017, and will include the standardisation and rationalisation of the software portfolio.

Networking – Following the completion of the switched network upgrade in 2016, a new wireless networking service will be progressively rolled out across all campuses in 2017. The Kingswood and Parramatta campuses have enjoyed significant improvements in network performance. In addition, a second major internet link was established to provide better load balancing and redundancy across the campus network.

Video and online collaboration – The deployment of Zoom video and web conferencing technology has seen a widespread change in the way the University's staff and students collaborate. The new technology has significantly reduced the need for travel between campuses, and has created a quickly ballooning expectation that every meeting will be Zoom-enabled. The project's catchphrase – 'Why drive when you can Zoom?' – has become a reality.

Desktop platforms – Windows 10 is now the default operating system for all PC-based systems, including general-purpose computer labs, and learning and teaching spaces. It is also the designated operating system for all new staff devices. ITDS strives to ensure the use of Microsoft best practices, and will be making some back-office improvements in 2017.

Student Management System – After an extensive vendor evaluation, ITDS shortlisted two potential providers of a new Student Management System. ITDS scheduled further due diligence for early 2017 to enable it to recommend a provider to the Board of Trustees in April. The evaluation led to

detailed process mapping and some key improvements in student management.

Security services – Cyber threats are increasingly complex, so ITDS engaged a leading provider of managed security services after a tender process. A new cybersecurity solution will be implemented in the first half of 2017. At the same time, ITDS has measurably improved the University's digital security and risk processes in 2016 – the first year of a two-year program of work.

Finance payment engine – ITDS implemented the OneStopSecure payment engine, which has enabled significant functional improvements. As a bonus, OneStopSecure is an early adopter of a new integration middleware platform that reduces ongoing integration costs as new capabilities are built into the payments system.

Rebranding – The University's rebranding campaign affects almost every digital asset in the portfolio. Initially, it focused on public-facing services, followed by those used by students. In 2016, ITDS finished updating priority assets used by staff members.

Capital works – ITDS made significant contributions to high-profile capital works projects at the University. These involved the new science and health building at the Parramatta campus, the Macarthur Clinical School at Campbelltown Hospital and the refurbishment of the EA and EB buildings at the Parramatta south campus, to name a few. Another highlight was the design of new standards for immersive teaching spaces, starting with the University's successful Paramedicine facility.

Service and culture – ITDS continued to focus on improving services and cultivating a proactive culture that always considers future needs. A focus in this regard is the integrated support centre at the Parramatta campus and its associated knowledge base of self-help articles.

DAY-TO-DAY OPERATIONS

ITDS continues to support the ongoing operations of the University by delivering services that:

- promote innovation and agility across the organisation and advocate for digital transformation, including exploring emerging technologies and championing change management
- identify and deliver strategic projects (through a new pipeline process) that support all dimensions of the University's operations through the enhanced use of technology
- secure the University's digital assets from cyber threats, manage IT risks and promote good online practices by staff and students
- support, enhance and reform the application portfolio and maintain appropriate access and availability for authorised users
- provide and maintain the communications infrastructure that connects end users to each other and to the outside world (including networks, telephony and wireless)
- manage external providers that deliver products and services to the University, including data centres, hosted applications, software licensing and maintenance
- ensure the smooth operation of the computing laboratories used by students and the computing services used by staff members, including the service desk and end user support
- provide and manage the audiovisual systems used for teaching and collaboration, including those for next generation learning spaces and web conferencing.

PROJECT MANAGEMENT OFFICE

The Project Management Office (PMO) is a centralised function that provides key support services for projects and project managers, and delivers ongoing continuous business improvements. It does so by providing:

- project delivery, including project management of and support for University-wide change projects and business improvement initiatives
- project support services – including scheduling, forecasting, reporting, planning and mentoring – and support for portfolio and program management
- project management methodologies, capabilities, tools and templates
- governance and assurance support for portfolios, programs and projects.

2016 ACHIEVEMENTS

The PMO recorded several key achievements in 2016.

- **Project Essex:** This project involved a strategic business review of the University's professional services model as it operates across Schools, Institutes and Divisions. The review, performed by Deloitte, drew on more than 100 engagement meetings and workshops of various shapes and sizes. The outcome was a series of recommendations for the University to develop a 'better business' professional services model, including shared service models across Schools, Institutes and Divisions.
- **Service Unlimited:** Despite key resourcing challenges, this program developed a services improvement road map and presented options for a University-wide tiered service model in conjunction with One Parramatta Square, with the potential for further consolidation and rollout across the University.
- **Red Tape Task Force:** The Task Force delivered a number of initiatives aimed at reducing red tape, including securing Process Efficiency Grants for student appeals and human resources (HR) processes. The PMO collaborated with Information Technology and Digital Services to ensure University-wide adoption of an e-form solution that has the potential to make processes significantly more efficient.
- **Divisional Services and Process Assessment:** The PMO provided project management support for the ongoing centralisation of College support resources, based on the 'hub and spoke' model.
- **Project Management Toolkit:** The PMO began developing a fit-for-purpose project management framework and methodology for the University. This included developing a prototype Project Management Toolkit, which is currently in the testing phase.

Finance and Resources

Key outcomes of the 2016 risk management program included:

- → roll out of staged implementation of the University's enterprise risk management system (Protecht)
- → maintenance of a cyclical risk assessment program and operational risk databases across both administrative and academic operations
- → attendance of senior staff at Audit & Risk Management Committee meetings in order to report on the management of strategic risk in key areas of University operations
- → maintenance of a corruption prevention training program in accordance with our strategy to reduce corruption risks
- → introduction of more rigorous reporting processes, together with procedures for ensuring risk mitigation strategies are closely monitored and completed.

ENTITIES

UWSCONNECT LTD

uwsconnect Ltd oversees campus services such as food and beverage outlets, retail stores, gyms, sports facilities, clubs and societies. It also manages the activities of social event organisers from Campus Life, and Out & About student tours.

It is both student-centric and community-focused, catering for current and potential students, university staff members and community members.

The University established uwsconnect as a not-for-profit, wholly controlled entity in 2004 to ensure campus services continue to meet student, staff and financial expectations. It employs more than 200 people across Western Sydney, and has undergone recent organisational changes to align service delivery strategies with the University's student-centric perspective.

UWS EARLY LEARNING LTD

Incorporated in 2012, UWS Early Learning Ltd is a not-for-profit, controlled entity of the University, providing high-quality early learning facilities on all campuses for children aged 0–6. The facilities are open to the children of students, staff members and the broader community. The University subsidises childcare places for students and staff members, in addition to providing Student Services and Amenities support for students.

THE WHITLAM INSTITUTE

The Whitlam Institute within Western Sydney University is a dynamic public policy institute that commemorates, and is inspired by, the life and work of the Hon. Gough Whitlam AC, QC. The Institute pursues the causes Whitlam championed and is guided by the founding principles of his parliamentary career and his years of service to the people of Australia.

The Whitlam Institute is guided by the 'three great aims' that drove the Whitlam Program of 1972:

- → to promote equality
- → to involve the people of Australia in the decision-making processes of our land
- → to liberate the talents and uplift the horizons of the Australian people.

→

RISK MANAGEMENT

The University maintains an organisation-wide strategic risk management program based on the methodology set out in the standard AS/NZS ISO 31000:2009 – Risk Management.

The Audit and Risk Management Committee updates the Strategic Risk Register every six months. The Committee identifies risks by conducting interviews and risk workshops with senior executives, managers and key operating staff members across the University and its related entities.

The Register consolidates the identified risks and the actions taken to address them according to their likelihood (probability of occurrence) and consequence (magnitude of impact). It also helps to avoid duplicated efforts to address risk, and to ensure that risk responses are integrated and focused where they are most needed.

This work is based on a structured framework, the elements of which are summarised in the Risk Management Framework diagram below. Implementation of the framework is an ongoing process that involves cultural change and the gradual evolution of the University's risk management practices.

The Audit and Risk Management Committee advises and informs the Board of Trustees on high-risk activities and events, including new and emerging risks. The risk management program is subject to an independent peer review at least every five years as part of the Office of Audit and Risk Assessment's quality improvement program.

RISK MANAGEMENT FRAMEWORK

ESSENTIAL ELEMENTS FOR THE IMPLEMENTATION OF RISK MANAGEMENT

RISK GOVERNANCE

Guidance, directions, control and support provided by senior management as well as the management style and organisational structure in which risks are being managed

MANAGING RISKS AND CONTROLS

A structured process by which risks are identified, assessed, prioritised and treated/controlled

MONITORING AND EVALUATION

Systems/processes in place to track the progress of risk treatment tasks and to assess the effectiveness of the treatment actions

INTEGRATION AND REINFORCEMENT

To embed risk management into organisational business processes, functions and operations. To train staff to improve their understanding, skills and knowledge of risk management

COMMON LANGUAGE

Using the same terminology, evaluation criteria and methodology across the organisation for managing and communicating risk information

INFORMATION

A risk management system/database designed to capture, analyse, record and report risk data/information

REVIEW

To provide assurance on the risk management program's effectiveness, relevance and currency via regular reviews by senior management and independent assessors

APPENDIX 1

BOARD OF TRUSTEES MEMBERS

THREE OFFICIAL MEMBERS

Professor Peter Shergold AC, Chancellor

Professor Barney Glover, Vice-Chancellor

Associate Professor Paul Wormell, Chair of Academic Senate

SIX APPOINTED MEMBERS (MINISTERIAL)

Mr John Banks

Emeritus Professor MaryAnn Bin-Sallik

Ms Elizabeth Dibbs (Deputy Chancellor)

Ms Genevieve Gregor (Pro Chancellor)

Ms Vivienne James

Mr Ian Stone

FOUR APPOINTED MEMBERS (BOARD)

Mr Christopher Brown

Mr Peeyush Gupta – 14 June 2016 to 13 June 2020

Mr Michael Pratt (Deputy Chancellor)

Ms Gillian Shadwick (Deputy Chancellor) – retired 4 April 2016

Ms Gabrielle Trainor

FIVE ELECTED MEMBERS

Dr Ben Etherington, Academic Staff

Mr Tim Ferraro, Graduate

Ms Winnie Jobanputra, Undergraduate Student

Ms Sophie Kobuch, Postgraduate Student

Ms Jenny Purcell, Professional Staff

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 of Trustees											
	Board of Trustees		Audit & Risk		Remuneration & Nominations		Board Standing		University Infrastructure		Finance & Investment	
	A	B	A	B	A	B	A	B	A	B	A	B
Mr John Banks	4	7										
Emeritus Professor MaryAnn Bin-Sallik	4	7										
Mr Christopher Brown	4	7										
Ms Elizabeth Dibbs	7	7	6	6	6	6	6	6				
Dr Ben Etherington	7	7										
Mr John Fehon			4	6								
Mr Tim Ferraro	6	7										
Professor Barney Glover	7	7			6	6	6	6	5	6	5	6
Mr Peter Graham									5	6		
Mr Michael Gration									2	6		
Ms Genevieve Gregor	6	7			4	5	5	5			6	6
Ms Susan Hartigan			4	6								
Mr Damian Horton									3	6		
Mr Craig James			6	6								
Mr Peeyush Gupta	4	4									3	3
Ms Vivienne James	5	7										
Ms Winnie Jobanputra	7	7										
Ms Holly Kramer											5	6
Ms Sophie Kobuch	7	7										
Ms Georgia Lee									4	6		
Mr Alastair Metcalf											4	5
Mr Lee Pinder									4	6		
Mr Michael Pratt	6	7			6	6	6	6	4	6		
Ms Jenny Purcell	7	7										
Mr Bob Sahota											5	6
Ms Gillian Shadwick	1	1			1	1	1	1				
Professor Peter Shergold	7	7	1	1	4	6	6	6	1	1	1	1
Ms Jodi Stanton									4	6		
Mr Ian Stone	7	7									6	6
Ms Kerry Stubbs											6	6
Ms Gabrielle Trainor	6	7	4	5								
Associate Professor Paul Wormell	7	7										
# In 2016, the Board held six regular meetings and one Strategy Day meeting.												

APPENDIX 3

COMMITTEES AND OTHER BODIES ESTABLISHED BY THE BOARD OF TRUSTEES

BOARD OF TRUSTEES COMMITTEES	CHAIR
Academic Senate	Associate Professor Paul Wormell
Audit and Risk	Ms Liz Dibbs
Board Standing	Professor Peter Shergold, AC
Finance and Investment	Ms Genevieve Gregor
Remuneration and Nominations	Professor Peter Shergold, AC
University Infrastructure	Mr Michael Pratt

UNIVERSITY BODIES	
Aboriginal and Torres Strait Islander Advisory Council	Professor Lisa Jackson Pulver
Foundation Council	Mr Danny Gilbert, AM

APPENDIX 4

ACADEMIC SENATE MEMBERSHIP (as at 28 November, 2016)

EX-OFFICIO

- Professor Barney Glover, Vice-Chancellor and President
- Professor Denise Kirkpatrick, Deputy Vice-Chancellor and Vice-President (Academic)
- Professor Scott Holmes, Deputy Vice-Chancellor and Vice-President (Research and Development)
- Professor Lisa Jackson Pulver, Pro Vice-Chancellor (Engagement and Aboriginal and Torres Strait Islander Leadership)
- Professor Simon Barrie, Pro Vice-Chancellor (Learning Transformations)
- Professor Kevin Bell, Pro Vice-Chancellor (Digital Futures)
- Associate Professor Linda Taylor, Pro Vice-Chancellor (International)
- Professor Deborah Sweeney, Pro Vice-Chancellor (Research & Innovation)
- Mr Michael Burgess, Chief Student Experience Officer
- Professor Scott Holmes, Dean, School of Business
- Professor Simeon Simoff, Dean, School of Computing, Engineering and Mathematics
- Professor Michele Simons, Dean, School of Education
- Professor Peter Hutchings, Dean, School of Humanities and Communication Arts
- Professor Michael Adams, Dean, School of Law
- Professor Annemarie Hennessy, Dean, School of Medicine
- Associate Professor Deborah Hatcher, Dean, School of Nursing and Midwifery
- Professor Gregory Kolt, Dean, School of Science and Health
- Professor Kevin Dunn, Dean, School of Social Sciences and Psychology
- Professor James Arvanitakis, Dean of Graduate Studies
- Mr Andrew Dawkins, Chief Executive Officer, Western Sydney University, The College
- Vacant, University Research Institute, or nominee
- Professor Ian Anderson, Director, University Research Institute, or nominee
- Ms Robyn Causley, Acting Associate Director, Admission and Enrolment
- Mr Michael Gonzalez, University Librarian

ELECTED

(term to 31 December 2017, unless otherwise indicated)

- Associate Professor Paul Wormell, Chair, Academic Senate (*31 January 2018*)
- Dr Elfriede Sangkuhl, Deputy Chair, Academic Senate (*31 January 2018*)
- Dr Terri Mylett, Academic Staff, School of Business (Level A, B or C)
- Associate Professor Terry Sloan, Academic Staff, School of Business (Level D or E)
- Dr Olivia Mirza, Academic Staff, School of Computing, Engineering and Mathematics (Level A, B or C)
- Associate Professor Surendra Shrestha, Academic Staff, School of Computing, Engineering and Mathematics (Level D or E)
- Dr Katina Zammit, Academic Staff, School of Education (Level A, B or C)
- Professor Carol Reid, Academic Staff, School of Education (Level D or E)
- Dr Christopher Peterson, Academic Staff, School of Humanities and Communication Arts (Level A, B or C)
- Associate Professor Alana Lentin, Academic Staff, School of Humanities and Communication Arts (Level D or E)
- Mr Ralph Melano Academic Staff, School of Law (Level A, B or C)
- Associate Professor Alpana Roy, Academic Staff, School of Law (Level D or E)
- Dr Vivek Thakkar, Academic Staff, School of Medicine (Level A, B or C)
- Associate Professor Joanne Lind, Academic Staff, School of Medicine (Level D or E)
- Dr Kathleen Dixon, Academic Staff, School of Nursing and Midwifery (Level A, B or C)
- Professor Sheree Smith, Academic Staff, School of Nursing and Midwifery (Level D or E)
- Vacant, Academic Staff, School of Science and Health (Level A, B or C)
- Associate Professor Julie Old, Academic Staff, School of Science and Health (Level D or E)
- Dr Kate Huppatz, Academic Staff, School of Social Sciences and Psychology (Level A, B or C)
- Associate Professor Jane Mears, Academic Staff, School of Social Sciences and Psychology (Level D or E)
- Dr Mathias Boer, Academic Staff, University Research Institutes
- Mr Jarrod Bradley, 1 of 2 Undergraduate Students (*to 31 May, 2017*)
- Vacant, 2 of 2 Undergraduate Students (*to 31 May, 2017*)
- Vacant, 1 of 2 Postgraduate Students (*to 31 May, 2017*)
- Mr Jack Braithwaite, 2 of 2 Postgraduate Students (*to 31 May, 2018*)

APPOINTED

- Professor Zhong Tao, Centre for Infrastructure Engineering

APPENDIX 5

BOARD OF TRUSTEES REPORT

MEMBERS

The members of the Board of Trustees of the University are detailed in Appendix 1, on page 72.

MEETINGS OF MEMBERS

Meetings of Members of the Board of Trustees of the University are detailed in Appendix 2, on page 73.

PRINCIPAL ACTIVITIES

The principal activities of the University are the provision of university-level education and research through a wide range of undergraduate and postgraduate courses and research programs, with a particular focus on Western Sydney. The University's functions and the authorities of the Board of Trustees are prescribed by the *Western Sydney University Act 1997* (NSW).

The University also has a number of controlled entities that undertake specific activities aligned with the mission of the University. Details of these entities are provided on page 70.

REVIEW OF OPERATIONS

The operations and activities of the University are outlined in detail in this Annual Report and, in particular, in the sections Learning and Teaching, Research and Community, and Regional 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 Board is of the opinion that no other matter or circumstance will significantly affect the operations or activities of the University.

LIKELY DEVELOPMENTS AND EXPECTED RESULTS OF OPERATIONS

In 2016, work continued on the sale of the residential lots on the Westmead campus. Work will continue throughout 2017 to finalise this transaction and to implement the strategic plan for the remaining lots on the Westmead campus.

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

The Board of Trustees adopted the code from the beginning of 2012 and resolved to review the University's compliance with the code at its first meeting each year. In 2016, The University Secretary and General Counsel provided a report confirming compliance with the Code.

ENVIRONMENTAL REGULATION

The University is subject to various Commonwealth, state and local government statutes and requirements related to environmental matters. The University has not incurred any significant environmental liabilities under any environmental legislation.

INSURANCE OF OFFICERS

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

LEGAL PROCEEDINGS COMMENCED BY OR AGAINST THE UNIVERSITY

There were no significant legal proceedings by or against the University in 2016.

This report is made in accordance with a resolution of the Board of Trustees on 5 April 2017.

Professor Peter Shergold, AC
Chancellor

APPENDIX 6

EXECUTIVE REMUNERATION AND PERFORMANCE DATA

PROFESSOR BARNEY GLOVER	
POSITION	Vice-Chancellor and President
TOTAL REMUNERATION PACKAGE	$871,500
PERIOD IN POSITION	Full year
RESULTS	Met all objectives

PROFESSOR SCOTT HOLMES	
POSITION	Deputy Vice-Chancellor and Vice-President (Research and Development)
TOTAL REMUNERATION PACKAGE	$534,820
PERIOD IN POSITION	Full year
RESULTS	Met all objectives

PROFESSOR DENISE KIRKPATRICK	
POSITION	Deputy Vice-Chancellor and Vice-President (Academic)
TOTAL REMUNERATION PACKAGE	$529,726
PERIOD IN POSITION	Full year
RESULTS	Met all objectives

MR PETER PICKERING	
POSITION	Vice-President (Finance and Resources)
TOTAL REMUNERATION PACKAGE	$495,090
PERIOD IN POSITION	Full year
RESULTS	Met all objectives

MR ANGELO KOURTIS	
POSITION	Vice-President (People and Advancement)
TOTAL REMUNERATION PACKAGE	$470,335
PERIOD IN POSITION	Full year
RESULTS	Met all objectives

SENIOR EXECUTIVES EMPLOYED AND GENDER

2015	2016
Males: 5	Males: 4
Females: 1	Females: 1

AVERAGE TOTAL REMUNERATION PACKAGE OF EXECUTIVES

2015: $492,922 **2016:** $580,294

PERCENTAGE OF TOTAL EMPLOYEE-RELATED EXPENDITURE

2015: < 1 per cent **2016:** <1 per cent

APPENDIX 7

PRINCIPAL OFFICERS OF THE UNIVERSITY

CHANCELLOR

Professor Peter Shergold AC

- PhD, London School of Economics and Political Science
- MA, University of Illinois
- BA (Hons), University of Hull
- Fellow of the Academy of Social Sciences in Australia

VICE-CHANCELLOR AND PRESIDENT

Professor Barney Glover

- PhD, University of Melbourne
- MSc, University of Melbourne
- BSc (Hons), University of Melbourne
- DipEd, University of Melbourne
- Member of the Australian Institute of Company Directors (MAICD)

CHAIR OF THE ACADEMIC SENATE

Associate Professor Paul Wormell

- PhD, University of Sydney
- BSc, University of Sydney
- Fellow of the Royal Australian Chemical Institute (FRACI)
- CChem

DEPUTY VICE-CHANCELLOR AND VICE-PRESIDENT (ACADEMIC)

Professor Denise Kirkpatrick

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

DEPUTY VICE-CHANCELLOR AND VICE-PRESIDENT (RESEARCH AND DEVELOPMENT)

Professor Scott Holmes

- PhD, Australian National University
- BCom, University of Newcastle

VICE-PRESIDENT (FINANCE AND RESOURCES)

Mr Peter Pickering

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

VICE-PRESIDENT (PEOPLE AND ADVANCEMENT)

Angelo Kourtis

- BA, Western Sydney University

APPENDIX 8

GOVERNMENT INFORMATION (PUBLIC ACCESS)

GIPA ANNUAL REPORT

Agency Name	Western Sydney University
Principal Department	Secretariat, Office of Governance Services
Reporting Period	1 January 2016 to 31 December 2016

OBLIGATIONS UNDER THE GIPA ACT

1. Review of proactive release program – Clause 7(a)

Under section 7 of the *Government Information (Public Access)* Act (GIPA Act), agencies must review their programs for releasing government information, to identify the kinds of information that can be made publicly available. This review must be undertaken at least once every 12 months.

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

During the reporting period, the AIGRC met on 30 November 2016. The Committee welcomed Ms Sophie Buck, who was appointed Director of Governance Services in late 2016.

During the meeting, the Committee noted some important activities the Information Commissioner had undertaken since the last reporting period, including:

- announcing the NSW Information and Privacy Commission's (IPC's) Agency Information Guide, which has been under review since May 2016
- publishing a media release and report on universities' contract register compliance, in September 2016
- publishing a media release on the IPC regulatory framework and plan, in August 2016.

The meeting reviewed the above documents and noted that the Information Commissioner had completed a significant number of initiatives in 2016, indicating further relevant initiatives in 2017.

The University's agency information guide is functional and updated regularly via the links provided below. However, there is an opportunity for a deeper review, and the IPC's Agency Information Guide will offer some direct suggestions when it is published.

The Committee made two observations that are relevant to such a review:

1. The launch of the University's Guaranteed Entry Program in 2016 means that students now have greater assurance in seeking a study place at the University, and updating the entry criteria has improved the transparency of study offers – a core disclosure in the public interest.

2. Although the University has published a number of strategic plans, available via the 'Our Priorities' link in the University's information guide, there is no current strategic plan for research and this matter should be rectified.

2. Number of access applications received – Clause 7(b)

During the reporting period, the University received six formal access applications.

3. Number of refused applications for Schedule 1 information – Clause 7(c)

During the reporting period, the University did not refuse any formal access applications because none of the information requested was referred to in Schedule 1 to the GIPA Act.

APPENDIX 8

STATISTICAL INFORMATION ABOUT ACCESS APPLICATIONS – CLAUSE 7(D) AND SCHEDULE 2

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	1	0	0	0	0	0	0
Members of Parliament	1	2	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	2	1	0	0	0	0	1
Members of the public (other)	0	0	0	0	0	0	0	0

*More than one decision can be made in relation to 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	1	0	0	0	0	0	1
Access applications (other than personal information applications)	1	4	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).

The total number of decisions in Table B should be the same as Table A.

Table C: Invalid applications

	NUMBER OF APPLICATIONS
Application does not comply with formal requirements (section 41 of the Act)	0
Application is for excluded information of the agency (section 43 of the Act)	1
Application contravenes restraint order (section 110 of the Act)	0
Invalid applications that subsequently became valid applications	0
Total number of invalid applications received	**1**

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

	NUMBER OF TIMES CONSIDERATION USED*
Overriding secrecy laws	0
Cabinet information	0
Executive Council information	0
Contempt	0
Legal professional privilege	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

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

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

	NUMBER OF OCCASIONS WHEN APPLICATION NOT SUCCESSFUL
Responsible and effective government	3
Law enforcement and security	2
Individual rights, judicial processes and natural justice	3
Business interests of agencies and other persons	4
Environment, culture, economy and general matters	0
Secrecy provisions	0
Exempt documents under interstate Freedom of Information legislation	0

APPENDIX 8

Table F: Timeliness

	NUMBER OF APPLICATIONS
Decided within the statutory timeframe (20 days plus any extensions)	6
Decided after 35 days (by agreement with applicant)	2
Not decided within time (deemed refusal)	0
Total	**8**

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

	DECISION VARIED	DECISION UPHELD	TOTAL
Internal review	0	0	0
Review by Information Commissioner*	0	1	1
Internal review following recommendation under section 93 of the Act	1	0	1
Review by NSW Civil and Administrative Tribunal	0	0	0
Total	**1**	**1**	**2**

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

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

	NUMBER OF APPLICATIONS FOR REVIEW
Applications by access applicants	2
Applications by persons to whom information on the subject of access application relates (see section 54 of the Act)	0

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

	NUMBER OF APPLICATIONS TRANSFERRED
Agency-initiated transfers	0
Applicant-initiated transfers	0

APPENDIX 9

MAJOR CONSULTANCIES

Consultancies commissioned in 2016 amounting to $50,000 or more, included:

CONSULTANT	COST $	TITLE AND NATURE OF CONSULTANCY
Finance and Accounting/Tax		
Cubewise Pty Ltd	187,431	TM1
Subtotal	**187,431**	
Information Technology		
Holt Innovations Pty Ltd	246,000	Wi-Fi and Security Project
GD Solutions Holdings Pty Ltd	205,100	Student Management System Project
Dell Australia Pty Ltd	178,283	Desktop Specialist
Cloud Sherpas Pty Ltd	143,300	ITSM Toolset Platform
Dimension Data Australia Pty Ltd	111,948	Identity and Access Management
Red Hat Asia Pacific Pty Ltd	110,250	Improving the Integration Capability of University Systems
Callista Software Services Pty Ltd	105,055	Callista Release Upgrade
Callista Software Services Pty Ltd	101,469	DBA Support
Dimension Data Australia Pty Ltd	100,000	E-forms Platform
Dell Australia Pty Ltd	91,140	Citrix Environment Upgrade
Hewlett-Packard Australia Pty Ltd	89,300	MS Office 365 Migration
Whitesmiths Group Pty Ltd	83,200	Archibus Replacement Project
Black Ink Networks Pty Ltd	82,556	Windows 10 SOE Program
Quantum Information Technology Pty Ltd	75,600	Student Placement System
EMC Global Holdings Company of Australia	73,131	Software Upgrade
NEC Australia Pty Ltd	67,835	Oracle Policy Automation
Dimension Data Australia Pty Ltd	67,008	Identity Management Strategy & Deployment
Dimension Data Australia Pty Ltd	66,377	CRM Implementation
Dimension Data Australia Pty Ltd	57,600	CRM Cloud Hosting
Nous Group Pty Ltd	56,000	Application Managed Service (CIDO)
Subtotal	**2,111,152**	
Management Services		
BizTech Software Services Unit Trust	1,911,071	The White Agency Design Discovery for Lumbar
VCD Pty Ltd	703,222	Rebranding Project
Archerfield Capital Partners Pty Ltd	440,000	Parramatta CBD Project
VCD Pty Ltd	361,425	Studio Unlimited Support
Charter Hall Holdings Pty Ltd	319,386	Project Patagonia
Accordant Pty Ltd	213,148	Marketing Automation Systems
Bulldogs Rugby League Club Ltd	177,400	Be All In Program Delivery
Western Sydney Football Club Ltd	150,000	Intensive Mentoring Program for Low SES

APPENDIX 9

CONSULTANT	COST $	TITLE AND NATURE OF CONSULTANCY
The Trustee For Sagacity Consulting Group Trust	150,000	Early Offer Program
J.P. Morgan Australia Ltd	150,000	Project Patagonia
Woods Bagot Pty Ltd	143,729	Parramatta CBD Project
Gibber Australia Pty Ltd	140,000	Educational Opportunities Program
Hobsons Australia Pty Ltd	131,280	Digital Lead Generation Strategy – International Student Recruitment
Fayshell Pty Ltd	114,825	Parramatta CBD Project
One Green Bean Pty Ltd	100,000	Public Relation Services to Support OMC
Qualtrics LLC	99,900	Survey Data Collection Platform SFT/SFU
Clayton Utz	94,759	Enterprise Agreement
The Trustee For Deloitte Consulting Trust	90,122	Project Essex
Property Beyond Pty Ltd	90,029	WEMP Project
Nettleton Tribe (Partnership) Pty Ltd	88,750	Werrington Retail Centre
The Red Agency Pty Ltd	88,000	Rebranding Project
Alba Solutions Pty Ltd	84,070	Workload Planning 2016–2017 School of Nursing & Midwifery
Alive Mobile Group Pty Ltd	83,728	Western Sydney Apps
Rider Levett Bucknall NSW Pty Ltd	83,499	Parramatta CBD Project
Uber.biz Pty Ltd	74,555	Western Online
Josephine Kennings Caust	73,111	Recalibrating Culture Project
Philip Chun & Associates Pty Ltd	67,000	Parramatta CBD Project
The University Of Sydney	64,889	Safe Schools Coalition of Australia Project
Cox Architecture Pty Ltd	55,680	WEMP Project
Customer Service Benchmarking Australia Pty Ltd	55,600	Contact Service Centre
Fruition Partners Australia Pty Ltd	54,000	Service Now Upgrade
MacroPlan Holdings Pty Ltd	54,000	Private Hospital Demand Study
Havas Worldwide Australia Pty Ltd	51,180	Open Day Web Microsite
Subtotal	**6,558,358**	
Organisational Review		
Nous Group Pty Ltd	78,984	IT Operations Review
Subtotal	**78,984**	
Total consultancies equal to or greater than $50,000	**$8,998,838**	
During 2016 other consultancies were engaged in the following areas:		
Finance and Accounting/Tax	56,445	
Information Technology	445,684	
Management Services	1,074,602	
Recruitment Services	31,379	
Total consultancies less than $50,000	**1,608,110**	
Total consultancies	**10,606,948**	

APPENDIX 10

EQUITY AND DIVERSITY STATISTICS

Table A.1 Trends in the Representation of Equal Employment Opportunity (EEO) Groups – Academic staff

EEO GROUPS: ACADEMIC STAFF	BENCHMARK OR TARGET	2010	2011	2012	2013	2014	2015	2016
Women	50%	49%	50%	48%	49%	49%	49%	50%
Aboriginal and Torres Strait Islander people	2%	1%	2%	2%	2%	3%	2%	2%
People whose language first spoken as a child was not English	19%	26%	26%	26%	28%	27%	30%	31%
People with a disability	N/A	8%	7%	8%	6%	7%	7%	7%
People with a disability requiring adjustment at work	1.50%	2%	2%	2%	1%	1%	2%	2%

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

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

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

Distribution index

EEO GROUPS: ACADEMIC STAFF	BENCHMARK OR TARGET	2010	2011	2012	2013	2014	2015	2016
Women	100	85	83	87	85	88	90	91
Aboriginal and Torres Strait Islander people	100	N/A	N/A	76	79	83	N/A	71
People whose language first spoken as a child was not English	100	95	97	98	93	90	90	93
People with a disability	100	90	87	88	86	86	103	101
People with a disability requiring adjustment at work	100	N/A	N/A	88	N/A	N/A	117	N/A

APPENDIX 10

Table B.1. Trends in the Distribution of EEO Groups – General staff

Distribution index

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

APPENDIX 11

STUDENT ENROLMENT DATA

Table 1: Student Headcount by Residency Status, 2012 – 2016 (p)

RESIDENCY STATUS	2012	2013	2014	2015	2016 (p)
Domestic	35,986	37,641	39,210	40,316	39,640
International - On Shore	3,846	3,921	4,315	4,262	4,440
International - Off Shore	425	438	391	341	371
Total	**40,257**	**42,000**	**43,916**	**44,919**	**44,451**

(Source: Enrolment submissions to the Department of Education and Training)

Table 2: Commencing Student Headcount by Residency Status, 2012 – 2016 (p)

RESIDENCY STATUS	2012	2013	2014	2015	2016 (p)
Domestic	13,219	14,297	14,867	15,928	15,107
International - On Shore	1,792	1,901	2,221	2,002	2,120
International - Off Shore	145	161	125	156	169
Total	**15,156**	**16,359**	**17,213**	**18,086**	**17,396**

(Source: Enrolment submissions to the Department of Education and Training)

Table 3: Student Headcount by Gender, 2012 – 2016 (p)

GENDER	2012	2013	2014	2015	2016 (p)
Females	22,372	23,146	24,150	24,601	24,525
Males	17,885	18,854	19,766	20,315	19,921
Total*	**40,257**	**42,000**	**43,916**	**44,919**	**44,451**

*Includes gender not specified
(Source: Enrolment submissions to the Department of Education and Training)

Table 4: Student Headcount by Course Level, 2014 – 2016 (p)

COURSE LEVEL	2014	%	2015	%	2016	%
Undergraduate	35,351	80.5%	37,034	82.4%	36,746	82.7%
Higher Degree by Coursework	6,170	14.0%	5,625	12.5%	5,600	12.6%
Higher Degree by Research	955	2.2%	1,076	2.4%	1,188	2.7%
Other*	1,440	3.3%	1,184	2.6%	917	2.1%
Total	**43,916**	**100.0%**	**44,919**	**100.0%**	**44,451**	**100.0%**

*Other includes enabling, non-award and cross-institutional
(Source: Enrolment submissions to the Department of Education and Training)

APPENDIX 11

Table 5: Student Headcount by Broad Field of Education, 2014 – 2016 (p)

BROAD FIELD OF EDUCATION	2014	%	2015	%	2016 (p)	%
Society and Culture	11,545	26.3%	12,411	27.6%	12,601	28.3%
Management and Commerce	9,907	22.6%	9,354	20.8%	8,610	19.4%
Health	7,795	17.7%	7,960	17.7%	8,082	18.2%
Natural and Physical Sciences	3,639	8.3%	3,750	8.3%	3,682	8.3%
Education	3,257	7.4%	3,195	7.1%	3,131	7.0%
Engineering and Related Technologies	1,711	3.9%	1,990	4.4%	2,178	4.9%
Creative Arts	1,834	4.2%	1,861	4.1%	1,854	4.2%
Information Technology	1,679	3.8%	1,900	4.2%	1,904	4.3%
Architecture and Building	1,191	2.7%	1,424	3.2%	1,643	3.7%
Mixed Field Programmes	1,098	2.5%	790	1.8%	574	1.3%
Agriculture, Environmental and Related Studies	4	0.0%	6	0.0%	28	0.1%
Non-award course	256	0.6%	278	0.6%	164	0.4%
Total	**43,916**	**100.0%**	**44,919**	**100.0%**	**44,451**	**100.0%**

(Source: Enrolment submissions to the Department of Education and Training)

Table 6: Student Headcount by Campus, 2014 – 2016 (p)

CAMPUS	2014	%	2015	%	2016 (p)	%
Bankstown	7,703	17.5%	8,183	18.2%	8,165	18.4%
Blacktown (Nirimba)	1,864	4.2%	2,257	5.0%	2,062	4.6%
Campbelltown	7,149	16.3%	7,208	16.0%	7,020	15.8%
Hawkesbury	2,718	6.2%	2,729	6.1%	2,754	6.2%
Lithgow	69	0.2%	59	0.1%	39	0.1%
Parramatta	15,175	34.6%	14,984	33.4%	14,792	33.3%
Penrith	8,511	19.4%	8,636	19.2%	8,640	19.4%
Online	0	0.0%	187	0.4%	377	0.8%
Other*	727	1.7%	676	1.5%	602	1.4%
Total	**43,916**	**100.0%**	**44,919**	**100.0%**	**44,451**	**100.0%**

*Other includes external, offshore and other
(Source: Enrolment submissions to the Department of Education and Training)

Table 7: Student Low SES* Participation Rate 2012 – 2016 (p)

YEAR	UWS	SECTOR**
2012	23.6%	16.1%
2013	24.4%	16.4%
2014	24.5%	16.5%
2015	25.0%	16.7%
2016 (p)	25.3%	n.a

(Source: Department of Education and Training statistical publications, and enrolment submissions to the Department of Education and Training)
* Low SES is based on the students' postcode of permanent home residence, with the SES value derived from the ABS 2011 Census SEIFA Index for Education and Occupation for postcodes.
** Table A Providers only

Table 8: Student Load (EFTSL) by Funding Source, 2014 – 2016 (p)

FUNDING SOURCE	2014	%	2015	%	2016 (p)	%
Commonwealth Grants Scheme	28,387	86.3%	29,147	86.6%	28,416	85.0%
Research Training Scheme	493	1.5%	490	1.5%	570	1.7%
Sub-Total Commonwealth Funded Load	28,880	87.7%	29,638	88.0%	28,986	86.7%
Domestic Fee-Paying	620	1.9%	589	1.8%	688	2.1%
International On-shore	3,176	9.6%	3,196	9.5%	3,449	10.3%
International Off-shore	125	0.4%	130	0.4%	201	0.6%
Non-Award	112	0.3%	115	0.3%	104	0.3%
Sub-Total Fee-Paying Load	4,032	12.3%	4,030	12.0%	4,443	13.3%
UWS Total	**32,912**	**100.0%**	**33,668**	**100.0%**	**33,429**	**100.0%**

EFTSL = equivalent full-time student load
(Source: Enrolment submissions to the Department of Education and Training)

Table 9: Bachelor Graduates - Explicit Satisfaction, 2013 - 2015

EXPLICIT SATISFACTION %	OVERALL SATISFACTION		GOOD TEACHING		GENERIC SKILLS	
	UWS	SECTOR	UWS	SECTOR	UWS	SECTOR
2013	84.3%	83.1%	70.4%	66.5%	81.8%	79.2%
2014	84.9%	82.9%	71.2%	66.7%	82.5%	79.3%
2015	86.2%	83.6%	71.4%	67.3%	82.9%	80.0%

(Source: Graduate course experience data files)

For 2016, there has been a break in the series because this data is now collected via the Graduates Outcomes Survey and there are some differences in the collection methodology between 2015 and 2016, therefore, no comparable data is available for 2016.

APPENDIX 11

Table 10: Commencing Bachelor Student Retention, 2011-12 to 2015-16 (p)

YEAR	WSU	SECTOR
2011-12	79.1%	83.0%
2012-13	78.5%	82.2%
2013-14	79.1%	80.8%
2014-15	78.4%	80.6%
2015-16 (p)	76.8%	n.a

(Source: Dept. of Education and Training Statistical Publications and Enrolment Submissions to the Dept. of Education and Training).

Table 11: Number of Preferences and Market Share of UAC Preferences for Western Sydney University, 2014-2016

NUMBER OF PREFERENCES TO WESTERN SYDNEY UNIVERSITY	FIRST PREFERENCE			FIRST TO THIRD PREFERENCES		
	2014	2015	2016	2014	2015	2016
Current School Leavers	6,663	6,350	6,566	19,212	18,797	19,601
Non Current School Leavers	5,895	5,823	5,243	14,482	14,274	13,061
Total*	**12,558**	**12,176**	**11,815**	**33,694**	**33,077**	**32,679**

(Source: UAC Main Round) *Includes school leaver type unknown

WESTERN SYDNEY UNIVERSITY MARKET SHARE OF PREFERENCES	FIRST PREFERENCE			FIRST TO THIRD PREFERENCES		
	2014	2015	2016	2014	2015	2016
Current School Leavers	13.2%	12.4%	12.6%	13.2%	12.7%	13.0%
Non Current School Leavers	16.5%	17.1%	17.8%	17.0%	17.8%	18.7%
Total*	**14.6%**	**14.3%**	**14.5%**	**14.6%**	**14.5%**	**14.8%**

(Source: UAC Main Round) *Includes school leaver type unknown

Table 12: Number of Preferences and Market Share of UAC Preferences for Western Sydney University from Greater Western Sydney (GWS), 2014-2016

NUMBER OF PREFERENCES FROM GWS TO WESTERN SYDNEY UNIVERSITY	FIRST PREFERENCE			FIRST TO THIRD PREFERENCES		
	2014	2015	2016	2014	2015	2016
Current School Leavers	5,073	4,896	5,003	13,868	13,648	14,136
Non Current School Leavers	4,510	4,394	4,014	10,429	10,038	9,233
Total*	**9,583**	**9,292**	**9,019**	**24,297**	**23,688**	**23,376**

(Source: UAC Main Round) *Includes school leaver type unknown

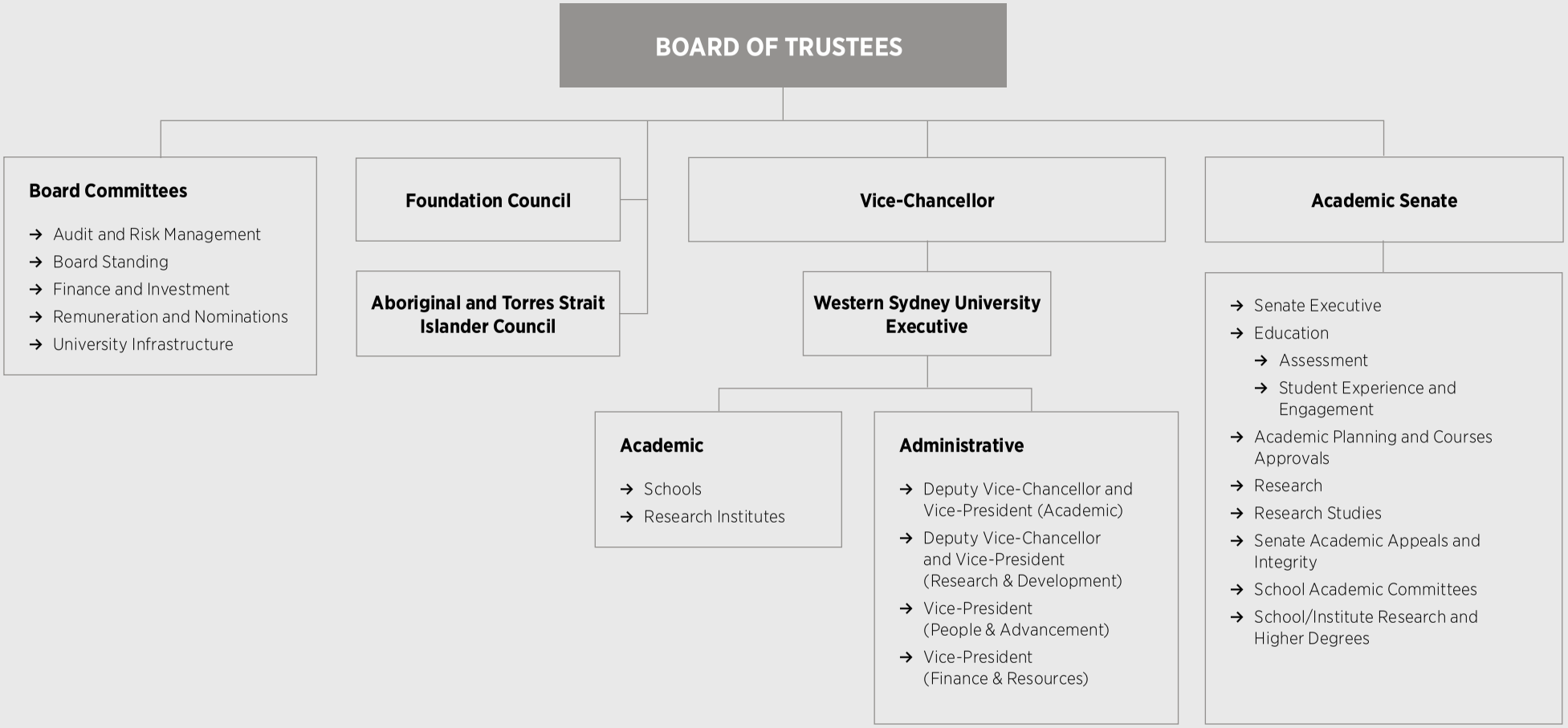
WESTERN SYDNEY UNIVERSITY MARKET SHARE OF GWS PREFERENCES	FIRST PREFERENCE			FIRST TO THIRD PREFERENCES		
	2013	2014	2015	2013	2014	2015
Current School Leavers	35.1%	33.1%	33.4%	32.7%	31.4%	32.1%
Non Current School Leavers	42.4%	43.8%	41.4%	39.2%	40.6%	38.8%
Total*	**38.2%**	**37.4%**	**36.5%**	**35.2%**	**34.8%**	**34.4%**

(Source: UAC Main Round) *Includes school leaver type unknown

APPENDIX 12

WESTERN SYDNEY UNIVERSITY GOVERNANCE STRUCTURE

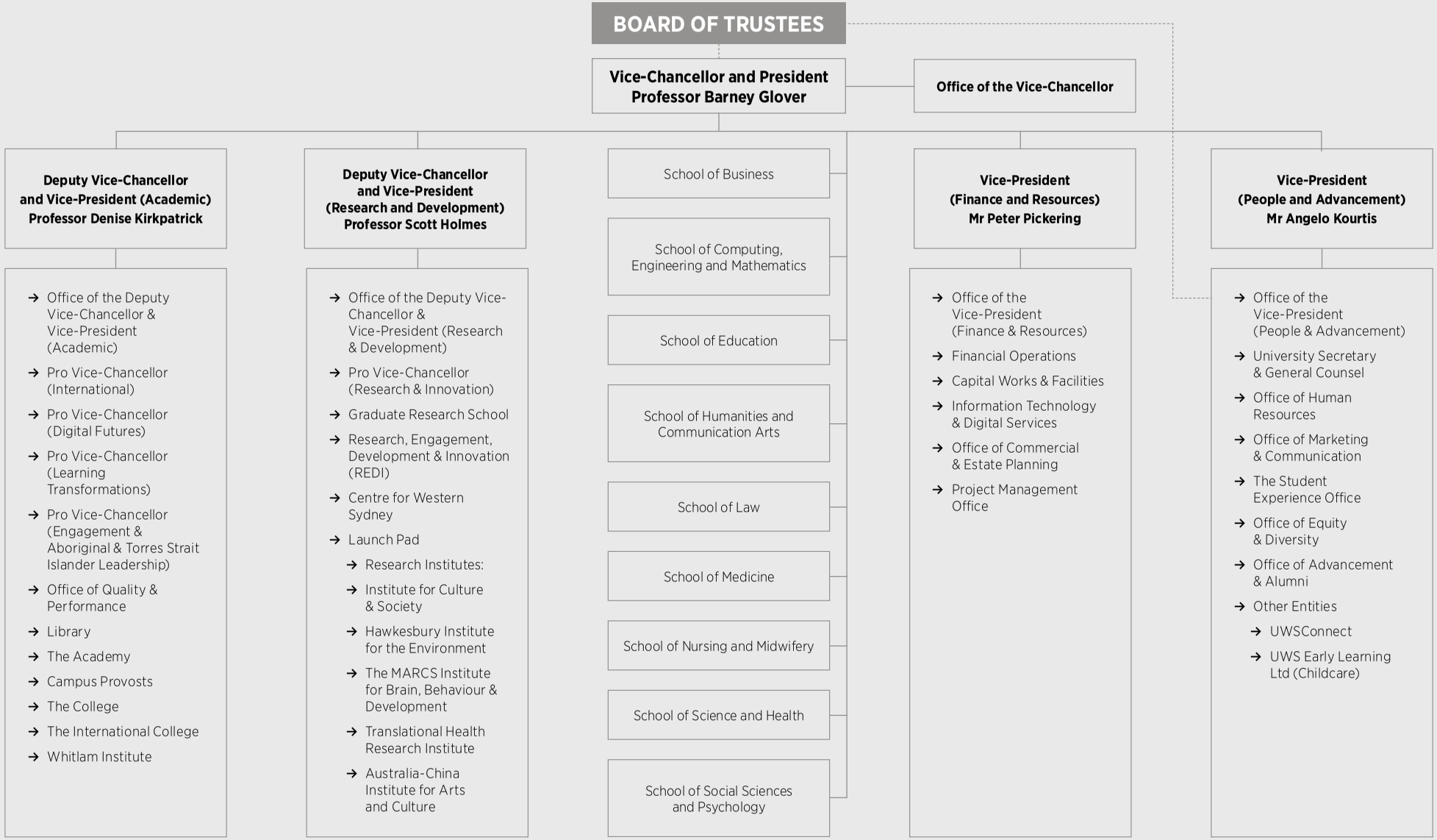
30 August 2016



APPENDIX 13

WESTERN SYDNEY UNIVERSITY ORGANISATIONAL STRUCTURE

October 2016



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