**WESTERN SYDNEY**
UNIVERSITY

ANNUAL REPORT
2017

# The Year in Review

Volume 1

## ANNUAL REPORT 2017

Western Sydney University's 2017 Annual Report has been produced in a two-volume set: Volume 1, 'The Year in Review', contains statutory reports, while Volume 2, 'Financial Statements', contains the financial statements of the University and related entities.

The cost of production of the Annual Report 2017 is $1250.

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

### 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

4 April, 2018

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 2017, 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

# Contents

# The Year in Review

## A MESSAGE FROM THE CHANCELLOR AND VICE-CHANCELLOR

It has been a significant year for Western Sydney University. While 2017 brought many challenges, the University has successfully achieved a great number of positive, and in many cases landmark, accomplishments and outcomes.

This year we embarked on the introduction and implementation of several strategic projects to reposition the University as a leader in innovative higher education offerings with a goal to ensure our long-term sustainability in a highly competitive environment. Western Growth, the review of the University's Strategic Plan (Securing Success), the Shared Services program, and the 21st Century Curriculum Renewal project were the University's major innovations in 2017. In combination, these initiatives will enable the University to capitalise on new revenue streams, develop agile course offerings, and modernise operations. Implemented together, they will allow the University to become an even more influential and high-quality institution.

Through Western Growth, the University is seeking to deliver education and research precincts that not only meet the needs of our students and staff but also the expectations of the Western Sydney community. Our strategy focuses on developing both traditional and CBD-based vertical campuses. This exciting venture began early in the year with the opening of our stunning new building in the Parramatta CBD. Similar high-amenity vertical campuses will be opened in the Liverpool CBD in 2018 and the Bankstown CBD around 2021.

In 2017, Western Growth also played a critical role in helping the University align its activities with Local and State Government priorities and renew its focus on negotiating significant research agreements with industry. There were a number of key successes for the University throughout the year. A partnership with the New South Wales Government saw the establishment of the $21 million Macarthur Clinical School at Campbelltown Hospital. The Campbelltown Sport and Health Centre of Excellence, which was developed in partnership with Campbelltown City Council, will help to strengthen the University's presence in South West Sydney. The launch of the $7 million, high-tech research glasshouse at Hawkesbury, set up in collaboration with Horticulture Innovation Australia, was another successful partnership for the University. The facility will operate as a centre for industry-driven research, education, and training. A new science and health building was also officially opened on the University's Parramatta South campus, enabling more learning, teaching, and research opportunities.

The University's plan to update its educational offerings and teaching methodologies were activated in 2017 through the 21st Century Curriculum Renewal project. This three-year initiative will renew the University's curriculum architecture in order to provide more attractive and accessible course offerings. Reassessing and developing new course programs that appeal to prospective students will not only enhance postgraduate employment opportunities but will also assist the University to remain competitive and to address the future requirements of industry. As part of the project, a refreshed Bachelor of Data Science and Bachelor of Cyber Security and Behaviour were created in 2017.

The University also launched the Shared Services program. This major University-wide consolidation scheme will renew business processes and enable more effective and efficient provision of services. While the development program was challenging, we now have stronger capabilities and better resource allocation. Full implementation will occur in 2018.

In 2017, Western Sydney University expanded its global research and partnership arrangements. We signed agreements for two further joint research centres with Nanjing University of Chinese Medicine and Ningbo University. We also opened the UEH Western Sydney Joint Centre for Small and Medium Enterprises (SME) and Family Business Research in conjunction with the University of Economics, Ho Chi Minh City (UEH). In addition, the International Centre for Ocean Governance (ICOG) was launched, delivering specialised training programs for the Law and Justice Division within the Ministry of Law, Justice and Parliamentary Affairs in the People's Republic of Bangladesh.

Western Sydney University now has a growing global profile. This has been reflected in an increase of 23 per cent in international enrolments in 2017. The University also held its position in the top two per cent of universities worldwide, coupled with a continued rise in international rankings.

At an operational level, Western Sydney University has implemented significant programs and policies that have positively contributed to student and staff experiences and service delivery.

Prospective students enjoyed earlier offers to study at Western Sydney University through the HSC True Rewards program. This flagship program granted a place to students based on their HSC subject outcomes, rather than their ATAR scores. Western Sydney University was also a sector leader in rolling out its innovative Digital Textbooks initiative, which was downloaded by 93 per cent of first year students with approximately four million page views. Furthermore, Western Sydney Online was launched with Online Education Services (OES) in September 2017, with more than 100 students enrolled in the pilot term in Social Science and Business courses. Course offerings through OES will continue to expand in 2018.

**Professor Peter Shergold, AC**
Chancellor

**Professor Barney Glover**
Vice-Chancellor and President

This year, the University made significant progress in its support of the Universities Australia *Respect. Now. Always* campaign. It made a firm commitment to implement the recommendations emerging from the Australian Human Rights Commission's National Survey on Sexual Harassment and Sexual Assault. A significant achievement was establishing the Vice-Chancellor's *Respect. Now. Always* taskforce to drive the University's efforts in addressing sexual assault and harassment on University campuses.

The University's annual Yarramundi Lecture series celebrated its 21st year in 2017 and a panel of influential Indigenous speakers discussed the theme: 'Did You Get the Message?' in commemoration of the anniversary. A compendium of all the lectures throughout the years was produced by the University as a reminder of the important milestone and history of this event.

The University became a member of Innovative Research Universities (IRU) during 2017, which gave rise to a range of positive developments. In addition to the very active role the IRU has performed in lobbying Commonwealth higher education policy changes, significant direction and agreement on future collaborative and strategic efforts across the member universities was achieved at the IRU Senior Leaders Forum in Cairns.

Overall, despite many challenges, especially around Commonwealth funding policy uncertainty, Western Sydney University continues to build on its natural strengths and strong mission.

In 2018, the University will focus on key strategies and internal reviews to maintain its position as a world-class University with a contemporary and agile outlook. It will remain firmly committed to the region that it serves and will continue to find new ways to open opportunities to all those with the capacity to benefit from higher education. It will ensure that students remain at the centre of all that we do.

That is our future.

**Professor Peter Shergold, AC**
Chancellor

**Professor Barney Glover**
Vice-Chancellor and President

# Mission, Vision, Values and Beliefs

## MISSION

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

## VISION

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

## VALUES

→ Excellence and quality
→ Scholarly rigour and integrity
→ Equity and inclusiveness
→ Collegiality and participation
→ Academic freedom
→ Relevance and responsibility
→ Ethics and accountability

## BELIEFS

→ The primacy of the student experience
→ Environmental and social responsibility
→ A vibrant and inclusive intellectual community
→ Opportunity for excellence
→ Being connected locally and internationally
→ Valuing, developing and rewarding our staff

A distinctively student-centred university

A vibrant research-led university with regional, national and global impact

A unique learning experience that is innovative, flexible and responsive

An expanding international reach and reputation

A leading advocate and champion for Greater Western Sydney and its people

A dynamic and innovative culture that secures success

# 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 2017.

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

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

## CHANGES IN ACTS OR SUBORDINATE LEGISLATION/SIGNIFICANT JUDICIAL DECISIONS

In 2017, the Western Sydney University Act 1997 was amended to streamline provisions relating to University governance and the University's powers in relation to property and financial accommodation. In addition, the Western Sydney University By-law 2005 was repealed and replaced with a new Western Sydney University By-law 2017 and a new Western Sydney University (Governance) Rule 2017. Key changes included removal of the requirement for the term of office of a Deputy Chancellor to always commence on 1 January, incorporation of a process for appointment of the graduate member of the Board of Trustees and moving some content from the By-law into the Rule.

# FIVE YEARS –
# KEY STATISTICS

| CATEGORY | 2013 | 2014 | 2015 | 2016 | 2017 (P) | CHANGE 2016–17 (P) | ▼ ▲ |
|---|---|---|---|---|---|---|---|
| **NUMBER OF STUDENTS** | | | | | | | |
| **TOTAL** | **42,000** | **43,916** | **44,919** | **44,452** | **44,815** | **0.8%** | ▲ |
| Female % | 55.1% | 55.0% | 54.8% | 55.2% | 55.5% | 0.3% | ▲ |
| Commencing | 16,359 | 17,213 | 18,086 | 17,396 | 17,334 | -0.4% | ▼ |
| Female % | 55.0% | 54.6% | 54.2% | 55.2% | 55.3% | 0.1% | ▲ |
| **STUDENT LOAD** | | | | | | | |
| **TOTAL** | **31,457** | **32,912** | **33,668** | **33,293** | **33,152** | **-0.4%** | ▼ |
| Undergraduate | 26,495 | 27,364 | 28,637 | 28,078 | 27,526 | -2.0% | ▼ |
| Postgraduate | 4,240 | 4,381 | 4,111 | 4,381 | 4,818 | 10.0% | ▲ |
| Other* | 722 | 1,167 | 921 | 834 | 808 | -3.1% | ▼ |
| * Other includes enabling, cross institutional and non-award | | | | | | | |
| **STUDENT LOAD BY FUNDING SOURCE** | | | | | | | |
| Commonwealth Supported Places | 27,049 | 28,387 | 29,147 | 28,330 | 27,268 | -3.7% | ▼ |
| Commonwealth Research Training Scheme/Program | 576 | 493 | 490 | 559 | 623 | 11.4% | ▲ |
| Domestic fee-paying (award and non-award) | 847 | 732 | 705 | 792 | 811 | 2.4% | ▲ |
| International fee-paying | 2,985 | 3,300 | 3,326 | 3,612 | 4,450 | 23.2% | ▲ |
| **AWARD COMPLETIONS** | | | | | | | |
| **TOTAL** | **9,202** | **9,029** | **8,973** | **9,191** | **N.A** | **2.4%** | ▲ |
| Undergraduate | 6,564 | 6,387 | 6,687 | 7,155 | n.a | 7.0% | ▲ |
| Postgraduate | 2,638 | 2,642 | 2,286 | 2,036 | n.a | -10.9% | ▼ |
| % Change based on 2015-16 | | | | | | | |
| **STAFF (FULL-TIME EQUIVALENT)** | | | | | | | |
| **TOTAL** | **3,043** | **3,350** | **3,443** | **3,515** | **3,300** | **-6.1%** | ▼ |
| Academic | 1,420 | 1,532 | 1,621 | 1,668 | 1,590 | -4.7% | ▼ |
| Teaching only | 513 | 585 | 654 | 665 | 670 | 0.8% | ▲ |
| Teaching and research | 699 | 706 | 843 | 850 | 770 | -9.4% | ▼ |
| Research only | 51 | 73 | 95 | 112 | 121 | 8.0% | ▲ |
| Other | 158 | 167 | 29 | 41 | 29 | -29.4% | ▼ |
| Professional | 1,623 | 1,818 | 1,822 | 1,847 | 1,710 | -7.4% | ▼ |
| 2017 includes estimated casual staff based on 2016 | | | | | | | |
| **RESEARCH FUNDING ($'000)** | | | | | | | |
| Australian Competitive Grant income (Category 1) includes ARC, NHMRC and other | 12,041 | 14,997 | 11,333 | 13,748 | n.a | n.a | |
| Collaborative income (Category 2, 3 and 4) | 10,258 | 11,238 | 14,664 | 23,474 | n.a | n.a | |
| **TOTAL HERDC INCOME** | **22,300** | **26,230** | **25,998** | **37,222** | **N.A** | **N.A** | |
| % Change based on 2015-16 | | | | | | | |
| **TOTAL OPERATING REVENUE ($'000)** | **684,199** | **729,665** | **755,617** | **774,834** | **799,105** | **3.1%** | ▲ |
| **TOTAL NET ASSETS ($'000)** | **1,366,871** | **1,454,991** | **1,607,353** | **1,666,220** | **1,919,918** | **15.2%** | ▲ |

(p) Provisional figures subject to audit.

# Governance and Management

## 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 –
    until 31 January 2018

### SIX APPOINTED MEMBERS (MINISTERIAL)
Mr John Banks – until 31 December 2017
Emeritus Professor MaryAnn Bin-Sallik AO
Ms Elizabeth Dibbs (Deputy Chancellor)
Ms Genevieve Gregor (Pro Chancellor, Deputy Chancellor)
Ms Vivienne James – until 31 December 2017
Mr Ian Stone – until 31 December 2017

### SIX APPOINTED MEMBERS (BOARD)
Mr Christopher Brown AM
Mr Peeyush Gupta
Mr Michael Pratt AM (Deputy Chancellor) – resigned 31 August 2017
Ms Gabrielle Trainor AO
Ms Carmel Hourigan (Graduate Member) – from 1 July 2017
Ms Kerry Stubbs – from 1 September 2017

### FOUR ELECTED MEMBERS
Dr Ben Etherington, Academic Staff
Mr Tim Ferraro, Graduate – until 30 June 2017
Ms Winnie Jobanputra, Undergraduate Student –
    until 31 December 2017
Ms Sophie Kobuch, Postgraduate Student – until 30 June 2017
Ms Alexandra Coleman, Postgraduate Student – 1 July 2017
Ms Jenny Purcell, Professional Staff – until 31 December 2017

## 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 website 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.

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

# Governance and Management

## SUMMARY OF KEY BOARD DELIBERATIONS IN 2017

In 2017, the Board of Trustees considered the University's investment and divestment strategy and formed a working party to consider an ethical decision-making framework for the Board and engaged The Ethics Centre to assist the University to develop an ethical framework. The Board also approved the Western Sydney Online Renewal Business Case, which will extend the University's capacity to deliver engaging learning experiences in an advanced digital environment.

At its annual strategy day, the Board considered the University's enrolment trends within the context of informing the Western Growth Strategy and approved the continuation of existing and new campus development work, including the development of and transition to new purpose-built vertical campuses at Liverpool and Bankstown from the existing Milperra campus. It also considered the University's risk management strategy and the 21st Century Curriculum Renewal Project (21CC), a project which seeks to make the University more efficient with a simpler curriculum architecture, but also more competitive in the light of the changing nature of work.

The Board approved the University's memberships of the Innovative Research Universities (IRU) network and the Sydney Partnership for Health, Education and Research & Enterprise (SPHERE) consortium.

The Board approved revisions to the Charters for each of the Board Committees: Audit and Risk, Finance and Investment, and University Infrastructure, as well as the Board of Trustees Standing Orders. As a result of changes made to the Western Sydney University Act 1997, a new Western Sydney University By-Law and Western Sydney University Governance Rule came into effect from 6 January 2017. These incorporated changes to the process for filling casual vacancies on the Board and providing for the graduate member to be appointed by the Board, rather than elected. A new Board Executive Committee was also established to replace the Board Standing and Remunerations and Nominations Committees

The Board approved changes to the senior management positions of the University in accordance with Section B (Human Resources Delegations) of the Delegations (Administrative) Policy, with the establishment of new senior executive positions, namely, the

Deputy Vice-Chancellor and Vice-President (Strategy and Planning), as well as a Senior Deputy Vice-Chancellor, and a Deputy Vice-Chancellor (Research and Innovation).

The Board approved the 2018-2020 budget, continuing to take a conservative approach due to the current policy and funding uncertainty facing the higher education sector. It also approved the implementation of a new Student Management System which will build on the strategic goal of a distinctively, student-centred institution by providing the best possible experience for students as they enrol and progress through their studies.

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
→ the regular Academic Forums cosponsored by the Vice-Chancellor and Chair of Academic Senate
→ assessment and review of TEQSA's regulatory requirements
→ Updates on the 21st Century Curriculum Renewal Project.

## BOARD AND COMMITTEE MEMBERSHIP

There were a number of key appointments to the Board in 2017.

The Board approved the re-election of Ms Elizabeth Dibbs as Deputy Chancellor, and the election of Ms Genevieve Gregor (who was previously Pro Chancellor) as Deputy Chancellor. In July 2017, Ms Alexandra Coleman replaced Ms Sophie Kobush as the elected postgraduate student member, and Ms Carmel Hourigan replaced Mr Timothy Ferraro as the graduate member. Ms Kerry Stubbs was elected to fill a casual vacancy created when Mr Michael Pratt AM resigned in August 2017. In December 2017, the appointed Ministerial members, Ms Vivienne James, Mr Ian Stone and Mr John Banks, the general staff member Ms Jenny Purcell, and the undergraduate student member, Ms Winnie Jobanputra, concluded their terms on the Board of Trustees.

At the 6 December 2017 meeting, the Board resolved to recommend to the NSW Minister for Education the re-appointments of Deputy

Chancellors Ms Elizabeth Dibbs and Ms Genevieve Gregor as Ministerial appointments to the Board of Trustees for second terms of 4 years each, commencing on 1 January 2018 – and the appointments of Mr Joseph Carrozzi, Ms Holly Kramer and Dr Linda O'Brien, AM as Ministerial appointments to the Board of Trustees for terms of 4 years each, commencing on 1 January 2018. The Board appointed a new member to its University Infrastructure Committee, and reappointed members to its Finance and Investment Committee and Audit and Risk Committee.

## HONORARY AWARDS AND TITLES

In 2017, the Board conferred honorary awards of the University to:
→ Professor Mary O'Kane AC – Honorary Doctor of Science
→ Mr Marcus Charles Blackmore AM – Honorary Doctor of Letters
→ Mr Bryan Neathway Brown AM – Honorary Doctor of Letters
→ Mr Steven James McRae – Honorary Doctor of Letters
→ Professor Phong Dong Nguyen – Honorary Doctor of Letters
→ Ms Lucy Hughes Turnbull AO – Honorary Doctor of Letters
→ Dr Tim Williams – Honorary Doctor of Letters
→ The Honourable Brian Sully AM QC – Honorary Fellow
→ Mr David Borger – Honorary Fellow
→ Mr Jim Marsden – Honorary Fellow
→ Mr Gregory Prior – Honorary Fellow
→ Mr Ned Mannoun – Honorary Fellow
→ Ms Amna Karra-hassan – Community Fellow
→ Mr Danny Mikati – Community Fellow
→ Mr Paul Rogers – Community Fellow
→ Ms Violet Roumeliotis – Community Fellow
→ Ms Biljana Sankovic – Community Fellow
→ Mr Doug Taylor – Community Fellow
→ Ms Kerrie Womsley – Community Fellow.

The Board conferred the title of Emeritus Professor of the University on:
→ Professor Bronwyn Davies
→ Professor Jane Goodall
→ Professor Robert Lee
→ Professor Janusz Nowotny
→ Professor David Rowe
→ Professor Timothy Rowse
→ Professor Louise Young.

# 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, Deputy Chancellor

Ms Vivienne James

Mr Ian Stone
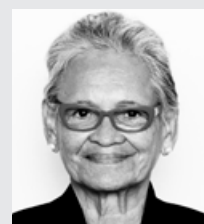
Emeritus Professor, MaryAnn Bin-Sallik AO

**APPOINTED MEMBERS (BOARD)**

Mr Christopher Brown AM

Mr Michael Pratt AM, Deputy Chancellor

Ms Carmel Hourigan

Ms Gabrielle Trainor AO

Mr Peeyush Gupta

Ms Kerry Stubbs

**ELECTED MEMBERS**
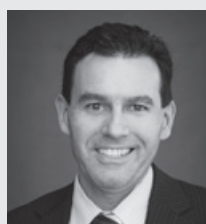
Mr Tim Ferraro, Graduate

Ms Sophie Kobuch, Postgraduate Student

Ms Jenny Purcell, General Staff

Dr Ben Etherington, Academic Staff

Ms Winnie Jobanputra, Undergraduate Student
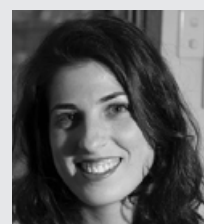
Ms Alexandra Coleman Postgraduate Student

# Governance and Management

## ACADEMIC SENATE

Established under the Western Sydney University Act 1997, Academic Senate is the University's peak forum for academic debate and discourse, the primary custodian of academic values and standards for the University, and a standing committee of the Board of Trustees. Its responsibilities include promoting and monitoring academic quality, standards and values; advising the Board and Vice-Chancellor on academic matters; deciding academic policy and approving related procedures; accrediting and approving courses, programs and units; and promoting the quality and development of research in the University. It exercises and oversees a wide range of delegations and responsibilities through its standing committees at the University, School and University research Institute levels.

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

### ACTIVITIES IN 2017

Academic Senate receives regular educational compliance reports from the Office of Quality and Performance, including advice that the documentation for the University's re-registration by TEQSA had been submitted on 17 November 2017. The reports contain a substantial amount of Senate-related documentation, including minutes and course-approval documents.

The Academic Senate's Education Committee receives regular reports on student survey data and academic quality measures, including Annual Course Reports, and Senate Assessment Committee receives reports from the and The College after each academic session. These reports now include a summary of student misconduct matters and reports on external referencing of assessment standards. Research Committee discusses and gives advice on research policy and strategy, in close collaboration with the Research and Development portfolio, with Research Impact and Engagement being a priority during 2017.

In December 2017 Academic Senate accepted the final report and recommendations of a comprehensive Review of Assessment, commissioned by the Vice-Chancellor and led by the Chair of Academic Senate in collaboration with Senate Assessment Committee, its Chairs, and the Deputy Vice-Chancellor (Academic) portfolio. The report contained a number of commendations, affirmations and recommendations, which will be implemented during 2018.

Academic Senate has engaged closely with the consultation process and review of the University's strategic plan and academic structure, discussing proposals and giving advice at four Senate meetings. The Chair and other Senate members have also contributed to a Vice-Chancellor and Chair of Academic Senate Forum, and four Academic Charrettes.

Academic Senate engages closely with the University's major strategic projects, giving special priority to the 21st Century Curriculum Renewal Project, including a Vice-Chancellor and Chair of Academic Senate Forum and workshop on Co-Creating our 21st Century Graduate Capabilities and Learning Experiences Framework, led by the Pro Vice-Chancellor (Learning Transformations).

Academic Senate continues to review and streamline the University's academic policies and procedures, ensuring that they are student-centred and aligned with the Higher Education Standards Framework. In December 2017 Senate endorsed the Aboriginal and Torres Strait Islander Education Policy and recommended it to the Board of Trustees for approval. Other highlights include a set of Student Academic Appeals Procedures, as an outcome from the University's Higher Education Standards Framework Action Plan; major revisions to the Student Feedback on Units and Teaching Survey Policy and Articulation Pathways Policy; and policy changes to reflect the particular needs of online students.

### ACADEMIC SENATE RESEARCH

Advised by its Academic Planning and Courses Approvals Committee, Academic Senate approves new courses and articulation agreements with Australian and a range of international partner institutions. It approves the offering and selection criteria for undergraduate scholarships, in addition to the approval of University Medals and Posthumous Awards.

Elections for the School and University research Institute representatives on Academic Senate were conducted during November and December 2017. Elections for the Chair and Deputy Chair of Academic Senate were conducted during January 2018, with terms of office from 1 February 2018 to 31 January 2020.

# ACADEMIC SENATE MEMBERSHIP (as at 8 December 2017)

## 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, Engagement, Development and
International)

→ Professor Lisa Jackson Pulver AM, Pro
Vice-Chancellor Engagement; Pro Vice-Chancellor 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 and 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 Steven Freeland, 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 Alan Moran, Chief Executive Officer
(Acting), Western Sydney University, The
College

→ Associate Professor Paola Escudero,
University Research Institute

→ Professor Paul James, Director, University
Research Institute

→ Ms Robyn Causley, Director, Student
Administration

→ 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 20*18)

→ 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)

→ Vacant, Academic Staff, School of Law
(Level A, B or C)

→ Associate Professor Alpana Roy, Academic
Staff, School of Law (Level D or E)

→ Vacant, Academic Staff, School of Medicine
(Level A, B or C)

→ Associate Professor Slade Jensen,
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 Buch Ezidiegwu, 1 of 2 Undergraduate
Students (*to 31 May 2019*)

→ Mr Phil Craig, 2 of 2 Undergraduate
Students (*to 31 May 2019*)

→ Ms Julie Onyango, 1 of 2 Postgraduate
Students (*to 31 May 2019*)

→ Mr Jack Braithwaite, 2 of 2 Postgraduate
Students (*to 31 May 2018*)

## APPOINTED

→ Professor Zhong Tao, Centre for
Infrastructure Engineering

# Governance and Management

## WESTERN SYDNEY GOVERNANCE STRUCTURE

**FEBRUARY 2018**

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                          Board of Trustees
                    Vice-Chancellor and President
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**Board Committees**
- → Audit and Risk
- → Board Executive
- → Finance and Investment
- → University Infrastructure

**Aboriginal and Torres Strait Islander Council**

**Foundation Council**

**Western Sydney University Executive**

**Administrative**
- → Senior Deputy Vice-Chancellor
- → Deputy Vice-Chancellor (Research and Innovation)
- → Deputy Vice-Chancellor and Vice-President (Academic)
- → Deputy Vice Chancellor (Strategy and Planning)
- → Vice-President (People and Advancement)
- → Vice-President (Finance and Resources)

**Academic**
- → Schools
- → Research Institutes

**Academic Senate**

**Academic Senate Committees**
- → Senate Executive Committee
- → Senate Education Committee
- → Academic Planning, Courses and Approvals Committee
- → Senate Assessment Committee
- → Senate Research Committee
- → Senate Research Studies Committee
- → Academic Integrity and Appeals Committee
- → School Academic Committees
- → School/Institute Research and Higher Degree Committees
- → School Academic Executive Committees

# PRINCIPAL OFFICERS OF THE UNIVERSITY
**as at 1 January 2018**

## 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)

## SENIOR DEPUTY VICE-CHANCELLOR

**Professor Scott Holmes**
→ PhD, Australian National University
→ BCom, University of Newcastle

## 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 (RESEARCH AND INNOVATION)

**Professor Deborah Sweeney**
→ PhD, University of New South Wales
→ Bachelor of Optometry, University of New South Wales
→ Graduate of the Australian Institute of Company Directors (GAICD)

## DEPUTY VICE-CHANCELLOR (STRATEGY AND PLANNING)

**Professor Sharon Bell**
→ PhD, University of Sydney
→ BA (Hons), University of Sydney

## 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)

**Mr Angelo Kourtis**
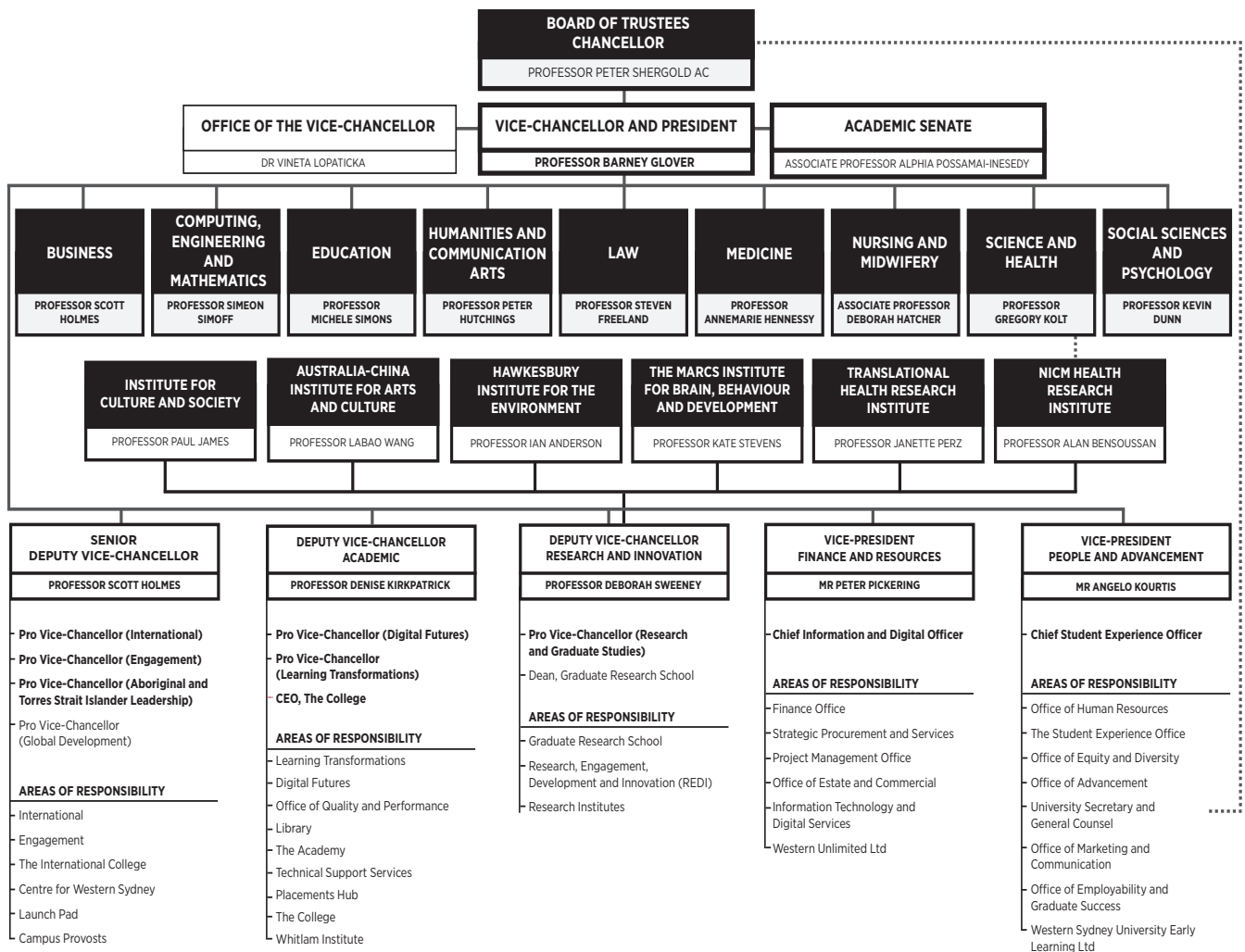→ BA, Western Sydney University

## 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 (Chartered Chemist) Royal Australian Chemical Institute

# Governance and Management

## WESTERN SYDNEY UNIVERSITY ORGANISATIONAL STRUCTURE (MARCH 2018)

**BOARD OF TRUSTEES CHANCELLOR**
PROFESSOR PETER SHERGOLD AC

**OFFICE OF THE VICE-CHANCELLOR**
DR VINETA LOPATICKA

**VICE-CHANCELLOR AND PRESIDENT**
PROFESSOR BARNEY GLOVER

**ACADEMIC SENATE**
ASSOCIATE PROFESSOR ALPHIA POSSAMAI-INESEDY

**BUSINESS**
PROFESSOR SCOTT HOLMES

**COMPUTING, ENGINEERING AND MATHEMATICS**
PROFESSOR SIMEON SIMOFF

**EDUCATION**
PROFESSOR MICHELE SIMONS

**HUMANITIES AND COMMUNICATION ARTS**
PROFESSOR PETER HUTCHINGS

**LAW**
PROFESSOR STEVEN FREELAND

**MEDICINE**
PROFESSOR ANNEMARIE HENNESSY

**NURSING AND MIDWIFERY**
ASSOCIATE PROFESSOR DEBORAH HATCHER

**SCIENCE AND HEALTH**
PROFESSOR GREGORY KOLT

**SOCIAL SCIENCES AND PSYCHOLOGY**
PROFESSOR KEVIN DUNN

**INSTITUTE FOR CULTURE AND SOCIETY**
PROFESSOR PAUL JAMES

**AUSTRALIA-CHINA INSTITUTE FOR ARTS AND CULTURE**
PROFESSOR LABAO WANG

**HAWKESBURY INSTITUTE FOR THE ENVIRONMENT**
PROFESSOR IAN ANDERSON

**THE MARCS INSTITUTE FOR BRAIN, BEHAVIOUR AND DEVELOPMENT**
PROFESSOR KATE STEVENS

**TRANSLATIONAL HEALTH RESEARCH INSTITUTE**
PROFESSOR JANETTE PERZ

**NICM HEALTH RESEARCH INSTITUTE**
PROFESSOR ALAN BENSOUSSAN

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**SENIOR DEPUTY VICE-CHANCELLOR**
PROFESSOR SCOTT HOLMES

**Pro Vice-Chancellor (International)**
**Pro Vice-Chancellor (Engagement)**
**Pro Vice-Chancellor (Aboriginal and Torres Strait Islander Leadership)**
Pro Vice-Chancellor (Global Development)

**AREAS OF RESPONSIBILITY**
- International
- Engagement
- The International College
- Centre for Western Sydney
- Launch Pad
- Campus Provosts

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**DEPUTY VICE-CHANCELLOR ACADEMIC**
PROFESSOR DENISE KIRKPATRICK

**Pro Vice-Chancellor (Digital Futures)**
**Pro Vice-Chancellor (Learning Transformations)**
**CEO, The College**

**AREAS OF RESPONSIBILITY**
- Learning Transformations
- Digital Futures
- Office of Quality and Performance
- Library
- The Academy
- Technical Support Services
- Placements Hub
- The College
- Whitlam Institute

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**DEPUTY VICE-CHANCELLOR RESEARCH AND INNOVATION**
PROFESSOR DEBORAH SWEENEY

**Pro Vice-Chancellor (Research and Graduate Studies)**
Dean, Graduate Research School

**AREAS OF RESPONSIBILITY**
- Graduate Research School
- Research, Engagement, Development and Innovation (REDI)
- Research Institutes

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**VICE-PRESIDENT FINANCE AND RESOURCES**
MR PETER PICKERING

**Chief Information and Digital Officer**

**AREAS OF RESPONSIBILITY**
- Finance Office
- Strategic Procurement and Services
- Project Management Office
- Office of Estate and Commercial
- Information Technology and Digital Services
- Western Unlimited Ltd

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**VICE-PRESIDENT PEOPLE AND ADVANCEMENT**
MR ANGELO KOURTIS

**Chief Student Experience Officer**

**AREAS OF RESPONSIBILITY**
- Office of Human Resources
- The Student Experience Office
- Office of Equity and Diversity
- Office of Advancement
- University Secretary and General Counsel
- Office of Marketing and Communication
- Office of Employability and Graduate Success
- Western Sydney University Early Learning Ltd

**\* Bold denotes members of the University Executive Committee**

# Summary Review of Operations: People and Advancement

The Division of People and Advancement, although seemingly broad and varied, is interwoven by a common interest: enabling students, community, staff and alumni, the people who can build experience, to secure success. The Division achieves its objectives through investing and optimising the following areas:

→ Service and experience
→ Brand and reputation
→ Digital and data information systems

## STUDENT EXPERIENCE OFFICE

In 2017 the Student Experience Office (SEO) implemented a new structure to improve alignment of roles and responsibilities across the SEO, and to improve the student experience. Key features of the new structure include:
→ consolidation of all Student Administration and Operations functions into the one portfolio that engages with students across the entire student lifecycle from admission to graduation. This involved bringing student administration resources together from Student Progression, Student Systems and Records, and Admissions and Enrolments into the one portfolio;
→ creating a new Student Engagement portfolio that brings together a diverse range of student engagement, support and campus life activities to provide scale and focus for enhancing the student experience both on and off campus;
→ creating a Student Services portfolio that brings together Student Central and Student Wellbeing services to drive a high performance service culture;
→ creating a new Strategy and Performance area to drive the development of performance metrics and performance reporting across the SEO and to manage the resources that have come into the SEO from Schools as part of the Shared Services review of student administration and enquiries at the University.

### STUDENT ADMINISTRATION

The restructuring of the SEO in 2017 has seen the creation of a new **Student Administration team**, consisting of two streams: Student Administration (comprising Admissions, Enrolments, Graduation and Client Services) and Student Operations (Course Data Management, Examinations, Timetabling and Student Systems).

In 2017, the **Admissions team** processed more than 286,000 applicant preferences and made close to 30,000 offers to domestic applicants through the Universities Admissions Centre (UAC). In 2017, the University also introduced an alternate admissions portal for undergraduate course applications. The Admissions team also processed 1,247 direct applications and made 913 direct offers to applicants.

The **Enrolments team** facilitated the enrolment of over 23,000 commencing students and oversaw 261,000 unit enrolments. The team also processed over 30,000 enrolment transactions including applications for advanced standing, withdrawal without penalty, rule waivers and course variations.

In 2017, the University graduated 10,813 students; 5,866 students in April; 3,683 in September and 1,264 in December.

The **Course Data Management team** managed and implemented the outcomes of almost 1,400 curriculum proposals including 51 new courses, 345 course variations and the retirement of eight courses. A new integrated course model was introduced for The College to help improve the transition of students from The College to the second year of their degree. Course completion and unit restriction rules are now displayed in the online Handbook. The Course Data Management team piloted the publication of Unit outlines in the handbook in a consistent format with a small number of Schools in 2016. This initiative was expanded to the remaining Schools in 2017 and will be finalised in 2018. This was a timely initiative that aligned with the aims of the Shared Services project and ensures the integrity of accredited unit information provided to students.

In 2017, the **Examinations team** was responsible for 131,856 main and deferred examination sittings. An additional 15,704 sittings were managed for The College, and 1,127 external exams were run for other institutions. Improvements in processes and communication strategies resulted in a significant reduction in incidents during exams. The unit also managed approximately 243,996 results and 20,000 progression outcomes over the year. The Examinations team took over the management of results for UEH (University of Economics, Ho Chi Minh City), UFC (University of Florida/Canberra) and Sydney City Campus

(SCC) as well as progression for SCC. In addition, over 21,500 changes of grades were processed. The Examinations unit also successfully implemented a number of significant projects including:
→ the implementation of Databee Exams Manager, which is a new exam scheduling system that will replace several satellite systems and deliver significant efficiencies in the way examinations are delivered;
→ a review of the Academic Integration Plans (AIP) for students and Individual Exam Arrangements, which resulted in a more efficient system for managing student exam adjustments; and
→ a review of the Examination SharePoint pages to make them simpler and more user friendly. The restructure has reduced email exchanges and telephone enquiries, making the SharePoint site the one-stop-shop for communication between Examinations and their stakeholders.

The **Student Systems team** managed a significant upgrade to the Student Management System (Callista) as well as providing ongoing operational support, resolving approximately 3,000 requests.

Student Systems contributed to several projects aimed at improving the student experience including system enhancements to improve the management of scholarships, automation of progression, implementation of online discontinuation, and various system enhancements to support the WSU Online and Sydney City Campus initiatives. The team also supported the roll out of Discoverer reports for all authorised business users for existing eForms. Previously, reports from the eForms system could only be run by Student Systems team members.

The **Timetabling team** scheduled almost 21,000 classes and processed over 4,800 timetable changes over the year as well as managing over 45,000 casual room bookings. The team also supported several system upgrades including Resource Booker, Timetable Data Collector and the transition to a new online lecture recording system, Panopto.

## STUDENT ENGAGEMENT

A new Student Engagement portfolio was created in 2017 bringing together a diverse range of student engagement, support and campus life activities to provide scale and focus for enhancing the student experience both on and off campus. The portfolio has a strong focus on overseeing and coordinating activities to drive improved student satisfaction, success and ultimately retention.

In 2017, 169 Student PASS facilitators, including seven Aboriginal and Torres Strait Islander students, were employed to deliver group study sessions to their peers. In total, facilitators ran 2,496 PASS sessions throughout the Summer, Autumn and Spring sessions totalling 22,318 contact hours. The PASSOnline program won the Blackboard Catalyst Award for Student Success and was nominated for an Australian Financial Review Higher Education Award. Facilitator Joseph Pipicella received an Australasian Peer Leader Award, for Outstanding New Leader becoming the first ever online recipient of this regional award.

In 2017, **Student Representation and Participation** supported and coordinated approximately 100 student representatives who initiated campaigns including the Rainbow Campus project, The Future of Bankstown, and the #NeverOK movement. Student representatives ran 39 events including Queer Prom, Stress Less Week, the Student Academic Representative Forum and Who Bleeds Wins, and were part of NAIDOC Week, Diversity Fest, Wear It Purple Day and Chaplaincy's Free Soup initiative. Student representatives also participated in conferences across Australia including NUS Education Conference, Queer Collaborations, Network of Women's Students Association, Students As Partners Roundtable and the Multicultural Youth Advocacy Network National Conference.

The LEAD (Lead Engage Aspire Develop) program has continued to enhance the student experience within the University through the provision of a high-quality, inclusive, diverse and technology enabled program targeted at student leadership

capacity, communication and employability skills. There was a 100% increase in students completing the program over 2016 numbers.

A total of 6,670 students registered for Orientation sessions and attendance exceeded registrations across all campuses. An Orientation Exit Survey was conducted with 10% of Orientation attendees completing the survey. 89% of students indicated they were satisfied or very satisfied with their Orientation and rated their overall experience (satisfied or very satisfied) at 93%.

The **Transition Success team** conducted 40 campaigns this year with 14,000 students contacted.

The MATES program (Mentoring and Transition Equals Success) continued to expand with 110 mentors and 1,150 mentees with International College also participating in the program during terms 2 and 3.

## STUDENT SERVICES

The new Student Services portfolio incorporates Student Central and the Health and Wellbeing Services of Counselling, Disability and Welfare services – bringing together these student-facing services with the clear intent of developing a high-performing service culture and improving the student experience.

**Student Central**, the primary point of contact for all student enquiries, managed 142,649 phone calls, 103,825 face-to-face transactions, responded to 67,649 email queries, answered 58,720 chats, processed 41,080 forms (including e-Forms) and produced 20,067 ID cards. Several initiatives were also implemented to improve the student experience, including:
→ the roll-out of a virtual queue management system across all campuses which enhanced the student experience with an average wait time of six minutes and 92% service satisfaction;
→ integrating the online ID card process into MySR to reduced wait times for ID cards during peak periods. This is available to all commencing students.

Student Central received a 5-star quality badge rating for live chat, with 93% service satisfaction from over 21,000 respondents.

In 2017, 5,974 students accessed Health and Wellbeing services which is approximately 14% of the total student population. Of these, 1,373 students accessed more than one service which is indicative of a more holistic service approach. The Counselling Service provided assistance on 9,229 occasions. The Student Welfare Service provided assistance on 6,356 occasions including 1,561 occasions of service for student financial assistance. The Disability Service provided assistance on 5,573 occasions of service of which 50% were direct student consultations and meetings. The number of new Academic Integration Plans (AIPs) completed saw a 14% decline over 2016, but the total AIP's increased by 3 per cent in 2017. Physical or mobility disabilities and mental health issues represented 24.2 per cent and 44.5 per cent, respectively, of total AIPs created in 2017.

**Notetaking and Assistive Technology**

A review of current notetaking services resulted in the introduction of a new notetaking software which has received positive feedback from students due to a sense of increased independence.

**Rising Stars**

The Rising Stars program was piloted in 2017 as a vehicle for encouraging staff innovation and input into service delivery and was supported by the Office of Talent and Leadership. Staff involved in the program were asked to reflect on practice and identify and develop processes or projects, within their area, which would lead to improved student experience. A formal presentation of outcomes will occur in 2018.

# People and Advancement

**Respect. Now. Always.**

The Health and Wellbeing team led the University's response to the Respect. Now. Always. (RNA) initiative. As part of the initiative, Western Sydney University has implemented the following:
→ establishment of the Respect. Now. Always. Taskforce (including students, staff and external members);
→ development of culturally sensitive, targeted information supporting international students;
→ a review of all relevant University policies, procedures and protocols;
→ data collection and reporting system and parameters implemented consistent with the Australian Human Rights Commission (AHRC) guidelines;
→ engagement and training of 296 RNA student ambassadors; and
→ educational and awareness raising collateral developed and/or reviewed and distributed across various channels and University events used to promote respectful relationships and increase awareness.

**Asylum Seeker Student Support**

In 2017 the University offered Asylum Seeker Scholarships for the first time. 39 applications were received with 17 scholarships offered. In each case, the **Student Welfare Team** provided complex case management support.

**Under 18s Case Management**

The University introduced an under 18s case management approach for international students. This involved engaging homestay providers and developing a set of practices and procedures to ensure student safety and engagement with the University. The number of under 18 international students has increased from two to thirty-two over 2017.

## CAREERS

In 2017, the **Careers team** worked in partnership with students, schools, employers, and industry and professional bodies to deliver a number of key initiatives and programs, activities included:

→ the Careers Hotline provided advice to 900 students which was an increase of 13% on 2016;
→ the Student Recruitment Service placed 116 students;
→ the Jobs on Campus program advertised and filled more than 700 opportunities for students which was an increase of over 18% on 2016;
→ the WiSE (Women in Science and Engineering) program has sustained student participation with 468 students registered with the WiSE (Women in Science and Engineering) program with 323 of these students actively engaged in online activities;
→ the e-Careers program was re-named 'CareerLaunch' in 2017, and improved to provide an initial career assessment quiz attracting over 700 participants, with over 200 of these choosing to engage in high-quality online careers learning activities;
→ the new CareerConnect program paired small groups of students with relevant industry professionals for structured mentoring and other enriching experiences such as speed networking, study tours and workplace visits;
→ 18,953 students logged into the CareerHub system where they were able to access resources, book appointments and register for events;
→ over 2,200 students attended Careers events;
→ 354 students attended individual appointments.

International students made up 2,843 of all Careerhub users (a significant portion of the currently enrolled international student population). Students used CareerHub to search for jobs (with 253,647 job views in 2017), view and download resources, and find links to relevant websites (with more than 17,500 resource views in 2017).

## HUMAN RESOURCES

Major initiatives driven by the Office of Human Resources (OHR) in 2017 were the finalisation of Enterprise Bargaining and the implementation of the Shared Services program.

An affirmative vote from staff for both the Academic and Professional Staff Agreements was received in the last week of 2017, with the new Agreements providing a range of enhanced benefits for all staff, and an improved package of benefits for sessional academic staff.

With the Australian higher education sector continuing to operate in a period of seismic change and reform, Western Sydney University responded proactively and strategically by transforming its delivery of services through the Shared Services program. The program focussed on developing a service-focused, sustainable, innovative and flexible approach to delivering professional services to schools and Institutes, in collaboration with the Divisions.

The Shared Service Program was established to achieve:
→ a more effective and efficient service delivery model by consolidating and centralising professional services across Schools, Institutes, and Divisions;
→ improved ability for Schools and Institutes to focus on their core activities, ultimately improving student focus and the academic enterprise; supporting convenience, choice, and flexibility for all students;
→ improved long-term financial sustainability and facilitation of a culture of ongoing continuous improvement.

A People Strategy and action plan was developed in 2017 for implementation in 2018, to ensure that the University's organisational structure is best aligned with the overall strategic goals. Key objectives of the strategy and action plan include:
→ attraction and retention strategies;
→ reward and recognition enhancements;
→ equity and diversity considerations;
→ leadership framework development;

→ career development strategy for both academic and professional staff;
→ enhancement and increased utilisation of current HR systems deployment.

During 2017 a range of business improvement initiatives and staff recognition incentives were delivered including:
→ deployment of major digitisation initiatives including online casual employment; an online casual employment recruitment process and electronic on-boarding of new employees;
→ continued recognition of talented and high-performing staff through Academic Promotions, Academic Development Program, Professional Development Scholarships, Postgraduate Study Scholarships, Vice-Chancellor Excellence Awards, academic and professional staff mentoring programs and the Inspire Leadership program; and
→ the delivery of staff events including the Professional Staff Conference, the Quality Forum and the Senior Management Conference which provides staff with opportunities to network with their colleagues across campuses and share information on salient organisational issues.

## MARKETING AND COMMUNICATIONS

In 2017 the Office of Marketing and Communications was restructured to realign its services and capabilities to meet the strategic objectives of the University. The Office is now comprised of the following five teams:
→ Corporate Communications, which manages corporate and internal communications, and media;
→ Strategy and Campaigns, which drives all marketing campaigns for the brand, Schools and student recruitment;
→ Marketing Channels, which manages the digital platforms (web, social, digital communications), and the Call Centre;
→ Engagement Marketing which executes large scale student events, corporate events, Schools Engagement and Outreach, and the Widening Participation programs;
→ Insights and Analytics.

In 2017 a key strategic initiative for the Office of Marketing and Communication was the second phase of the Digital Spine project (the implementation of the Adobe Experience Cloud Solutions), which resulted in the successful launch of the new Future Students website. The website has transformed the prospective student journey into a compelling, mobile-friendly, first-class digital experience. It enables prospective students to explore areas of interest, search directly for courses, and use a course comparison tool. It is fully 'mobile-friendly' to ensure users have a high-quality web experience on their mobile phones.

In its first month, site visits increased by 10.9%, time on site increased by 15.7%, and mobile traffic increased from 35% to 40%. The second phase of the project also included the implementation of Adobe Social, Adobe Campaign Manager, and single sign on and personalisation for MyWestern.

In 2017 the brand strategy focused on an outdoor 'credentials' campaign, and a cinema campaign featuring the University's alumni. The credentials campaign featured key messages to disrupt existing perceptions of the brand, such as the University being ranked in the top 2% globally and having a student base of 45,000 students.

In 2017 the campaigns' strategy continued to build on the integrated approach initiated in 2016, running School marketing and recruitment campaigns across a calendar aligned to the key dates for the undergraduate and postgraduate intakes. The integration of campaigns across multiple channels has improved both efficiency and effectiveness, resulting in higher than ever attendance at recruitment events such as the Mid-Year, Open Day and Postgraduate Information Sessions.

## ALUMNI

Of he University's 179,725 alumni, one in 11 lives abroad in 123 countries. International alumni engagement included visits to Los Angeles, London, Beijing, India, Sri Lanka, Taipei, Bangladesh, Singapore, Hong Kong, Vietnam, and Malaysia.

A highlight for the year was engagement with London-based alumni, which included an Alumni event at the Australian High Commission on 4 September 2017, hosted by Professor Denise Kirkpatrick, DVC (Academic) and Deborah Carr, ED Advancement, with 38 alumni attendees. The video story of the University's re-brand, together with a formal presentation, was met with an incredibly proud and enthusiastic response.

Alumni appeals in June and September/October were well received with increasing numbers of the University alumni choosing to give back to their alma mater by supporting deserving students through the Community Scholarship Fund.

The 2017 Alumni Awards were held in May 2017 at the Peter Shergold Building, Parramatta City campus. The Awards Panel, chaired by the Chancellor, received 53 submissions across seven categories. The event was enjoyed by over 100 alumni and their guests.

Winners of the 2017 Awards were:
→ Sarah-Grace Williams, Chancellor's Leadership Alumni Award – Founding Artistic Director and Chief Conductor, the Metropolitan Orchestra
→ Matthew Batten, Business and Professional Leadership Alumni Award – National Executive Creative Director, Edge
→ Luke Martin, Young Alumni Award – Creative Director, Facebook, Silicon Valley
→ Sameer Dixit, International Alumni of the Year Award – Founding Director of Research, Centre for Molecular Dynamics, Nepal
→ Dr. Trung Qui Ly, Innovation and Entrepreneurship Alumni Award – Founder and Managing Director, Nam An Group

# People and Advancement

→ Dr. Anita Heiss, Aboriginal and Torres Strait Islander Community Impact Alumni Award – Director, Curringa Communications
→ Ruth Morrison, Community Champion Alumni Award – Secretary, Rotary Club of Narellan
→ Ms. Carmel Hourigan, Hawkesbury Alumni Award – Head of Property, AMP Capital Investors Ltd.

The 5th Hawkesbury Alumni Chapter Luncheon, held at NSW Parliament House, celebrated the Hawkesbury campus, its strong educational outcomes, and the connections formed, re-formed and strengthened amongst Hawkesbury alumni. The event also highlighted the importance of scholarships and prizes for students at the Hawkesbury campus. The Chancellor also announced the 'Leaving a Future' Bequest Society as a means of leaving an enduring legacy for the campus and future students.

Over 200 alumni gathered at the Peter Shergold Building in August 2017 to celebrate 25 years of the Building and Construction Management course and 40 years of the Property course at two separate events. These courses have earned enormous respect from industry in producing high-quality, work-ready graduates.

In December, the Law Alumni Occasional Address showcased the excellent achievements of the University's graduates and featured an inspiring address from the highly accomplished judge and legal professional the Hon. Anthony Whealy QC.

In 2017 the University's recruited 159 mentors and mentees to the GradLife E-Mentoring Program; a technology-driven system that was introduced to encourage alumni to share their knowledge and experience with current students. This innovative new program promotes the success of the University's graduates and better connects students and alumni. We look forward to the continued interest in this innovative new program that brings our students and alumni together and aims to promote the success of our graduates.

The GradLife Alumni Magazine focused on 'Innovation and Entrepreneurship', with stories of alumni who are excelling in agriculture, art, creative business start-ups, organic skincare and digital transformation. Circulation was approximately 53,000 via email and 15,000 in hard copy.

## ADVANCEMENT

The Office of Advancement is responsible for the strategic leadership and delivery of the University's philanthropy programs, advancing the mission and objectives of the University through developing and strengthening relationships with donors.

In 2017, the University's Foundation Council (a sub-committee of the Board of Trustees) members included: Danny Gilbert AM (Chair), Professor Peter Shergold AC, Professor Barney Glover, Cameron Clyne, Matt Graham, Carmel Hourigan, Nick Moraitis AM, Katie Page, Gabrielle Trainor, Kim Williams AM, and Professor Talal Yassine OAM.

In 2017, the University also welcomed David Bonham, Jennine Leonarder-Collins, David Hazlett, The Hon. Helen Sham-Ho OAM and Martyn McCarthy to the Foundation Council.

Philanthropic support for student programs, such as scholarships and prizes, grew considerably in 2017. With the support of private donors and corporate philanthropy, the number of students receiving much-needed donor-funded scholarships increased by 46%, up from 224 in 2016 to 328 in 2017.

The highly successful 'Town and Gown' gala dinner held in October 2016, together with increased private and corporate support, resulted in significant growth in the number of Refugee Scholarships on offer in 2017. From 22 in 2016 to 56 in 2017, an increase of 154%.

Support for donor-funded student prizes grew by 11%, increasing from 188 in 2016 to 209 in 2017. The direct value for students was $153,000 in 2017 from $133,000 in 2016.

Philanthropic commitments to research in 2017 exceeded $3.4M. Notable gifts included $1M from Purapharm International HK Limited and $500,000 from Chinese-Australian philanthropist Gary Lam. Both gifts were to advance research capacity for the National Institute of Complementary Medicine.

Total donors to the University increased by over 12% in 2017, with 297 gifts received from people who had never supported the University before. This was up from 223 new donors in 2016. New donors gave a total of $3.4 million in 2017, an increase of 16% on 2016.

A variety of bespoke donor stewardship activities took place in 2017, with particular attention given to providing opportunities for scholarship donors to meet their scholarship recipients. Examples included Heather Peters, GE Healthcare, the John Mac Foundation (founded by Deng Adut), Crown Resorts Foundation, Katie Page, Baxter Healthcare and Sisters of Charity. In addition, five Prize Ceremonies and the annual Scholarships Ceremony provided dozens of donors with the opportunity to meet their student award recipients, hear their stories and gain an understanding of the impact of their generosity.

In 2017 the 'Leaving a Future' Bequest Society was launched, with the Chancellor, Professor Peter Shergold AC as Patron. The Society aims to honour and recognise those generous individuals who have included a gift to the University in their Will.

In August 2017 the Centre for Smart Modern Construction (c4SMC) was launched, with 10 founding partners and approximately $450,000 pledged for scholarships and research. An innovative new project in the School of Computing Engineering and Mathematics (SCEM), the Centre will focus its efforts on raising construction standards to support the industry and drive a culture of collaboration, continuous improvement and developing a pipeline of 'future ready' graduates through learning programs that are integrated with research and industry.

# ART COLLECTION

In 2017 the University Art Collection coordinated the completion of two major commissions: a sculptural installation by Jason Wing, 'HE RONG', located in the atrium of Building EA on the Parramatta South campus, and the photographic portrait of former Western Sydney University Vice Chancellor, Professor Deryck Schreuder, by the University photographer, Sally Tsoutas.

The University Art Collection also received a donation from renowned Japanese sculptor, Wataru Hamasaka, who donated his sculpture, 'The Sound of Earth: Physical seat/XIX', a finalist in the 2016 Western Sydney Sculpture Award.

The Vice Chancellor's Art Committee provides strategic guidance and advice on the University's Art Collection, exhibition programs within the University's galleries, and met twice in 2017.

In 2017 Membership of the Committee included; Angelo Kourtis, Vice-President (People and Advancement) **Chair**, Gabrielle Trainor AO, Professor Peter Hutchings, Professor Lisa Jackson Pulver AM, Vineta Lopaticka, Jo Scanlan, Professor Paul James, Sophia Kouyoumdijian, Michael Dagostino, Jocelyn Chey, Andrew Reeves and Monica McMahon, Art Curator and **Secretary**.

Western Sydney University is committed to being a leading advocate and champion for the Greater Western Sydney region and its people, facilitating and supporting numerous exhibitions on its campuses showcasing burgeoning and professional artists from the region.

## 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 2017 the gallery hosted exhibitions and films by 60 local artists from local schools and community groups, including; 12 film-makers from Cerebral Palsy Alliance in Prairiewood, four high schools, one primary school, and a community project from Parramatta Council. The exhibition program included:

→ 'It starts with a Dream', featuring 62 works by 60 students from Nicolles' Studio of Art;
→ 'Fusion', highlighting interdisciplinary mixed media works by 78, years 7–12 students at Ashcroft High School
→ 'Our Journey Through India', a collection of works by 90, kindergarten to year 6 students at Greenway Park Public
→ 'Art Fusion', highlighting artworks by 80 students, years 7–10 at Bossley Park High School
→ 'Extraordinary Lives, Extraordinary People', a City of Parramatta Photographic Project that featured eight exceptional people with disability from Western Sydney
→ 'Sweded', an exhibition showcasing stills from movies made by 'FAST PRINCESS' a filmmaking collective at Cerebral Palsy Alliance in Prairiewood
→ 'Our Identity', a collection of works by 53, year 7 and year 9 students at Elizabeth Macarthur High School
→ 'Perspectives', highlighting artworks by 53, years 7-11 students from Hoxton Park High School.

## WESTERN SYDNEY UNIVERSITY ART GALLERY

The Western Sydney University Art Gallery based at the Werrington North campus (Penrith) supports University staff and higher degree students and their research, featuring exhibitions from the University Art Collection. The 2017 exhibition program included:

→ 'Rewind', a photographic exhibition by University alumni, collected by the University in the 1990's, featuring works by Melinda Burton, Felicia Kan, Catherine Rogers and Justene Williams, curated by Monica McMahon
→ 'Abstraction', an exhibition featuring works from the University's Art Collection by Aida Tomescu, John Firth-Smith, Anita Kelly, Ellen Malanos and James Turner, curated by Monica McMahon
→ 'Power of the Lens', an exhibition featuring the 6th annual NRMA Kennedy Awards for outstanding news, portraits, and sports photography in 2016
→ 'Futuro Infantil Hoy', a photographic exhibition from Chilean Photographer Paz Errazuriz, a collaborative project with the School of Education, curated by Monica McMahon.

## MARGARET WHITLAM GALLERIES

The Margaret Whitlam Galleries, within the Female Orphan School at the Parramatta South Campus, predominantly hosts national touring exhibitions from major cultural institutions. The 2017 exhibition program included;

→ 'Still-point', a photographic exhibition by Robert McFarlane – touring exhibition from Shoalhaven City Arts Centre and Regional Gallery, and a Whitlam Institute project;
→ 'Emporium: Inside Albury's Most Famous Department Store', – touring exhibition from Albury Museum, and a Whitlam Institute project
→ 'Without Consent: Australia's past adoption practices', – touring exhibition from the National Archives of Australia and a Whitlam Institute Project
→ 'Missing', an exhibition featuring an installation of paper cuts, animation and music by Tianli Zu, curated by Monica McMahon.

## AUSTRALIA –CHINA INSTITUTE FOR ARTS AND CULTURE GALLERY

The Australia-China Institute of Arts and Culture Gallery program features exhibitions which reflect the links between China and Australia and the complexities of cross-cultural exchanges. The 2017 exhibition program included:

→ 'Invisible by Visible', an exhibition of works on paper by Shen Wednesday, curated by Monica McMahon
→ 'Warakurna: All the stories got into our minds and eyes', a travelling exhibition developed and presented by the National Museum of Australia
→ 'Meticulous Detail, Gongbi', a photographic exhibition featuring an international exchange between Shenzen Large Format Photography Association, and PhD candidates from the School of Humanities and Communication Arts at Western Sydney University.

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## 2018 SCULPTURE AWARD AND EXHIBITION CAMPAIGN

In June 2017, the University Art Collection launched the biennial call out for entries to the 2018 Western Sydney University Sculpture Award and Exhibition. The panel of esteemed judges invited to select the finalists included; David Jensz (sculptor), Alison Clark (Curator), Sophia Kouyoumdjian (Curator), and Monica McMahon (Western Sydney Art Curator).

The judging panel chose 23 finalists from the entries received; entrants were from within Australia and overseas. The finalists selected were; Robert Barnstone (NSW), Jennifer Cochrane (WA), Hilde Danielsen (Norway), Merran Essan (NSW), John Fitzmaurice (NSW), Jenny Green (NSW), Paul Handley (VIC), Christopher Hodges (NSW), Neil Laredo (NSW), Chris Leaver (NSW), Dale Miles ( NSW), Ludwig Micek (NSW), Shalene Murray (NSW), Denese Oates (NSW), John Petrie (NSW), Louise Pratt (NSW), Michael Purdy (NSW), Ayako Saito(NSW), Barry Tate (VIC), Marcus Tatton (TAS), Lisa Tolcher (NSW), Charlie Trivers (NSW), and Jacek Wankowski (NSW).

Quest Campbelltown continued its sponsorship for the 2018 exhibition, and will again provide accommodation for interstate and international artists. UrbanGrowth NSW also continued its support of the exhibition by sponsoring once more the $5,000 (non-acquisitive) People's Choice Award.

## CAMPUS SAFETY AND SECURITY

The following are key activities performed by Campus Safety and Security during 2017 in its role of providing a safe, secure and accessible environment:
→ designed and delivered the operational security arrangements within the Peter Shergold Building (Parramatta City campus)
→ continued to improve operating procedures and practices in response to sexual assault and related behaviour, in support of the national University sector's Respect. Now. Always. initiative
→ conducted a 'Desk Top Simulation' to test, evaluate and improve the crisis management plans covering the Nirimba Education Precinct
→ continued to provide an on-ground presence at each host city of the University Games to provide support and assistance to our participating students as required
→ further improvements to the shuttle bus program with increased frequency of services across Campuses at peak times, including improved services to connect the Peter Shergold building to the Parramatta South campus
→ coordinated a programme to monitor the delivery of services to students during the initial on-boarding period of each session
→ redesigned our organisational structure to support the Campus, Safety and Security unit's delivery of required improvements to overall campus safety, security and continuity. The new Campus Safety and Security structure will create a more flexible and robust day-to-day operating function capable of responding to incidents, ranging from everyday issues and vandalism, to crime and natural disasters. It also includes a dedicated new focus on strategic business continuity and crisis management, emergency management and transport co-ordination, all of which are focussed on the delivery of an outstanding student experience.

## EQUITY AND DIVERSITY

The Office of Equity and Diversity (E&D) is the lead agency at the University on a broad range of equity and diversity matters. E&D works with staff and students and the wider community to promote and ensure equitable and inclusive practices at the University. Its work includes policy focus on gender equality, Lesbian, Gay, Bisexual, Transgender, Intersex and Queer (LGBTIQ) issues, disability, and cultural and linguistic diversity.

E&D's strategic objectives for 2017–19 include:
→ ensuring the University's learning experience is accessible and responsive to a diverse range of people, and respects gender, sexual orientation, socio-economic background, cultural and linguistic background, and disability
→ ensuring the University complies with relevant state and federal antidiscrimination laws
→ challenging social and economic disadvantages in higher education and employment
→ encouraging a culture of civility, inclusion, equal opportunity, and respect at the University
→ strengthening the University as a national champion of social equity with global impact.

### EQUITY AND DIVERSITY CALENDAR

In 2017, E&D again produced an equity and diversity calendar. The calendar marked dates and events of significance to equity and diversity such as Harmony Day, International Women's Day, World Refugee Day, International Day Against Homophobia, Transphobia and Biphobia, and International Day of People with a Disability, and dates and events of cultural and religious significance. The calendar also highlights the University's cultural diversity, as well as some of its work in ensuring that its diverse student cohort receives the best student experience regardless of their background, beliefs, sex and sexual preference, and whether they have a disability or not.

## EDUCATIONAL WORKSHOPS

In 2017, E&D delivered six tailored educational workshops to approximately 120 staff and students of the University. The workshops covered bullying, adverse behaviours, and equity in study and workplace settings. E&D also delivered sexual harassment training to 25 employees of the Aboriginal Medical Services which places the University's students at its medical centres under a formal arrangement.

## OPEN FORA

In 2017, E&D continued to host the highly regarded Open Fora series with the following topics being addressed by distinguished speakers:
→ International Security and Power Relations Today: Emerging Threats – Dr Janusz Onyszkiewicz, Chair, International Centre for Democratic Transition, Hungary
→ Cyber Security Threats: Are you an easy target? – Dr Oleksandr Kyselevskyi, Member of the Academy of Sciences, and Associate Professor, Taras Shevchenko National University, Ukraine
→ Why Torture Must Be Opposed Unconditionally – Mr Deng Adut, Lawyer and Author, and Professor Michael Head, Law School, Western Sydney University;
→ Multicultural Australia: United, Strong, Successful – Senator the Hon Zed Seselja, Assistant Federal Minister for Social Services and Multicultural Affairs
→ Religion and Human Rights in Modern Australia: Friends, Foes or Ships in the Night? – Mr Edward Santow, Human Rights Commissioner, Australian Human Rights Commission
→ Turning Refugees into Entrepreneurs – Mr Mahir Moman, CEO, Thrive Refugee Enterprise.

The University has held 67 live Open Fora seminars since 2008.

## GENDER EQUALITY

Western Sydney University has a consistently strong record of advancing gender equality – over 50% of staff and students are women, 43% of all managers are women, and the University has one of the highest levels of representation of women (43%) in senior academic staff roles in the sector (Levels D and above).

In 2017:
→ for the 12th consecutive year, the University successfully attained the prestigious Employer Choice for Gender Equality citation from the Workplace Gender Equality Agency, the Australian Government statutory agency charged with promoting and improving gender equality in Australian workplaces.
→ the University again marked International Women's Day in March with a breakfast attended by over 50 staff. The guest speaker, Professor Sharon Bell, explored the current patterns of participation and success of women in higher education. A complimentary workshop and senior women's dinner were also held on the same theme.
→ the University continued its participation in the Science in Australia Gender Equity (SAGE) program. The program is based on the internationally acclaimed Athena SWAN Charter and aims to improve the promotion and retention of women in the Science, Technology, Engineering, Mathematics, and Medicine (STEMM) disciplines.
→ the University launched its Gender quality Policy and updated its Gender Equality Strategy and Action Plan 2015-2020, to reflect more inclusive language and strengthen workplace flexibility provisions. The University also updated its Workplace Flexibility Policy to give effect to the changes to the workplace flexibility provisions outlined in the Gender Equality Policy and Strategy.
→ the Vice-Chancellor's Gender Equality Committee convened for its third year. The Committee's role is to promote and improve gender equality at the University. The Committee also reports and provides guidance and advice to the Vice-Chancellor on the Gender Equality Policy, the Gender Equality Strategy and Action Plan, and other gender equality initiatives.
→ the Vice-Chancellor's Gender Equality Fund was established and supported five projects. Funded projects focused on gender equity research and gender equality education and promotion activities.

## LESBIAN, GAY, BISEXUAL, TRANSGENDER, INTERSEX AND QUEER ISSUES

The University took significant strides in 2017 to be more sexuality and gender diversity inclusive.
→ The University launched its LGBTIQ-inclusion strategy for 2017-2020. The strategy outlines the actions the University will take to address and prevent discrimination based on sex, sexuality, and gender diversity, and to ensure that it is LGBTIQ respectful, safe, and inclusive. E&D is the lead agency at the University for coordinating the implementation of the strategy and is tasked to report progress to the University's Executive Committee on a regular basis.
→ The University received a Bronze Award under the Australian Workplace Equity Index (AWEI) scheme, its first ever LGBTIQ-related award. The scheme is the definitive national benchmark on LGBTIQ workplace inclusion and comprises the only national employee survey designed to gauge the impact of LGBTIQ-inclusion initiatives on organisational culture.
→ The University's ALLY Network won the Vice-Chancellor's Excellence Awards for Engagement and Sustainability. The Network is a group of students and staff who help to ensure a safe and enabling environment at the University for the LGBTIQ communities. Co-convened by E&D and staff and student representatives, the network achieved a record 30% year-on-year increase in new members and a record high of 178 members in 2017. The network also saw student membership increase to an all-time high of 20% as well as the appointment of the first Student Co-Convenor. 2017 also saw the greatest number of ALLY Training participants in any one year, with almost 100 University students and staff attending the seven workshops which were held across six campuses.
→ The University participated in its third consecutive Sydney Gay and Lesbian Mardi Gras float in February. 100 students and staff volunteered to join the University's

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float, including Professor Barney Glover, the first ever Vice Chancellor to do so in an official capacity. Footage of the University's participation attracted over 15,000 views on Facebook, with hundreds of comments, the vast majority expressing favourable views including over 500 'likes'. The University's participation also attracted positive local media attention, featuring in seven local newspaper publications.

→ The University celebrated the International Day against Homophobia and Transphobia on 17 May with an event at the Hawkesbury campus. Attended by about 60 students and staff, the event included a photo gallery, live music, poster display, and a resources library.

→ The University celebrated Wear It Purple Day over 24-25 August, with events attended by approximately 100 students and staff across six campuses – Parramatta South, Parramatta City (1 PSQ), Campbelltown, Hawkesbury, Penrith and Bankstown. The events celebrated and highlighted the right of young people to be proud of their sex, sexuality, and gender identity.

## DISABILITY

One of the ways the University seeks to attract and retain staff with disability is by providing them with enabling workplace environments. Equity and Diversity (E&D) plays a key role by designing and managing reasonable workplace adjustment plans (RAPS) for University staff with disability. In 2017, E&D case-managed RAPS for 305 University staff members with disability and designed 42 new RAPS. The number of staff working with disclosed disability requiring a RAP is now 7.6%, maintaining the University's reputation as a leader in inclusive practice to sustain a high-performance environment for all staff.

E&D hosts the Australian Government-funded National Disability Coordination Officer (NDCO) program for the South Western Sydney and Western Sydney regions. The program has three main objectives: improve linkages between schools, tertiary education providers, employment service providers, and providers of disability programs and assistance at all government levels; improve transitions for people with disability between school/community and tertiary education, and then to subsequent employment; and improve participation by people with disability in tertiary education and subsequent employment.

In 2017, the two University-hosted NDCOs organised or collaborated on 72 events and presented at 27 other events, reaching a total of approximately 7,135 people. Following positive evaluation findings for the NDCO program in early 2017, funding for the program, including for the University-hosted NDCOs, was extended to 30 June 2022.

In 2017, E&D reviewed and made revisions to its Disability Policy.

### DISABILITY ACTION PLAN

The Disability Discrimination Act (1992) requires organisations to register with the Australian Human Rights Commission, a document articulating its plan for providing accessible services, facilities, and amenities, and preventing disability discrimination.

In 2017, the University updated its Accessibility Action Plan (formerly known as the Disability Action Plan). The update was informed by stakeholder views, current practice across the University, the latest disability inclusion research and higher education practice guidance, and accessibility action plans of similar Australian universities, government agencies, and large corporations.

The updated Accessibility Action Plan was presented to the University's Executive Committee for endorsement in early 2018. It will be the third consecutive Accessibility Action Plan which the University has registered with the Australian Human Rights Commission.

## CULTURAL AND LINGUISTIC DIVERSITY

**2nd National Advancing Community Cohesion Conference**

In 2017, E&D convened the 2nd National Advancing Community Cohesion Conference at the University from 20-22 November. Multicultural NSW provided a $20,000 grant which enabled scholarships to be provided to 13 regionally-based youth with culturally and linguistically diverse backgrounds to attend the conference.

The 2nd National Advancing Community Cohesion Conference brought together about 300 Australian and international participants to consider the challenges confronting social cohesion in diverse, multicultural communities, and explore ways to more effectively address them. The participants (including speakers and workshop facilitators) were drawn from political parties, government departments and agencies, academia and think-tanks, civil society including multicultural, migrant, refugee, religious/faith-based, and sporting organisations, and the private sector.

The key aims of the conference were for its learnings to inform the ongoing work of participants, and for participants to use the conference to foster contacts and networks. 74 speakers and workshop facilitators (55% male and 45% female) presented at the conference, representing 56 different organisations. Participants' feedback on the conference was overwhelmingly positive, with 87.5% rating its utility (usefulness, benefit or value) as 'Very High' or 'High', 12.5% as 'Moderate to Low' utility, and 0% as having 'Nil' utility.

**Australian Multicultural Council**

Dr Sev Ozdowski, AM, Director of E&D, continued to chair the Australian Multicultural Council in 2017, a body appointed by the Australian Department of Social Services. Dr Ozdowski also participated in the 8th International Conference on International Human Rights Education in Toronto, Canada, in December, in his capacity as the Foundation

Convener and Series Coordinator of the conference.

**Cultural Diversity Policy**

In 2017, E&D commenced work on drafting the University's first Cultural Diversity Policy. E&D will finalise and launch the policy in late 2018. A cultural diversity strategy/action plan will follow the launch of the policy. E&D will host the 9th International Conference on Human Rights Education in late 2018. The conference will include consideration of multiculturalism within the context of human rights education. In 2018, E&D will also implement, a pilot project on deepening engagement with culturally and linguistically diverse communities.

**Social Engagement and Leadership Program (SELP)**

The Social Engagement and Leadership Program (SELP) at Western Sydney University strengthens the international student experience by developing meaningful connections between international and domestic students. SELP enables students to contribute to the community (by working on a team project to solve real-world problems), whilst building leadership and professional skills that are highly valued by employers, particularly in a global workplace. In 2017, 100 students participated in the program.

**Emerging communities**

The Refugee, New and Emerging Communities Education Engagement program in the Office of Widening Participation seeks to increase access to learning and providing opportunities for success and progression to the wider cross section of the population.

UniTaster Day events were held at Western Sydney University in 2017, with 803 high school students (41%) and mature age (59%) aspiring students attending 15 events. These access events resulted in 24 students enrolling at the University and 33 students enrolling in The College in 2017/2018. In order to provide support and improve retention, an innovative program called CampFire Chats was initiated in early 2017. While initially five students

attended, within three months the program had a reach of over 267 refugee students across all campuses and the rate of refugee students engaging in University services rose by 43%.

The Refugee, New and Emerging Communities Education Engagement program has developed partnerships with five community and government agencies including; Refugee Council of Australia, Settlement Services International and NSW Further Education Student Support Advisory Group.

**Supporting Religious Diversity and Social Engagement Programs**

During 2017 Western Sydney University's unparalleled support for a multifaith chaplaincy service has resulted in stronger relationships to community organisations and cultural and religious centres. These places play an important role in many of our student's lives, cultural identities and as sources of authority. We have been building relationships of understanding and trust. Through the strengthening of these relationships the University becomes more integrated in the life of the Western Sydney region and, in turn, the University's core purpose becomes more readily embraced by community leaders. It allows us to better support students who move between these two worlds and must often negotiate and translate the differences. This year our 29 chaplains more broadly represent the major faith traditions and more closely reflect the demographic of the student body.

The Chaplaincy service has harnessed the readiness of community members to support students as volunteers. On four campuses a partnership of University staff volunteers and community volunteers have served free, nutritious weekly meals to well over 4,000 students. This has been a highly appreciated financial boost – especially for international students. On many occasions students have engaged in preparing culturally diverse food offerings like Chinese dumplings, Vietnamese spring rolls and Sri Lankan curries. In 2018 this program will be extended to five campuses and engage several new community organisations. Community members have

welcomed the opportunity to actively express the hospitality they feel for the presence of international students in their neighbourhood.

This year, more educational opportunities were created for students to respectfully learn about religious world views that may differ from their own. These can be difficult conversations. Student-led experiences, like the hanging of Vesak lanterns and partaking in Eid celebrations, allowed the University community to experience religious difference without tension and fearfulness. The multifaith centres continue to be an active space for dialogue and learning about cultural and religious diversity.

**Transcultural Working Group and Cultural Awareness Workshops**

The Transcultural Working Group focused on developing better ways to capture narratives that shed light on the student experience. Two cultural responsiveness workshops were offered in 2017 to student support services staff. The Cultural Champions program facilitated the application of better methods through making use of case studies for reflection and discussion in teams and groupings. The plan for 2018 is to improve the collection of these narratives and further utilize them for regular Cultural Champions sessions that can help improve service and eliminate obstacles to getting support.

**Cultural Competence Champions**

The Cultural Competence Champions', who were tasked to actively promote a culturally responsive service delivery within the service and who can provide support to staff in this endeavour, continued their work in 2017. There were 12 Cultural Champions who represented all programs and services within the Student Services team. These Cultural Champions received training to support them in working directly with their own staff teams in enhancing the team members' cultural responsiveness. They used a range of case studies and scenarios to open discussion within teams about cultural competence and implemented a range of strategies within meetings to raise consciousness about

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working safely and in an inclusive way in a diverse learning community.

**Student Volunteers, Employees and Leaders Cultural Awareness**

2017 saw the development of a Student Leadership Shared Training (SLST) site which can be accessed by student leaders, student employees and student volunteers. A new online training module, Cultural Responsiveness, was developed in 2017, and all students involved in leadership, volunteering and/or employment are required to complete this training. In addition, many programs also ran additional cultural responsiveness workshops, thus over 500 student volunteers, leaders and employees undertook some form of Cultural Awareness training across the year.

The programs and services presently utilising the SLST site are: Ask Us Assistants, MATES, PASS, Educational Support Services, Respect. Now. Always., Student Representatives and Student Campus Councils, Transition Success, Student Engagement Volunteers, Office of Widening Participation, Student Central Casuals, Mental Health and Wellbeing Ambassadors.

**Cultural Responsiveness Training**

A small team of Student Services staff devised and delivered a half day interactive and collaborative Cultural Responsiveness workshop for 24 staff members from across Student Services and Student Engagement. The attendees had not previously undertaken Cultural Responsiveness training.

**English Conversation Groups**

A total of 120 sessions were delivered to 125 participants by 22 student volunteers over 5 weeks across various campuses in 2017. The program provides opportunities to international students and domestic students from different cultural backgrounds to build their confidence and social connection whilst practising their spoken English.

**Diversity fest**

In 2017, the University held its largest annual Diversity Fest to date. It attracted over 3,000 students across eight campuses with live performances, panel discussions, cultural stalls, art exhibits and engagement activities. This year's theme was 'Women of Diversity' and featured special satellite events such as the 'Women of the Word' poetry and music night, and Respect. Now. Always: 'A Conversation on Consent.'

# EQUITY STATISTICS

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

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

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

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

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

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

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

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

# Research, Engagement, Development and International

The Deputy Vice Chancellor of Research, Engagement, Development, and International, is responsible for the leadership of the Graduate Research School, the Research Engagement Development and Innovation Unit, and the University's five research Institutes.

The Division's strategic priority is being a Research led University with Regional, National and Global Impact.

Through this strategy the Division delivers the leadership, framework and support for the University to deliver engaged research outcomes within four interdisciplinary research themes:
→ Urban Living and Society: Understanding and guiding economic, social and infrastructure change.
→ Health and Wellbeing. How initiatives can prevent disease and illness and encourage healthy lifestyles.
→ Education and Aspirational Change: Access to education on a global scale.
→ Environmental Sustainability: Global problems are linked to local environments.

The Division supports University-wide research within these themes through three operational dimensions:
→ **Futures:**
    Using research training to develop the next generation of researchers;
    – research that can influence the policies and practices in our region;
    – collaborating with regional, national and international partners.
→ **Capacity:**
    Investment in research Institutes; support and advice to Institutes, Schools and research centres to increase and diversify external income.
→ **Impact:**
    Delivering benefits to communities and partners.

## RESEARCH ENGAGEMENT, DEVELOPMENT AND INNOVATION (REDI)

Diversifying research income and increasing the impact and quality of our research are the goals of Western Sydney University's research strategy.

Continued investment in diversifying the University's research income is crucial to the University's research income stability, and, equally importantly, affords the University's researchers the opportunity to apply their research findings and expertise in the broader community.

The University has grown its total research income by 60% from 2013 to 2016. This growth has come within the context of tightening competitive grant funding and a stable internal funding envelope for research activity. The major driver of the increase in revenue is Category 3 research activity. Category 3 research income includes contract research activities undertaken for industry, research income derived from international sources, donations and bequests, and some other sources. REDI (Research Engagement, Development and Innovation) Business has been instrumental in facilitating business to academic contacts and increasing overall revenue. This has been supplemented by a strong research philanthropy performance from Advancement and Alumni.

Between 2015 and 2016, Category 3 income increased from $9.2 million to $10.8 million, a rise of 17.6% on the previous year. This increase comes on top of a 67% increase in Category 3 income between 2014 and 2015. This rapidly growing area of the research portfolio reflects ongoing capacity investments, such as the Researcher Development Initiative (RDI).

Parallel to the next Excellence in Research Australia assessment in 2018, the Australian Research Council (ARC) will conduct an assessment of the impact of Australian University research, the Engagement and Impact Assessment (EIA).

The University participated in a pilot of the EIA in 2017. Case studies submitted to the pilot exercise were assessed in three tiers: Limited, Emerging and Mature. The University made submissions under all of the eight fields of research impact assessed in the pilot, and four of the engagement fields of research. In summary, the University received one 'mature', five 'emerging' and 6 'limited' ratings across the engagement and impact assessments.

The feedback from the peer review panels suggests considerable variability in the interpretation and weighting of particular factors across the fields of research, commensurate with the pilot status of the assessment. The University's Research Division is working with the ARC to clarify assessment inconsistencies and ensure that submissions to the EIA 2018 are strengthened.

From 2010 to 2013, our volume of ERA eligible publications increased from 1,208 to 1,538. By 2016, our publication volume had stabilised at a lower level, 1439, placing the University in the middle rank of NSW universities by overall volume. While traditional academic publishing remains a crucial academic activity supporting careers and institutional standing, expectations of research activity have diversified into knowledge translation and impact, consultancy and contract research, and non-traditional publications. Balancing the range of demands on researchers while maintaining institutional and professional standing suggests traditional publication needs to be pursued strategically – notwithstanding that, as the University's research capacity grows, so will the volume of its publications. Western Sydney University is supporting researchers to choose dissemination strategies that represent the best balance of these objectives by incentivising and measuring quality over volume.

The RDI, in its third year of operation, supports the following crucial areas of research development: early career, gender equity, career interruption and research leadership. Funding of $703,304 was dedicated to the RDI in 2017 and 28 academics are supported by the scheme. In total,

$3,659,845 has been expended on the RDI across its years of operation, with a total of 174 recipients supported. In line with the focus of the funding support, 140 of these recipients were female.

RDI funding has been remarkably effective in supporting research outputs. Recipients of RDI funding have produced nearly $1.4m in external grants and 85 journal articles over the course of the grant scheme to 2016 end.

Launchpad continues to be the only business start-up and scale-up incubator of significance in Western Sydney. Across its three sites, Launchpad supports a range of businesses at different stages of maturity and provides a key connection between researchers and entrepreneurs wishing to commercialise research. Launchpad has attracted ongoing sponsorship from government and commercial partners, including KPMG and Urban Growth NSW/Landcom, and has sustained a partnership funding model since beginning operations. Launchpad will also play a key role in the University's curriculum renewal program, with plans underway for new courses in business incubation and entrepreneurship.

### COMPETITIVE FUNDING

Western Sydney University performed strongly across Australian competitive grant schemes in 2017.

**ARC Discovery Project Grants**

Hawkesbury Institute for the Environment
→ Belinda Medlyn (CI); Elise Pendall; Sally Power; David Tissue ($485,949), 'Grassland response to variable rainfall regimes'.
→ John Hunt (CI), School of Science and Health; Alexios Papanicolaou ($432,608), 'Sexual conflict and the evolution of nuptial gifts'.

Institute for Culture and Society
→ Deborah Stevenson ($435,599), 'UNESCO and the Making of Global Cultural Policy: Culture, Economy, Development'.

MARCS Institute for Brain, Behaviour and Development
→ Andre Van Schaik (CI); Tara Hamilton ($402,984), 'Auditory Perception in Silicon'.

School of Education, Centre for Educational Research
→ Tania Ferfolja (CI); Jacqueline Ullman ($340,076), 'Gender and Sexuality Diversities in Schools: Parental Experiences'.

Humanities and Communication Arts, Writing and Society
→ Chris Andrews ($114,913), 'Potential Literatures: The Oulipo and Literary Invention'.

Humanities and Communication Arts, Digital Humanities
→ Rachel Hendery ($228,509), 'Waves of words: Mapping and Modelling Australia's Pacific ties'.

Social Sciences and Psychology, Humanitarian and Development Studies Initiative
→ Andre Renzaho ($448,472), 'Settlement service literacy and cultural integration in three states that have added more migrants relative to their population in the last 5 years: a multi-site study'.

**ARC DECRA Grants**

Hawkesbury Institute for the Environment
→ Kate Umbers, School of Science and Health, ($365,058), 'Startle displays: a new route to resolving the aposematism paradox'.

**NHMRC Project Grants**

Social Sciences and Psychology, Humanitarian and Development Studies Initiative
→ Andre Renzaho ($1,338,624), 'The Strong Families Trial: Randomised controlled trial of a family strengthening program to prevent unhealthy weight gain among 5 to 11-year-old children from at risk families'. Participating Institutions: Monash University; Murdoch Children's Research Institute; University of Sydney; University of Technology Sydney.

School of Medicine
→ Tim Karl ($775,005), 'Cannabidiol (CBD): A novel therapeutic for Alzheimer's disease'. Participating Institutions: University of New South Wales; University of Wollongong.

### EXTERNAL FUNDING

The Hawkesbury Institute for the Environment (HIE) maintains a strong relationship with a range of industry stakeholders, including Horticulture Innovation Australia (HIA). New research contracts between HIE and HIA agreed in 2017 total $1.116m.

## GRADUATE RESEARCH SCHOOL (GRS)

The Graduate Research School (herein referred to as GRS) has continued to reform service delivery and support for HDR students to ensure that candidates graduate on time and into careers in academia and industry. The GRS maintains a suite of academic literacy support programs, including a campus-based Graduate Research Academic Development (GRADs) program and online peer and academic support, alongside regular workshops offering skills development across a range of HDR activity. In 2018, GRS will introduce a Graduate Certificate in Researcher Development, Impact, and Engagement to afford candidates the opportunity to improve their career preparation and planning skills.

1,230 students (excluding Master of Research Students) were enrolled in HDR study at the University in 2017. 150 students graduated from HDR study in 2017 – equal to the number of 2016 graduates. In addition, 29 Master of Research (MRes) candidates graduated in 2017. These graduates represent the first cohort of MRes students.

The Master of Research program is in its fifth cohort. Applications to the program continue to increase, growing from 362 in 2016 to 401 in 2017. Of these applications, 186 are from international applicants, an increase of 28.5%. 209 students are enrolled in the program.

# Research, Engagement, Development and International

The graduation pipeline for MRes students will grow in 2018, with 28 submissions received in semester one and 65 in semester 2 of 2017. The quality of MRes submissions is outstanding. Of those candidates who have completed, 47% have been awarded a distinction and 41% a high distinction, with all examinations conducted using external examiners.

## COMMUNITY ENGAGEMENT

Directors of Engagement forums were held quarterly with representatives from each School and Institute. A working party was established to focus on progressing the 2016 Engagement Review: Audit of Community Engagement Activities with the aim of forming the next iteration of the University's Engagement Strategy and Working Plan.

Food 4 Thought seminars were introduced in 2016 to provide an opportunity for University staff, students and community members to discuss issues of relevance to Greater Western Sydney. A total of eight Food 4 Thought seminars were held across the University's campuses in 2017. Topics included religion and sexuality, celebrating diversity, AI and autonomous agents, Universities Australia Indigenous Strategy 2017–2020, the archaeology of Parramatta Square, how to leverage University-community engagement, food sustainability, and the University's Respect. Now. Always. campaign.

The Community Fellow Awards are an honorary University award bestowed on an individual from the wider community to recognise their commitment and contribution to the Greater Western Sydney region. Seven fellows were conferred in 2017. Recipients this year included Amna Karra-Hassan, Danny Mikati, Paul Rogers, Violet Roumeliotis, Biljana Sankovic, Doug Taylor and Kerrie Womsley.

The University continued its sponsorship of the Western Sydney Community Forum ZEST Awards, which celebrate the achievements of the community sector in Greater Western Sydney. Over 500 people attended the awards ceremony. The Chancellor is a ZEST Award ambassador and champions the 'Unsung

Heroes Award' category. This year's recipient of the 'Unsung Heroes Award' was Bou Ovington for his participation as a mentor in the Pathways to Dreaming program.

The University participated for the second time in the annual homelessness hygiene drive, organised by Western Sydney Homeless Connect. Over 2,000 hygiene products were collected across the University through donation boxes located within each campus library. University staff and student volunteers created more than 300 hygiene packs that were distributed at Parramatta park by the School of Nursing and Midwifery during Homelessness Week in August.

'Biggest Morning Tea' events were held on Bankstown, Campbelltown, Hawkesbury, Parramatta and Penrith campuses. More than $2,000 was raised across all campuses and donated to Cancer Council to assist with their cancer research. The events were attended by both staff and students, and each campus engaged with approximately 100 people.

## OFFICE OF ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYMENT AND ENGAGEMENT

The number of Aboriginal and Torres Strait Islander staff members (full-time equivalent and casual) employed at the University was 44 by headcount as at 31 March 2017. Of these, 2% hold senior staff positions, 20% are academic staff and 80% are professional staff. Higher degree students including PhD and Master's students are being targeted for transition into Early Career Academic roles where available. The *2014 Academic and Professional Staff Agreement* objective of employing 62 Aboriginal and Torres Strait Islander employees has been met.

The annual Aboriginal and Torres Strait Islander staff conference was held at Parramatta and included Aboriginal and Torres Strait Islander staff across Divisions, Schools and Institutes. Staff participated in the discussion on University strategy, policy development, mentoring and the next steps

in agreeing activities for 2018 and beyond. The University's Elders on Campus also joined the conference to conduct team mentoring exercises.

Over the course of the year, coaching and mentoring services were provided to 19 Aboriginal and Torres Strait Islander staff, with another 20 seeking support to develop professional CVs and summary biographies. These services are also made available to Aboriginal and Torres Strait Islander students transitioning to employment. One Vice-Chancellor's Professional Development Scholarship was awarded in 2017.

A number of policies were created or revised to meet the University's aspirations for cultural competency and Aboriginal and Torres Strait Islander education and employment. These include the Aboriginal and Torres Strait Islander Peoples Cultural Protocols in the Workplace, The Aboriginal and Torres Strait Islander Peoples Education, and the Aboriginal and Torres Strait Islander Peoples Employment policies. These new and revised policies were benchmarked against those of other universities, activities of Universities Australia, government initiatives, and measures adopted in other large organisations.

### ABORIGINAL AND TORRES STRAIT ISLANDER ENGAGEMENT

With respect for Aboriginal cultural protocol and out of recognition that its campuses occupy their traditional lands, Western Sydney University acknowledges the Darug, Gundungurra, Tharawal, also historically referred to as D'harawal, Wiradjuri and Bundjalung peoples and thanks them for their support of its work on their lands, Greater Western Sydney and beyond.

The University recognises the importance of the Aboriginal and Torres Strait Islander communities in Greater Western Sydney and beyond and continues its efforts to increase the representation and participation in education, research and employment of Aboriginal and Torres Strait Islander peoples.

The Western Sydney University, Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board, which includes 22 Elders on Campus, supports the advancement of Aboriginal and Torres Strait Islander people in employment, engagement and other University-related activities. Since the 2016 Vice-Chancellor's report to the Board of Trustees, the Aboriginal and Torres Strait Islander Elders on Campus have engaged in 97 'Welcome to Country' addresses and numerous other celebratory and ceremonial activities across Schools, Institutes, Divisions and affiliated organisations.

The annual Yarramundi Lecture celebrated its 21st anniversary in 2017. The significance of the anniversary was underscored by the issuing of the Uluru Statement from the Heart, the 50th Anniversary of the 1967 Referendum (27 May) and the 25th Anniversary of the Mabo ruling (3 June). The Yarramundi lecture's place alongside these watershed events was commemorated in a volume showcasing many of the lectures.

The Aboriginal and Torres Strait Islander research symposium, Songlines, was held during Western Sydney Universities Research Week and celebrated the theme 'Our Languages Matter'. Songlines showcased the breadth of research conducted by and with Aboriginal and Torres Strait Islander individuals, communities, and organisations. Songlines engaged over 100 academics, professional staff and community members. The proceedings of the symposium will be released into the second Songlines Symposium proceedings in 2018.

The acclaimed photographic exhibition 'Too Dark to See' travelled to the Milperra campus commemorating the lives and contribution of Aboriginal and Torres Strait Islander Defence personnel. Minister Scullion and Senator Payne, during their visit to the campus earlier this year, enjoyed a private tour of the exhibition guided by a number of Veteran Elders.

In May 2017 as part of National Reconciliation Week, Food 4 Thought hosted a seminar on the 2017 Universities Australia Indigenous Strategy 2017-2020. 30 staff, students and community members participated in the seminar. The UA strategy contains a number of initiatives that seek to address parity in Aboriginal and Torres Strait Islander peoples' participation in higher education and engage the University community in Aboriginal and Torres Strait Islander peoples' knowledge systems, culture and educational approaches.

**BADANAMI CENTRE**

The number of Aboriginal and Torres Strait Islander students at the University has been increasing steadily since 2012. In 2017, there were more than 740 students who identified as being of Aboriginal and/ or Torres Strait Islander descent, an increase of 17% from 2016. Of these, 17 are currently Higher Degree Research (HDR) scholars and another 36 are enrolled in Master's degrees by coursework, with 21 enrolled in the Master of Teaching program.

The Badanami Centre continues to provide programs, services and facilities to encourage and support the involvement of Aboriginal and Torres Strait Islander Peoples in all aspects of tertiary education. Badanami operates on most Western Sydney University campuses.

Badanami continues to administer the government-funded Tutoring for Success (TFS) program – a program that facilitates successful subject and course completion. The TFS program assisted more than 280 Aboriginal and Torres Strait Islander students with tuition support during 2017.

One program that needs specific mention is the Alternative Entry Program (AEP) for Aboriginal and Torres Strait Islander prospective students. The AEP is directed towards non-school leavers and is a long-term engagement activity conducted three times a year. In the last round of testing, 175 applications were received, an increase of 25 applications from the same round in 2016.

# Research, Engagement, Development and International

## INTERNATIONAL

The University's international activity is focussed on enhancing its international reach and reputation. These strategic aims have been underpinned by systems improvements, profile raising, streamlined recruitment and better market access.

### INTERNATIONAL RECRUITMENT

A key objective in the University's International Strategy is to double the number of international students at Western Sydney University by 2020. In 2017 several initiatives contributed to a 18.5% increase in commencements, from 1,798 in 2016 to 2,130 in 2017. Compared to 2016, offers in 2017 increased by 9.5% and acceptances by 16.7%. StudyLink Connect, an externally hosted cloud-based portal for International Admissions, improved application turnaround times to three days on average, down from 10 days, and issued Confirmation of Enrolments within 24 hours. These times set a record for the University and are well within sector benchmarks.

### INTERNATIONAL SCHOLARSHIPS

In September 2017 Western Sydney University launched an expanded international scholarship program to encourage potential high-achieving future students to study at Western Sydney University. The program includes a range of existing and new scholarships:
→ Vice-Chancellor's Academic Excellence Scholarships – Undergraduate
  50% of tuition fees for up to 3 years
→ Vice-Chancellor's Academic Excellence Scholarships – Postgraduate
  50% of tuition fees for up to 2 years
  25% of tuition fees for up to 2 years
→ Western Sydney International Scholarships – Undergraduate
  $10,000, $5,000 and $2,000 one-off contributions to tuition fees. A supplementary English Language Program Scholarship is available for students from China, Indonesia, and Vietnam.

→ Western Sydney International Scholarships – Postgraduate
  $7,500 and $5,000 one-off contribution to tuition fees.

To streamline the scholarship selection process and improve scholarship take-up, international students are now automatically considered for a scholarship award when they apply to study at Western Sydney University.

In 2017 the University awarded 292 scholarships to students commencing studies in 2018, including 42 Vice-Chancellor's Academic Excellence International Student Scholarships, 21 each to undergraduate and postgraduate students.

133 scholarships were awarded to international students commencing studies in 2017, 89 Postgraduate and 44 undergraduate. postgraduate scholarship recipients were drawn from 16 source countries, including Nepal (31 recipients), India (25), Bangladesh (5), and Mongolia (5). Undergraduate recipients were from 10 source countries, with students from India awarded 15 scholarships. The University awarded five postgraduate and five undergraduate Vice-Chancellor's Academic Excellence International Student Scholarships to international students commencing in 2017.

### ASSOCIATE DEANS INTERNATIONAL

The University appointed ten Associate Deans International (ADIs) to support recruitment from articulation partnerships in China, Hong Kong, Macau, and Taiwan. ADIs engage with more than fifty partner universities to develop and implement articulation programs and other activities. By building relationships with partner institutions and 'engagement champions', enrolments through articulations with partners are increasing. In 2017, 17 students from international partnership programs commenced study at the University and 70 partnership students are forecast to commence at Western Sydney University in 2018.

### INTERNATIONAL PARTNERSHIPS

In 2017 the International Partnerships and Transnational Education (TNE) Framework was developed to provide governance and standardised processes for selecting and building partnerships that increase recruitment, revenue, research and student mobility, and staff exchanges. The University had over 110 institutional partners across Africa, the Americas, East Asia, Europe, the Subcontinent, South East Asia, and the United Kingdom. In 2017 the University signed 103 agreements – 51 with existing partners, and 52 with new partners.

### NEW COLOMBO PLAN AND STUDENT MOBILITY

In 2017 Western Sydney University was awarded close to $1.8 million in student mobility funding. The Commonwealth Government of Australia provided the University with funding to support 241 Western Sydney University students' participation in international learning experiences through the New Colombo Plan (NCP).

Through the NCP Mobility Program, the University received $777,661 to support 241 students' participation in 22 mobility projects in Cambodia, China, Hong Kong, India, Indonesia, Japan, Korea, Malaysia, Mongolia, Philippines, Singapore, Taiwan, Vanuatu, and Vietnam. This is in addition to $614,900 in ongoing funding in 2018 to support an additional 10 NCP projects.

Western Sydney University was awarded a total of $199,000 for the 2018 round of the Endeavour Mobility Grants program to support 55 students' participation in six short-term mobility projects in Canada, China, Japan, Taiwan, and Vietnam.

The Government's OS-HELP loans have enabled Western Sydney University students to fund international learning opportunities by undertaking some overseas study. Based on year-to-date applications, the University forecasts that 270 OS-HELP loans will be issued to Western Sydney University students in 2017. These loans are worth $2.411 million, an increase of 14% on 2016.

# Academic

The Division of the Deputy Vice-Chancellor and Vice-President (Academic) contributes directly to the delivery of the University's Strategic Plan. Priorities include:
→ Curriculum transformation and renewal
→ Emerging technologies in higher education
→ Academic workforce development and renewal
→ Capturing and responding to the student voice
→ Diversifying revenue streams
→ Managing and Increasing student load
→ Academic quality assurance and enhancement

In 2017, the Offices of the Pro Vice-Chancellor (Engagement and Aboriginal and Torres Strait Islander Leadership) and the Pro Vice-Chancellor (International) were relocated to the Division of Research, Engagement, Development and Innovation.

The Deputy Vice-Chancellor (Academic) led the implementation of the new Academic Promotions Policy. Changes resulted in simplified processes. The new promotions approach received extremely positive feedback from staff, applicants, and Promotions Committee members.

The Academic Division led the design of the learning spaces in the new vertical campus at Liverpool.

The Division built on its strong foundation with Navitas and the Sydney Institute of Business and Technology with its Sydney City Campus. Refinement of the services agreement resulted in clarity of roles and responsibilities, and effective operations. There was strong positive growth in both domestic and international Sydney City Campus enrolments across the year.

In May, the Division collaborated with Global Development to lead the second Cross-Strait and Australia Higher Education Forum in Soochow, People's Republic of China. The Forum enabled high-level communication among universities from Taiwan, People's Republic of China, Hong Kong, Macau and Australia, and enhanced multi-lateral collaboration and partnerships among the institutions.

In November, the Deputy Vice-Chancellor (Academic) supported and led a successful academic study tour to Taiwan. 10 academics from the Schools accompanied the Deputy Vice-Chancellor (Academic) and the Pro Vice-Chancellor (Global Development). The study tour built new relationships and strengthened existing partnerships with universities and other organisations in Taiwan. Academic partnership opportunities were identified and student exchange proposals, joint degree development, internship and placement opportunities, and New Colombo Plan proposals have resulted from the visits.

The Shared Services initiative resulted in the integration of five new professional work streams integrated into the Academic Division. The centralisation of Technical Support Services and Technology-Enhanced Learning were finalised.

The Deputy Vice-Chancellor (Academic) led the University's Enterprise Bargaining team and delivered two new Enterprise Agreements which have been lodged with the Fair Work Commission.

## OFFICE OF QUALITY AND PERFORMANCE

The Office of Quality and Performance (OQP) manages the business intelligence data of the University and provides data reporting on the implementation of the University's strategic goals and objectives through: tracks key performance indicators (KPIs) across the University, reports on strategic initiatives, supports Schools in quality review and reporting, OQP ensures the University's quality management processes comply with external requirements established by Tertiary Education Quality and Standards Agency (TEQSA), the Higher Education Standards Framework (HESF) and the Education Services for Overseas Students Act (ESOS).

The new Academic Pathways Framework ensures the University's compliance with the HESF. The OQP led the University's response to requirements for the publication of transparent admission requirements at the level of University and courses. The University's application for renewal of registration as a University was submitted to TEQSA.

The OQP supported reviews of the Schools of Computing, Engineering and Mathematics, and Science and Health. The OQP oversaw the successful migration from paper-based to online student feedback surveys. External benchmarking activities included: the Association of Commonwealth Universities (ACU) Measures Survey on institutional profile, salaries, research management and gender; sector level peer review of assessment; and participation in Quality Indicators of Learning

and Teaching surveys on student experience and employer satisfaction. Student experience survey results showed increased ratings of overall quality of education experience, learner engagement and student support. Employer satisfaction survey results rated the University graduates second in New South Wales and tenth in Australia for overall employer satisfaction.

## OFFICE OF LEARNING TRANSFORMATIONS

The Office of Learning Transformations (LT) leads strategic change to ensure the University's graduates are equipped for the future of work. Major projects include the University-wide, three-year 21st Century Curriculum (21C) Project, implementation of new approaches to teaching in technology-rich learning environments, and development of learning-related resources and support for students and staff.

Major achievements of the 21C Project include the development of the guiding strategy and project plans. Schools reviewed existing degree structures and proposed simplified curriculum structures. Streamlined course approval and review processes and improved student and course management systems will support enhanced student skill development, professional networks and international outreach into the future.

The Offices of Learning Transformations, and Research and Innovation developed an integrated professional development framework for academic teaching and research. Online modules support teaching staff, and a bespoke sessional staff professional development program was implemented. A partnership was established with the UK Higher Education Academy that provides formal, external recognition of the professional development for teaching for the University's academic staff.

The University Load Retention and Progression Taskforce delivered five initiatives to improve rates of student retention and progression. These included personalising system interactions for

# Academic

students; building new business intelligence; improving staff teaching capabilities; enhancing governance, responsibility and accountability; and building institutional culture, environment and values. In 2017, the University's downward trend in year-on-year retention was reversed and retention increased by 1.1% over the previous year.

The Learning Transformations team led the University's student academic integrity strategy. This comprised a mandatory academic integrity module; an 'Honour Code'; co-curricular activities; embedded curriculum activities; peer mentoring; academic practice strategies; and innovative, restorative responses to breaches.

The Mathematics Education Support Hub provided face-to-face and online numeracy, mathematics and statistics support for coursework students. Bridging courses prepared students before the commencement of study periods and were supplemented by targeted workshops throughout the year.

A joint Global Citizenship sub-major was developed with the United Nations University-Institute for the Advanced Study of Sustainability (UNU-IAS). The University joined an alliance of 40 Asian Pacific Universities working on curriculum development – the UNU-IAS ProSPER network (Promotion of Sustainability in Postgraduate Education and Research).

## OFFICE OF DIGITAL FUTURES

The Office of Digital Futures (ODF) provides leadership and support for technology-enabled teaching practices and environments and the systems that support digital learning.

A new partnership with Online Education Services (OES) will deliver WSUOnline, the University's major fully online suite of courses commenced with Bachelor degree programs in: Business (Marketing), Business (Management), Business (Accounting), Social Sciences (Child and Community Development), and Social Sciences (Criminology and Criminal Justice). The implementation of Quality Matters™ (an internationally recognised rubric) provides a

framework for benchmarking and enhancing the quality of digital and online course components. The integration of student experience systems and the Learning Management System now allows students to log in to all relevant learning-related systems with a single sign on.

As part of the Shared Services program all staff who provides blended learning advice, development and production were centralised into the Digital Futures Team (DFT). This was accompanied by the introduction of new systems that manage support requests and facilitate consistent, sustainable, scalable solutions for online and blended learning. Digital Consultants provide primary contact with Schools and specialist support is provided in Educational Technology, Rich Media, Learning Science and UX/LX (User/Learner Experience) design.

## THE UNIVERSITY LIBRARY

The Western Sydney University Library is recognised externally for its innovative approach to service delivery, organisational dexterity and expertise in providing high-quality scholarly resources. The Library is committed to continuous improvement underpinned by an ISO 9001:2015 certified Quality Management System. The requirements and expectations of the University, staff and student clients and other key stakeholders shape Library operations. This is measured against the success of services and products delivered, and client feedback.

In 2017, Western Sydney University Library:
→ had 2 million physical visits to seven physical libraries
→ responded to 250,000 student enquiries
→ facilitated over 9 million full text digital downloads
→ lent 380,000 books to students
→ provided 25,000 individual literacy support consultations
→ added 26,185 books to the collection (electronic and print)
→ filled 4,000 document delivery requests

The Library Hub at the new Parramatta City campus opened in January 2017. An adjunct to

the main Parramatta South Library, it contains a core collection of print items supplementing online resources, and a reserve collection.

Integration of Academic Literacy and Information Literacy support was trialled successfully during Spring Session at Parramatta campus. This resulted in a six-fold increase in Information Literacy support transactions on the previous year's activity. In response to the high level of student demand for this service, integrated academic and information literacy support will be introduced at all campuses in 2018.

The University was the first Australian University to provide first year students with free digital textbooks. The Library led the negotiation of access rights to each text with the relevant publishers, the digital provision of the texts and student support in the use of these resources. The Library was the sector leader in the large-scale implementation of Leganto, a new reading list management system which streamlines processes, making student access to essential readings faster and easier. The Library was invited to present at a national tertiary library forum and is the expert contact point for other institutions.

The online Library Study Smart platform was expanded to include online tutorials and interactive elements. The University is the first in the sector, to automatically enrol all students in the online tutorials that develop information and academic literacy skills. In 2017, the site had 5,000 active users, a 400% increase in usage from 2016.

In response to student feedback, the Library developed bespoke resources for international students which are a component of the core induction to studying at Western Sydney. The 'Happy or Not' system captures immediate real-time student feedback on services and spaces, and is being trialled across the Library in 2017/18. This provides additional user feedback to inform service improvements.

Alumni engagement with the Library increased by 244% through the creation of a free library membership that provides access for alumni to a set of electronic resources and the print collection.

# THE ACADEMY

The Academy is Western Sydney University's program for high-achieving students. Student participation in The Academy programs increased to more than 4,500. The Academy entrance requirements were amended to provide more equitable access. The introduction of block mode delivery and increased Summer School offerings of Applied Leadership and Critical Thinking units provided students with more flexible opportunities to study with The Academy. Innovative, authentic assessment such as the production of green papers, white papers, inaugural parliamentary speeches and eBooks engaged students with real world problems and solutions. The Academy received the Innovation in Education Prize at the Western Sydney Leadership Dialogue Awards.

The first cohort of students successfully completed the Citizen Scholar Award program which focuses on community engagement through service learning. Students work in partnership with local community organisations on issues of importance to Western Sydney. Through working on these projects, students contribute to their community and develop their employability skills.

A wide range of academic extension, and personal and professional development events included: critical thinking workshops, refugee lunches; Graduate Research School sessions, and multiple Citizen Scholar workshops. More than 100 students participated in Transformative International Learning Experiences projects. Academy staff and students were acknowledged for outstanding citizenship, engagement and contribution to community in an excellence awards ceremony at the end of the year.

The Academy joined the UN Sustainable Development Solutions Youth Network which engages students in partnerships and projects under the UN's Sustainable Development Goals. Partnerships with CareerHub, and other externally based mentorship programs have expanded mentoring opportunities for students.

# SCHOOL OF BUSINESS

In January 2017 the School of Business relocated to the University's new Peter Shergold Building in the Parramatta CBD. Teaching at the new Parramatta City campus commenced in early January. The Peter Shergold Building features learning studios, meeting rooms, and study spaces designed with the latest technology to inspire creative thinking, alongside easy access enquiry and recreation areas to facilitate the student experience. The move to the new Parramatta City campus was accompanied by the transition to 'flipped learning' which emphasises active student engagement spend guided problem solving and team-based activities, while supported by flexible delivery of course content.

A re-structured School External Advisory Committee captured the full range of partnerships between the School and its community. Over fifty representatives from local, national and international business and community organisations now provide their insight and advice to the School on key Education, Research and Partnerships issues.

Conducting applied research relevant to enterprise is a key area for the School, with considerable opportunity for further development as the School focuses on partnered research activities with industry. In addition, the School hosted several forums involving academic staff and members of the local business community, including a forum on the Future of Work.

# SCHOOL OF COMPUTING, ENGINEERING AND MATHEMATICS

In 2017, the Centre for Smart Modern Construction (c4SMC) was established within the School of Computing, Engineering and Mathematics. The centre raised over $300,000 with six foundation industry contributors and was launched on 8 August 2017. The centre provides industry, clients, government and the University with an opportunity to invest in building knowledge and capabilities for the construction industry of the future.

Dr Mary Hardie was awarded the prestigious Ron Swane Medal for Building Education in recognition of her sustained contribution to construction education. This was the first time in over ten years that the medal has been awarded. Professor Vivian Tam and Professor Andrew Francis were appointed to the ARC College of Experts.

Advanced Engineering Honours student Jason Johnston's research on innovative and sustainable materials for replacing the Sydney Harbour Bridge's timber transoms won the 2017 Student Engineer of the Year Award in the Engineers Australia Excellence Awards. He also won the Railway Technical Society of Australasia Award.

The University's interdisciplinary Solar Car team, UNLIMITED 2.0, finished 6th in the Challenger class of 2017 World Solar Challenge. This result places them first among the participating Australian teams and ahead of the teams coming from universities such as Stanford University and the University of Toronto. Other international work extended mobile technology in Digital Knowledge Ecosystems to address the needs of 500 farmers in India and South Africa.

# Academic

## SCHOOL OF EDUCATION

The School of Education was ranked in the Top 75 Education providers in the world in the Academic Ranking of World Universities (ARWU). The School also ranked 4th in Australia in the ARWU subject rankings for Education.

In 2017, the School launched a Master of Education (STEM) to support the development of leadership capability in Science, Technology, Engineering and Mathematics teachers. A new School-based model of initial teacher education was also developed in collaboration with the Department of Education and Catholic Diocese of Parramatta. This will be trialled in 2018.

Associate Professor Danielle Tracey and Dr Katrina Baker completed the DFAT Australian Awards Fellowship program: 'Improving PNG teacher training to advance inclusive education for students with disabilities'. As a part of the program, 10 Fellows travelled to Australia from Papua New Guinea for four weeks of intensive professional development.

Associate Professor Tania Ferfolja and Dr Jackie Ullman won a $340,076 ARC Discovery Grant for their project 'Gender and Sexuality Diversities in Schools: Parental Experiences'.

## SCHOOL OF HUMANITIES AND COMMUNICATION ARTS

The School of Humanities and Communication Arts was ranked 201-250 in the Times Higher Education (THE) rankings, 291 in the QS World University Rankings, and 113 in the US News and World Report. QS subject rankings for Communication, Culture and Media placed the University in the 151–200 range, and the subject ranking for English Language and Literature placed the School in the 201–250 range.

The School successfully relocated its Design and Media Arts programs from Penrith to new facilities at Parramatta in 2017. The move resulted in a 40% increase in Design students over the year.

Author and Indigenous poet, Ali Cobby Eckermann, won a prestigious 2017 Windham-Campbell Prize for poetry. Ali is published by Giramondo Publishing which is supported through The Writing and Society Research Centre.

Associate Professor Christopher Andrews was awarded an ARC Discovery Grant of $114, 913 for a project entitled 'the Oulipo Group and literary invention' and Associate Professor Rachel Hendery was awarded $228,509 for a project entitled 'Waves of words: Mapping and Modeling Australia's Pacific ties'.

## SCHOOL OF LAW

The School of Law's new Graduate Diploma in Australian Migration Law was accredited in August 2017. The School's annual Kirby Cup mooting competition involved 34 high schools and was held in the Family Court before a panel of distinguished Judges. The panel included Justice Michael Kirby AC CMG, the patron of the competition.

The School was involved in a range of international activities. The School's International Centre for Ocean Governance delivered capacity-building courses to 63 Judges and Judicial Officers from Bangladesh. Professor Steven Freeland represented the Australian Government at the United Nations Committee of the Peaceful Uses of Outer Space in Vienna, and Dr Beatriz Garcia worked with the United Nations Economic Commission for Latin America (ECLAC) in Santiago on a regional treaty that implements Principle 10 of the Rio Declaration on access to environmental information.

## SCHOOL OF NURSING AND MIDWIFERY

The School of Nursing and Midwifery achieved a Top 100 ranking in the QS World University Rankings, was ranked number one in Australia and fourth in the world in the Center for World University Rankings (CWUR), and ranked fifth in Australia and 22nd in the world in the Academic Ranking of World Universities (ARWU).

The School undertook significant curriculum renewal, expanding the Bachelor of Nursing for advanced study, graduate entry, and online delivery, and establishing the Bachelor of Midwifery and the Master of Nurse Practitioner (Mental Health). All degrees were accredited by the Australian Nursing and Midwifery Accreditation Council (ANMAC). The Bachelor of Nursing offered through WSU Online is the first Bachelor of Nursing offered through a third-party provider to be accredited by ANMAC.

The School extended its community relationships by creating new professorial roles to support embedded research hubs in partnership with the Nepean Blue Mountains Local Health District, the South West Sydney Local Health District, and the Western Sydney Local Health District. Extensive health checks were conducted (often in conjunction with the School of Medicine) at a range of community events. These checks offered students clinical placement opportunities while contributing to the delivery of health priorities in Greater Western Sydney. A suite of programs for high school students generated interest and raised aspirations to study nursing and midwifery, and de-mystified the University experience for the family and friends of Aboriginal and Torres Strait Islander students. A Graduate Transition to Employment Expo in May, featured 30 exhibitors and expanded career options and transition to the workforce for 500 third year students.

## SCHOOL OF MEDICINE

The School of Medicine's Bachelor of Medicine/Surgery achieved accreditation until 2024. The Macarthur Clinical School at Campbelltown Hospital was opened. New postgraduate programs were developed for medical practitioners and extended training to the health workforce of cardiac sonographers and epidemiologists. Continued engagement with Aboriginal Medical Services and other community and health agencies across Western Sydney and rural NSW saw the School contribute to a broad range of community health checks and engagement events across the state.

The School of Medicine directly contributed to collaborative research endeavours internally in partnership with the Translational Health Research Institute, and across the Sydney basin through the Sydney Partnership for Health, Education, Research and Enterprise (SPHERE).

## SCHOOL OF SCIENCE AND HEALTH

The School of Science and Health commenced teaching and research in the new state-of-the-art Science building at Parramatta South campus and the Health Science Advanced Education and Research facility at Campbelltown campus. The Campbelltown facility features high-tech immersive simulation capability.

The School introduced a fully online Master of Forensic Science, delivered in collaboration with University of Florida (US) and University of Canberra. A successful English as a Medium of Instruction program for Chinese Medicine academics was taught in collaboration with the China Scholarship Council and the Beijing University of Chinese Medicine.

The School's relationship with the Australian Indigenous Mentoring Experience (AIME) program was strengthened with many of undergraduate students acting as mentors to Aboriginal and Torres Strait Islander students. The School supported an increased number of students in international exchanges, placements, as well as study experiences in countries including the UK, Finland, South Africa, China, and the Republic of Ireland.

## SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY

The School of Social Sciences and Psychology commenced delivery of an innovative Bachelor of Cyber Security and Behaviour program which is the only degree in Australia that analyses the human and technical sides of cybercrime.

A Memorandum of Understanding (MOU) with Wesley Mission expands internship opportunities for Psychology students and allows students to receive course credit for completion of a Certificate IV in Mental Health with Wesley Mission. The University is the first University to offer workplace training of this type, which provides a unique learning experience and opportunity for our students.

Professor Craig Gonsalvez received a prestigious national Award for Teaching Excellence in the category of Social and Behavioural Sciences in recognition of his outstanding contribution to the teaching and supervision of clinical psychology. Professor Andre Renzaho and the Humanitarian and Development Research Initiative (HADRI) were awarded a $1,338,624 National Health Medical Research Council (NHMRC) grant for their project 'The Strong Families Trial: Randomised controlled trial of a family strengthening program to prevent unhealthy weight gain among 5 to 11-year old children from at risk families'. Professor Renzaho also received a $448,472 ARC Discovery Project Grant for the project 'Settlement service literacy and cultural integration in three states that have added more migrants relative to their population in the last 5 years: a multi-site study'.

# Finance and Resources

The Division of Finance and Resources plays a critical role in delivering, optimising and sustaining the organisational strength of the University. The Division aims to lead the transformation of the University into an efficient competitive and financially sustainable institution with the resources and capacity to deliver its strategic objectives.

The Division provides for the University's overall planning, strategy, policy and accountability in relation to Finance, Information Technology, Estate and Commercial, 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 works to ensure that the financial and operational planning, strategy and performance of the University is optimised. The Vice-President (Finance and Resources) provides strategic direction and oversight on the University's financial activities including commercial arrangements and opportunities, investments and 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. One such project is the Western Growth program of work, a large-scale initiative that will transform our campus network and provide ongoing stability to the University corpus.

Through the Western Growth program of works, the Division will enhance the University's alignment with Securing Success as it will contribute significantly toward achieving our overarching goal of being a student-centred University and anchor institution for Western Sydney.

Core business units within the Division of Finance and Resources include:
→ Office of Estate and Commercial
→ Information Technology and Digital Services

→ Financial Operations
→ Project Management Office
→ Strategic Procurement and Services.

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, estate and commercial, and campus development, and makes sure all projects align with the strategic direction and objectives of the University. The Division completed many key projects in 2017.

## OFFICE OF ESTATE AND COMMERCIAL

In October 2017, the Division of Finance and Resources underwent a restructure that involved the Office of Commercial and Estate Planning (OCEP) and Capital Works and Facilities (CWF) merging to form the Office of Estate and Commercial (OEC). Working in partnership with all of the University community, the directorate ensures the strategic development and maintenance of the network of campuses and property estate to support the University's learning, teaching and research activities, and preserves and enhances the unique aesthetics of the campuses.

OEC is responsible for the planning and construction of new buildings, refurbishment and adaptive reuse of existing buildings, maintenance of almost 2,000 hectares of grounds including landscaping and the maintenance and cleaning of more than 500 buildings across 21 campuses and external sites. OEC also assists in the planning and delivery of the University's estate development and commercial projects. It also provides services for cleaning and presentation, waste services, removals, relocations and event setups, furniture supply and installation, space management, spatial data collation and management, and campus signage. The Hawkesbury campus farm and

associated resources also forms part of the portfolio. The focus is on value enhancing commercial engagements and campus plans to optimise a sustainable future for the University.

The directorate comprises the following teams:
→ Estate Master Planning and Strategy
→ Infrastructure Services
→ Commercial Development, Services and Governance
→ Environmental Sustainability
→ Corporate Finance and Business Modelling
→ Western Unlimited Ltd.

Key OEC achievements in 2017 include:
→ Western Growth: Successfully leading the Western Growth strategic program for the realignment of the campus network to establish highly accessible vertical CBD campuses and repurpose select existing campus assets, with the purpose of creating an endowment that will underpin the University's financial sustainability.
→ Westmead Campus Redevelopment Project: Several significant milestones were achieved in 2017 for this project. Settlement for Lots 4 and 5 was achieved in October and December 2017 for $78m and $50m respectively. Following completion of the EOI/RFP process to secure a development partner for Lots 2 and 3, the Board of Trustees approved entering into negotiations with the preferred proponent, which was finalised in November 2017.
→ Macarthur Heights Residential Development, Campbelltown: The delivery of the Macarthur Gardens residential development comprising 950 lots in partnership between the University and Urban Growth NSW. The current new financial forecast reported to the Project Control Group forecasts a University profit of $110.7M. This represents a $75.7M increase compared with the original Board approved target of $33M.
→ Werrington Retail Centre: Key milestones achieved on this project in 2017 include the selection of a preferred supermarket operator through an EOI process (Woolworths) and finalising the terms for the Agreement for Lease (AFL), preparation of a concept design for

the centre and development feasibility. With the securing of the anchor tenants and significant pre-commitment, the development pplication is due to be lodged with Council in October 2017 (with construction to commence in Q4, 2018).

→ Peter Shergold Building: Successful delivery of the University's first vertical CBD campus.

→ Retail, Food and Beverage: The University has further enhanced the student and staff experience on a number of campuses through the addition of new retail outlets including Oliver Brown (Bankstown), Jamaica Blue, Sushi OK and Barlame (Campbelltown), and Piccolo Me (Werrington Park Corporate Centre, Parramatta South and Penrith). Furthermore, the Co-Op has been implemented as the sole on-campus book provider, reducing the University's risk and liability whilst generating an additional $1M in revenue.

→ Successful disposal of Nirimba Freehold Lot: In November 2017, CBRE Pty Ltd was engaged as the marketing agent and initiated the EOI process on behalf of the University for the sale of the University's freehold parcel of land located within the Nirimba Education Precinct on an as-is basis. The EOI period closed on 30 November 2017 at which time there was a short negotiation period with the selected respondent. The sale price was agreed at $9.65M, to be settled on 1 December 2018.

→ Western Unlimited Ltd operational review implementation: The entity has transitioned from a net operating loss of approximately $2.7M in 2016 to a surplus of $250K, once taking into consideration the centralised and outsourced provisions and services.

→ Throughout 2017, OEC (formerly CWF) worked to ensure all the objectives of the capital plan and the ongoing teaching and research programs of the University were met, using the Capital Priorities set by the Board of Trustees (BoT) and Securing Success Strategic Plan as the main guidelines.

→ Science Building: The new $30 million science building EHa at the Parramatta South campus significantly expands the University's capacity to produce the highest quality science, psychology, social

work and art therapy graduates and researchers for the Western Sydney region.

→ $10M was allocated to adaptively reuse and repurpose spaces on the Parramatta (South) campus to accommodate the relocation of the School of Humanities and Communication Arts (SoHCA) from Penrith (Werrington South) campus and new offerings from the School of Computing, Engineering and Mathematics (SCEM).

→ Health Science Advanced Education and Research Facility: An innovative new building for Campbelltown campus is a tailored ground floor teaching and research facility. The project includes approximately 700sqm of shell space on the upper level for future expansion. The cornerstone of the facility is its high-fidelity simulation and fully immersive simulation spaces, which will enable it to remain at the cutting edge of health science research and attract students now and into the future.

→ Macarthur Clinical School: The University and the NSW Government co-funded a Clinical School, Research and Education Centre at Campbelltown Hospital. The project represents the ongoing collaboration between Western Sydney University and the South Western Sydney Local Health District in developing the capacity of the Campbelltown and Camden Hospitals as integrated education and research health facilities.

## INFORMATION TECHNOLOGY AND DIGITAL SERVICES

Our students, staff and community partners use technology to communicate, collaborate, research, learn, teach and conduct business. These services need to be available at any time and place, striking the right balance between privacy and security with flexibility and agility.

In response to this, the Information Technology and Digital Services (ITDS) portfolio aligns its work to the University Securing Success Strategy and the ITDS Strategy 'Future Now – Securing Digital Success'. The strategy sets out five core objectives, each guided by seven strategic

digital principles that will inform IT decision making.

The ITDS mission is to ensure that Western Sydney University is 'consistently contemporary'. It continues to focus on delivering project outcomes that advance the productive and innovative use of technology, whilst maintaining the availability and reliability of core services upon the which the University depends every single day.

In 2017, ITDS delivered on its portfolio of projects and operational activities, achieving a number of significant outcomes including:

→ Student Management System: After an extensive evaluation period, a new student management system has been selected for implementation. This large scale program will take approximately two years and result in a complete transformation of the business processes used to support our students.

→ Office365: all staff email accounts and public folders were transitioned to the Office365 service provided by Microsoft. This enhances the resiliency of this critical service and makes advanced Office365 features more readily available to staff.

→ Managed Private Cloud: this service has been established and will provide the majority of future computer and storage needs for the University. The transition of application environments is well underway and will complete in 2018, and includes the standardisation and rationalisation of the portfolio. In parallel, research focused environments have been transitioned to Intersect.

→ Internet Perimeter: The cyber-threat landscape is increasingly complex and so in response to this a Managed Firewall Service was implemented. At the same time, the maturity of our Digital Security and Risk portfolio was reassessed and showed a marked improvement.

→ CBD Campuses: Delivered the Parramatta City campus technology master plan with the opening of the building in early 2017, supporting teaching, learning and student engagement in a technology-infused environment. These capabilities have since been leveraged and improved as part of

# Finance and Resources

the planning and design for the Liverpool City campus.
→ Marketing Automation: The second phase of this project delivered significantly improved online engagement especially for prospective students. The chosen platform brings together leading capabilities from both the marketing and technology sectors to provide an online experience that meets contemporary expectations.
→ Estate Works: ITDS has made a significant contribution to high-profile building projects including the Campbelltown Clinical School, the College at Olympic Park and Buildings O and Z on the Kingswood campus. Work continues on other key projects that are due to complete in 2018.
→ Completing the rollout of our new wireless network across all campuses.
→ Implementing single-sign-on for key student-facing applications.
→ A new Agent Management System for International and the integration of Studylink with Callista.
→ Supporting operations and integration for the International College, SIBT and OES.
→ New e-Forms supporting scholarship applications for the Graduate Research School.

In addition to its project portfolio, ITDS continues to provide support to the ongoing operations of the University, and in this context delivers services that continue to:
→ promote innovation and agility across the organisation and advocate for digital transformation initiatives including the exploration of emerging technologies and championing change management, especially augmented and virtual reality;
→ identify and deliver strategic projects which support all dimensions of the University 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 (networks, telephony and

wireless) which connect end users to each other and the outside world;
→ manage external providers that deliver products and services to the University including data centres, hosted applications, software licenses and maintenance;
→ provide the general purpose computing laboratories used by students and the computing services used by staff, including service desk and end user support;
→ provide and manage the audio-visual systems used for teaching and collaboration including next-generation learning spaces and web conferencing.

## FINANCIAL OPERATIONS

The objective of the Office of Finance is to provide accurate, efficient and relevant financial information, services, processes, support and advice to enable the University, including its wholly owned entities, 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.

The Office of Finance provides a key support function for the successful operation of the University underpinning the allocation of financial resources.

Key activities in 2017 include:
→ implementation of a centralised entity financial management and accounting support structure in line with the University's Shared Services philosophy;
→ the successful delivery of the 2016 audited Annual Financial Statements that were unmodified and required no post-audit adjustments. The successful rollover of an expiring banking facility tranche equating to $75m;
→ execution of the Travel & Expense shared services change proposal in line with Project Essex desired outcomes;
→ appointment of an investment advisory service provider, Mercer, to align University

investment beliefs with the management of the University's increasing corpus and investment portfolio;
→ preparation of quarterly forecasts and monthly management reports to assist the University in understanding, analysing and managing through the current challenging financial environment;
→ continued enhancements to the transparency and commercial linkage of cash flow and investment management through the integration of Treasury and Accounting functions;
→ facilitated Western Sydney University becoming a 'Recognised Employer Partner' of CPA Australia, enabling improved professional development opportunities for all staff (academic and professional) within the University;
→ a Workers Compensation feasibility study was undertaken to move the University from a traditional high cost Workers Compensation Scheme to a more favourable Loss Prevention and Recovery arrangement, which should realise savings in the vicinity of $500k per annum;
→ Oracle Financials, whilst in the cloud environment, has been updated throughout 2017 to remain the latest version with regular end user testing to verify upgrades ensuring integrity of University processes and controls
→ the University's financial payment gateway system 'One-Stop' has now been upgraded to incorporate the Library and Graduation systems which were the last to remain on the old I-Pay platform.

## PROJECT MANAGEMENT OFFICE

The Project Management Office (PMO) operates within the Division of Finance and Resources and provides organisational leadership in portfolio, program and project management. The fundamental focus of the office is to provide leadership for project management and to drive transformational outcomes. The PMO leads projects that are aimed at addressing the challenges being experienced by the University through increased globalisation, advances

in technology, increasing competition and changes to funding models.

The PMO provides the following key services to deliver and support projects and project managers:
→ 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 methodology, capability, tools and templates; and
→ governance and assurance support for portfolios, programs, and projects.

Key activities in 2017 include:
→ Shared Services Program: The Shared Services program is a University-wide program to deliver professional services for Institutes and Schools through a Shared Services delivery model. The primary purpose of this program was to ensure professional services are delivered in an effective, efficient and sustainable manner.

The PMO, in conjunction with the Office of Human Resources, co-led the program through the feasibility, design and implementation phases. The Shared Services program comprised 14 separate functional design streams resulting in change proposals across Schools, Institutes and Divisions.

→ Restructure of the Division of Finance and Resources: The restructure of the Division of Finance and Resources was a jointly led initiative between the PMO and OCEP. It commenced with a strategic review of the Division undertaken by Deloitte, and through to design and implementation.

The purpose of this restructure was to deliver a more efficient and effective organisation, in light of changes driven through the Shared Service Program and to reflect the University's strategic shift towards a changed business model (i.e. leased premises such as 1PSQ, Liverpool and Bankstown CBD campuses over on-

campus construction). The restructure also involved parts of CWF placed within the PMO in order to centralise the University's project management function.

→ Delivery of key Capital Projects: The PMO incorporated the delivery of Capital Projects as part of the F&R restructure. From October onwards, the PMO led the delivery of key capital projects in 2017. A key achievement is the close out of completed projects for 2017 and planning for the suite of 2018 capital and construction projects.
→ Red Tape Task Force: The task force continued to support the delivery of a number of red tape reduction initiatives. Key initiatives include the HR Xref system, Student Progression Appeals system, rollout of eforms, and setting up Post-Implementation Reviews (PIRs) for selected completed initiatives.
→ Project Management: The PMO continued the 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 review.
→ Strategic Procurement and Services: The Division of Finance and Resources' October 2017 restructure also involved the establishment of the Office of Strategic Procurement and Services, having been previously within ITDS. The new Strategic Procurement and Services Team was established to centralise and expand the procurement, asset and equipment functions supporting a much wider audience within the University and to provide a more strategic approach to procurement
→ Western Growth Program Management: The PMO provided leadership and support for the Program Management of the Western Growth Program, with the provision of Governance and Assurance support for the program and for individual projects comprising the overall strategic program.

# Entities

## THE COLLEGE

The College provides high-quality academic pathways to study at Western Sydney University. It also provides English language training and IELTS testing services to the public, and restricted vocational programs through the Registered Training Organisation. The introduction of an integrated degree program expanded the scope of its pathway offerings.

The College had 4,077 enrolments across its three terms, and student progression to the University remained stable in 2017.

Participation in the University's Retention and Progression initiative provided improved insight into the academic performance of College students in University programs and resulted in better integration of College programs and data. The successful completion of centralisation of services has strengthened relationships with the University and provided the College with access to expanded systems and services.

The College hosted over 1,280 students in academic literacy short courses in 2017. The College also grew its industry partnerships, inclusive of a partnership with Porsche Australia to deliver a Certificate IV in Leadership and Management. The College opened a new English Language Centre at Sydney Olympic Park, featuring the introduction of Pearson's online testing facilities. Between July and December, 3,833 tests were completed through the online facilities.

Western Sydney University International College (WSUIC), a joint venture with Navitas, was awarded unconditional Higher Education Provider status by TEQSA. Student numbers continue to show steady growth and WSUIC is developing as an effective pathway for international students.

## THE WHITLAM INSTITUTE

The Whitlam Institute hosted 22 events which attracted more than 600 community members and almost 400 Civics Education students. The Institute produced six print publications and 11 digital publications. The Margaret Whitlam Galleries displayed five major art and social history exhibitions across the year. The Whitlam Institute was mentioned 85 times in the media. The audience of the Whitlam Institute grew to an estimated total of more than 23,500 individuals.

The Whitlam Institute's flagship event, the Whitlam Oration, was delivered in March by Dr Stephen FitzGerald AO. Dr FitzGerald, one of Australia's pre-eminent experts on China was Australia's first ambassador to China and served as advisor to Gough Whitlam. The Oration received domestic and international media coverage. The 'What Matters?' writing competition attracted a record number of more than 4,000 entries from students in NSW, ACT and Tasmania. The content of entries continues to be varied and courageous. The new patron of What Matters?, television personality Lisa Wilkinson AM, made an important contribution to raising the competition's profile in 2017.

A new 'Australia in the World' policy stream was launched with two well-received events on humanitarian interventions and sustainable development goals. The Institute's submission to the Australian Government's Foreign Policy White Paper was recognised in the Financial Review.

The inaugural E.G. Whitlam Research Fellow, Dr Heidi Norman, commenced with the Whitlam Institute and is researching land rights and native title.

The Institute's Prime Ministerial Collection was enhanced by the addition of significant material from Catherine Dovey, Gough Whitlam's daughter; James Spigelman, former Senior Adviser and Principal Private Secretary to Whitlam, and later Chief Justice of the NSW Supreme Court; and the family of Mick Young, who was a National Secretary of the ALP, a Hawke Government Minister, who is credited with producing the 'It's Time' slogan.

## WESTERN UNLIMITED LTD

Western Unlimited Ltd oversees campus services such as food and beverage outlets and gyms. It is both student centric and community focused, catering for current and potential students, University staff members and community members. The University established Western Unlimited Ltd as a not-for-profit, wholly controlled entity in 2004 to ensure campus services continue to meet student, staff and financial expectations. The company underwent a number of organisational changes during 2017 to align service delivery strategies.

## WESTERN SYDNEY UNIVERSITY EARLY LEARNING LTD

Incorporated in 2012, Western Sydney University Early Learning Ltd is a not-for-profit, wholly 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.

# Statutory Reporting

## 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**

## EMPLOYEES

The Academic Staff Agreement 2014 and the Professional Staff Agreement 2014 each provided for a 3.75% pay increase effective 13 January 2017. This increased the salaries, wages, allowances and employee entitlement liability by approximately $18.2M in the reporting period. Additionally, in negotiating the new staff agreements, a $500 payment was approved on the proviso that a YES vote was obtained for both agreements. A YES vote was recorded for both agreements and a $500 payment was made to all eligible staff (on a pro rata basis for part time and casual staff) on the pay day of 28 December 2017 which recorded an additional cost of $1.3M.

### UNIVERSITY STAFF PROFILE

Data extracted 22-Jan-2018
2017 data as at 31-Mar-2017
Data excludes casual employees

|  | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|---|---|---|---|---|---|---|
| Academic (levels A-E) | 992.22 | 1005.35 | 990.34 | 990.85 | 1029.05 | 966.20 |
| General (levels 1-9) | 1230.82 | 1313.77 | 1441.18 | 1437.94 | 1478.86 | 1379.32 |
| Senior (above Academic Level E or Professional level) | 139.80 | 111.00 | 156.00 | 150.60 | 144.00 | 138.40 |
| **TOTAL:** | **2362.84** | **2430.12** | **2587.52** | **2579.39** | **2651.91** | **2483.92** |

NOTE: Early Voluntary Retirement Scheme enacted during 2016.

# Statutory Reporting

## REMUNERATION OF SENIOR EXECUTIVE

**Professor Barney Glover**
Position: Vice Chancellor and President
Total Remuneration Package: $904,181
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: $554,876
Period in Position: Full year
Results: Met all objectives

**Professor Denise Kirkpatrick**
Position: Deputy Vice Chancellor and Vice President (Academic)
Total Remuneration Package: $549,591
Period in Position: Full year
Results: Met all objectives

**Professor Sharon Bell**
Position: Deputy Vice Chancellor, Strategy and Planning
Total Remuneration Package: $240,000
Period in Position: Part year (9 months)
Results: Met all objectives

**Mr Peter Pickering**
Position: Vice President, Finance and Resources
Total Remuneration Package: $513,656
Period in Position: Full year
Results: Met all objectives

**Mr Angelo Kourtis**
Position: Vice President, People and Advancement
Total Remuneration Package: $487,973
Period in Position: Full year
Results: Met all objectives

**Senior Executives employed and gender**

**2016**
Males (4)
Females (1)

**2017**
Males (4)
Females (2)

**Average Total Remuneration Package of Executives**
2016 $580,294
2017 $541,713

**Percentage of Total Employee-Related Expenditure**
2016 <1%
2017 <1%

## PUBLIC INTEREST DISCLOSURES

Statistical information on public interest disclosures (PIDs)

| | Jan 2017 – Dec 2017 |
|---|---|
| Number of public officials who made PIDs | 0 |
| Number of PIDs received | 1 |
| Of PIDs received, number primarily about: | |
| Corrupt conduct | 0 |
| Maladministration | 1 |
| 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.

## COMPLAINTS MANAGEMENT

The University's Complaints Resolution Unit (CRU) manages complaints from students, staff and members of the public, across a range of areas.

During 2017, the CRU managed 191 complaints and advised on a further 344 matters that were dealt with by managers in the various academic and administrative units of the University.

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

## PRIVACY

The University's operations are primarily subject to state privacy legislation, the Privacy and Personal Information Protection Act 1998 and the Health Records and Information Protection Act 2002. The University conducted two privacy internal reviews in the 2017 reporting period.

The University also approved a new Privacy Management Policy and Plan to take effect from 1 January 2018.

## GOVERNMENT INFORMATION (PUBLIC ACCESS)

| | |
|---|---|
| **AGENCY NAME** | Western Sydney University |
| **PRINCIPAL DEPARTMENT** | Secretariat, Office of Governance Services |
| **REPORTING PERIOD** | 1 January 2017 to 31 December 2017 |

### OBLIGATIONS UNDER THE GIPA ACT

**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 GIPA Act. The Committee's structure has changed due to the University's Shared Services Program and will offer further opportunities for the pro-active release of information.

The University's agency information guide is functional and was reviewed and updated in 2017.

**Number of access applications received – Clause 7(b)**

During the reporting period, the University received 13 formal access applications.

**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 of the GIPA Act.

# Statutory Reporting

## STATISTICAL INFORMATION ABOUT ACCESS APPLICATIONS – CLAUSE 7(D) AND SCHEDULE 2

### TABLE 1: NUMBER OF APPLICATIONS BY TYPE OF APPLICANT AND OUTCOME*

| | ACCESS GRANTED IN FULL | ACCESS GRANTED IN PART | ACCESS REFUSED IN FULL | INFOR-MATION NOT HELD | INFOR-MATION ALREADY AVAILABLE | REFUSE TO DEAL WITH APPLICA-TION | REFUSE TO CONFIRM/ DENY WHETHER IINFOR-MATION IS HELD | APPLI-CATION WITH-DRAWN |
|---|---|---|---|---|---|---|---|---|
| **MEDIA** | 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **MEMBERS OF PARLIAMENT** | 3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **PRIVATE SECTOR BUSINESS** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **NOT FOR PROFIT ORGANISATIONS OR COMMUNITY GROUPS** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **MEMBERS OF THE PUBLIC (APPLICATION BY LEGAL REPRESENTATIVE)** | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **MEMBERS OF THE PUBLIC (OTHER)** | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

*More than one decision can be made in respect of a particular access application. If so, a recording must be made in relation to each such decision. This also applies to Table 2.

### TABLE 2: NUMBER OF APPLICATIONS BY TYPE OF APPLICATION AND OUTCOME

| | ACCESS GRANTED IN FULL | ACCESS GRANTED IN PART | ACCESS REFUSED IN FULL | INFOR-MATION NOT HELD | INFOR-MATION ALREADY AVAILABLE | REFUSE TO DEAL WITH APPLICA-TION | REFUSE TO CONFIRM/ DENY WHETHER INFORMA-TION IS HELD | APPLI-CATION WITH-DRAWN |
|---|---|---|---|---|---|---|---|---|
| **PERSONAL INFORMATION APPLICATIONS*** | 7 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| **ACCESS APPLICATIONS (OTHER THAN PERSONAL INFORMATION APPLICATIONS)** | 4 | 0 | 0 | 1 | 0 | 0 | 0 | 5 |
| **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 GIPA Act) about the applicant (the applicant being an individual).

The total number of decisions in Table 2 should be the same as Table 1.

### TABLE 3: INVALID APPLICATIONS

| REASON FOR INVALIDITY | NUMBER OF APPLICATIONS |
|---|---|
| Application does not comply with formal requirements (Section 41 of the Act) | 1 |
| Application is for excluded information of the agency (Section 43 of the Act) | 0 |
| Application contravenes restraint order (Section 110 of the Act) | 0 |
| Total number of invalid applications received | 1 |
| Invalid applications that subsequently became valid applications | 1 |

**TABLE 4: 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 and, if so, each such consideration is to be recorded (but only once per application). This also applies in relation to Table 5.

**TABLE 5: OTHER PUBLIC INTEREST CONSIDERATIONS AGAINST DISCLOSURE: MATTERS LISTED IN TABLE TO SECTION 14 OF THE ACT**

| | NUMBER OF OCCASIONS WHEN APPLICATION NOT SUCCESSFUL |
|---|---|
| Responsible and effective government | 0 |
| Law enforcement and security | 0 |
| Individual rights, judicial processes and natural justice | 0 |
| Business interests of agencies and other persons | 0 |
| Environment, culture, economy and general matters | 0 |
| Secrecy provisions | 0 |
| Exempt documents under interstate Freedom of Information legislation | 0 |

**TABLE 6: TIMELINESS**

| | NUMBER OF APPLICATIONS |
|---|---|
| Decided within the statutory timeframe (20 days plus any extensions) | 13 |
| Decided after 35 days (by agreement with applicant) | 0 |
| Not decided within time (deemed refusal) | 0 |
| **TOTAL** | **13** |

# Statutory Reporting

**TABLE 7: NUMBER OF APPLICATIONS REVIEWED UNDER PART 5 OF THE ACT (BY TYPE OF REVIEW AND OUTCOME)**

|  | DECISION VARIED | DECISION UPHELD | TOTAL |
|---|---|---|---|
| Internal review | 0 | 0 | 0 |
| Review by Information Commissioner* | 0 | 0 | 0 |
| Internal review following recommendation under section 93 of Act | 0 | 0 | 0 |
| Review by NCAT | 0 | 0 | 0 |
| Total | 0 | 0 | 0 |

* The Information Commissioner does not have the authority to vary decisions, but can make recommendation 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 8: APPLICATIONS FOR REVIEW UNDER PART 5 OF THE ACT (BY TYPE OF APPLICANT)**

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

**TABLE 9: APPLICATIONS TRANSFERRED TO OTHER AGENCIES UNDER DIVISION 2 OF PART 4 OF THE ACT (BY TYPE OF TRANSFER)**

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

# WORK HEALTH AND SAFETY (WHS)

The primary objective of the Work Health and Safety (WHS) Unit is to provide high-quality in-house work health, safety, and risk consultancy services to the University in a timely and efficient manner, whilst remaining cognizant of legislative requirements. The WHS Unit also develops and manages the University's Work Health and Safety Management System.

The WHS Unit was restructured in 2017 following staff departures, and now has a more proactive composition, including the addition of a WHS and Wellbeing Officer. The WHS Unit restructure and staffing was completed in May 2017.

2017 achievements include:
→ development of a three-year Work Health and Safety Strategic Plan (2018–2020), which aligns with the University's Securing Success 2017–2020 Strategic Plan, and which will provide positive health and safety outcomes to the University community;
→ reform of the University's WHS consultation mechanisms, introducing a more effective consultation process involving Work Health and Safety Representatives and Work Health and Safety Committees;
→ SafeWork Month (October) 2017 activities. The WHS Unit organised and implemented a variety of activities across all major University campuses to promote the importance of health and wellbeing. In 2017, the WHS Unit focused on offering a range of healthy and proactive activities including nutrition consultations, meditation and yoga sessions, posture clinics, and healthy brunches. The WHS Unit also collaborated with the University Gyms and Campus Life teams to provide University staff with free gym classes and physical activities classes on the campuses with gym facilities. Over 350 University staff and students took part in the activities throughout the month, with the nutrition consultations and posture clinics being well received on all campuses;
→ collaboration between the NSW Universities group (which Western Sydney University is a part of) and SafeWork NSW

on the Hazardous Chemicals and Materials Exposures Baseline Reduction strategy which aims to identify and reduce the level and impact of workplace exposures to hazardous chemicals;
→ building stronger relationships with our internal University stakeholders – Campus Safety and Security as well as Capital Works and Facilities (now the Project Management Office and the Office of Estate Commercial) – and working to review and improve Contractor Management and Safety as well as Emergency Planning and Response across the University;
→ building stronger relationships with University entities: Western Sydney Unlimited, Western Sydney University Early Learning, and The College;
→ there has been continued effective management of high-risk areas such as laboratories and areas with biological and radiation safety risks, and 2017 saw the Globally Harmonised System of classification and labelling of chemicals (GHS) come into force in New South Wales. The WHS Unit assisted Schools and business units in ensuring compliance with the newly adopted requirements under GHS, which resulted in a reduction in the risk profile for chemicals across the University (reduction in the quantities and varieties of chemicals held across the University).

There was a significant increase in the completion rates of mandatory training and WHS modules during 2017, due to the focus on compliance to this training requirement by the Schools and business units. The average completion rate of mandatory training modules across all Schools, Institutes and business units is 90%.

The injury management portfolio continued to demonstrate significant progress in terms of rehabilitation for injured employees, staff care arrangements and the cost of claims compared to previous years. This continuous improvement is attributed to the WHS Unit working to improve safety culture across the University, early injury management intervention strategies being applied and vigilant claims management.

The percentage of accepted claims lodged from 2016 to 2017 decreased by 18%, and the average cost of claims for 2017 reduced by 43% when compared to 2016. There was also a 66% reduction in gross cost of claims in 2017 compared to 2016, demonstrating readiness for the University to participate in the Loss Prevention and Recovery iCare scheme. The LPR application was approved by iCare, and the University's Workers Compensation insurance moved to the new scheme commencing 31 December 2017. This change in insurance method will result in the University saving approximately $900,000 on the insurance premium in 2018 alone.

There were no prosecutions of the University for breaches under WHS legislation during 2017.

# Statutory Reporting

## RISK MANAGEMENT

The University maintains a robust risk management and assurance program. It has established an organisation-wide strategic and operational risk management framework aligned with the Australian and New Zealand Standard for Risk Management (AS/NZS ISO 31000:2009 – Risk Management).

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

The University's Strategic Risk Register is reviewed annually and is aligned to its strategic goals and objectives. During 2017 the Strategic Risk Register was revised and the assurance plan was aligned to provide confidence to the Senior Management and the Board of Trustees, via the Audit and Risk Committee, that risks are being effectively managed.

The Audit and Risk Committee maintains effective oversight of the risk management and assurance activities performed by the independent Audit and Risk team, and other risk management units including Campus Safety and Security, Work Health and Safety, the Project Management Office, the Compliance Program Unit, Office of Quality and Performance, and Digital Security and Risk. Executives and Senior Management provide updates and insights on significant strategic and operational risks on a scheduled basis.

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

## PROMOTION AND TRAVEL

For the 2017 year, the total University expenditure for overseas travel was $5,258,759. Travel was for a variety of University-related purposes including research collaboration, University promotion and development of new partnerships, presentation of papers at conferences, overseas joint University projects, academic development program, student practicums, and international study exchange and tours.

All Travel was in accordance with the University Travel Policy: **policies. westernsydney.edu.au/document/view. current.php?id=268** which complies with regulations and guidelines of NSW Treasury.

## CREDIT CARD CERTIFICATION

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

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

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

## PAYMENT OF ACCOUNTS

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

# Statutory Reporting

## FUNDS GRANTED TO NON-GOVERNMENT COMMUNITY ORGANISATIONS

During 2017 the University provided $33,337 in funding to non-government community organisations

| NAME OF RECIPIENT ORGANISATION | PROGRAM AREA AS PER BUDGET | NATURE AND PURPOSE OF PROJECT INCLUDING AIMS AND TARGET CLIENTS | AMOUNT $ |
|---|---|---|---|
| Langtang Museum, Nepal | Research and community engagement | Following the earthquake to establish a museum to preserve cultural history and assist in reviving the economy by bringing tourists to the region | 26,337 |
| Western Sydney Homeless Connect | Community Engagement | Providing free health checks to homeless community members in Western Sydney including blood pressure, blood sugar levels together with enhancing the clinical skills of WSU nursing students | 1,500 |
| Country Education Foundation | Community Engagement | The foundation provides funds to school leavers who need a helping hand to transition from school to higher education or the workforce | 5,500 |

## INVESTMENT PERFORMANCE

### NOTE 17: CASH AND CASH EQUIVALENTS

(d) The short-term deposits investment return for one year was 2.57% compared with the benchmark TCorpIM Cash Fund investment return 2.28%.

### NOTE 23: OTHER FINANCIAL ASSETS

Available for Sale (Acadian) investment return

| | 1 YEAR | 3 YEAR | 5 YEAR |
|---|---|---|---|
| Actual | 7.55% | 9.76% | 12.62% |
| Benchmark – TCorp Long Term Growth | 10.69% | 7.83% | 10.92% |

Held to Maturity investment return

| | 1 YEAR | 3 YEAR |
|---|---|---|
| Actual | 3.40% | 3.78% |
| Benchmark – TCorp Strategic Cash Fund | 2.46% | 2.55% |

# Appendix 1
# Board of Trustees Report

## MEMBERS

The members of the Board of Trustees of the University are detailed on page 11.

## MEETINGS OF MEMBERS

Meetings of Members of the Board of Trustees of the University are detailed in Appendix 2, on page 56.

## 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 44.

## REVIEW OF OPERATIONS

The operations and activities of the University are outlined in detail in this Annual Report and, in particular, in the sections: Summary Review of Operations, Research, Engagement, Development and International, Academic and Finance and Resources.

## 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 2017, work continued on the campus redevelopment. Work will continue throughout 2018 to finalise the various projects.

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

The Board of Trustees adopted the Code from the beginning of 2012 and resolved to review the University's compliance with the code at its first meeting each year. In 2017, 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 2017. This report is made in accordance with a resolution of the Board of Trustees on 4 April 2018.

**Professor Peter Shergold, AC Chancellor**

# Appendix 2
# Board of Trustees Meetings

| | COMMITTEES OF THE BOARD OF TRUSTEES | | | | | | | | | | | | | |
| | BOARD OF TRUSTEES | | AUDIT & RISK | | BOARD EXECUTIVE | | UNIVERSITY INFRA-STRUCTURE | | FINANCE AND INVESTMENT | | BOARD STANDING | | REMUNERA-TIONS AND NOMINA-TIONS | |
| | A | B | A | B | A | B | A | B | A | B | A | B | A | B |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mr John Banks | 5 | 7 | | | | | | | | | | | | |
| Emeritus Professor MaryAnn Bin-Sallik AO | 5 | 7 | | | | | | | | | | | | |
| Mr Christopher Brown AM | 6 | 7 | | | | | | | | | | | | |
| Mr Matthew Burrows | | | | | | | 3 | 3 | | | | | | |
| Ms Alexandra Coleman | 3 | 3 | | | | | | | | | | | | |
| Ms Elizabeth Dibbs | 7 | 7 | 6 | 6 | 4 | 4 | | | | | 2 | 2 | 2 | 2 |
| Dr Ben Etherington | 7 | 7 | | | | | | | | | | | | |
| Mr Timothy Ferraro | 3 | 4 | | | | | | | | | | | | |
| Professor Barney Glover | 6 | 7 | | | 4 | 4 | 5 | 6 | 6 | 7 | 2 | 2 | 2 | 2 |
| Mr Matt Graham | | | 6 | 6 | | | | | | | | | | |
| Mr Peter Graham | | | | | | | 6 | 6 | | | | | | |
| Mr Michael Gration | | | | | | | 4 | 6 | | | | | | |
| Ms Genevieve Gregor | 7 | 7 | | | 4 | 4 | 2 | 2 | 5 | 5 | 2 | 2 | 2 | 2 |
| Mr Peeyush Gupta | 7 | 7 | | | | | | | 7 | 7 | | | | |
| Professor Scott Holmes, Acting Vice-Chancellor | | | | | | | 1 | 1 | | | | | | |
| Mr Damian Horton | | | | | | | 0 | 1 | | | | | | |
| Ms Carmel Hourigan | 2 | 3 | | | | | | | | | | | | |
| Mr Craig James | | | 5 | 6 | | | | | | | | | | |
| Ms Vivienne James | 6 | 7 | | | | | | | | | | | | |
| Ms Winnie Jobanputra | 6 | 7 | | | | | | | | | | | | |
| Ms Sophie Kobuch | 4 | 4 | | | | | | | | | | | | |
| Ms Holly Kramer | | | | | | | | | 4 | 7 | | | | |
| Ms Georgia Lee | | | | | | | 5 | 6 | | | | | | |
| Mr Lee Pinder | | | | | | | 6 | 6 | | | | | | |
| Mr Michael Pratt | 4 | 4 | | | 2 | 2 | 4 | 4 | | | 2 | 2 | 2 | 2 |
| Ms Jenny Purcell | 6 | 7 | | | | | | | | | | | | |
| Mr Bob Sahota | | | | | | | | | 4 | 7 | | | | |
| Mr Mark Sercombe | | | 6 | 6 | | | | | | | | | | |
| Professor Peter Shergold AC | 6 | 7 | | | 4 | 4 | 1 | 6 | | | 2 | 2 | 2 | 2 |
| Ms Jodi Stanton | | | | | | | 5 | 6 | | | | | | |
| Mr Ian Stone | 6 | 7 | | | | | | | 5 | 7 | | | | |
| Ms Kerry Stubbs | 1 | 1 | | | 2 | 2 | | | 7 | 7 | | | | |
| Ms Gabrielle Trainor AO | 4 | 7 | 3 | 6 | | | | | | | | | | |
| Associate Professor Paul Wormell | 6 | 7 | | | | | | | | | | | | |

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

# In 2017, 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 Elizabeth Dibbs, Deputy Chancellor |
| Board Standing | Professor Peter Shergold AC, Chancellor |
| Finance and Investment | Ms Genevieve Gregor, Deputy Chancellor – until 31 August 2017, Ms Kerry Stubbs – from 1 September 2017 |
| Remuneration and Nominations | Professor Peter Shergold AC, Chancellor |
| University Infrastructure | Mr Michael Pratt, AM, Deputy Chancellor – until 31 August 2017, Ms Genevieve Gregor, Deputy Chancellor – from 1 September 2017 |
| Board Executive * | Professor Peter Shergold AC, Chancellor |

*Board Executive Committee replaced the Board Standing, and Remuneration and Nominations Committees.

| UNIVERSITY BODIES | CHAIR |
| --- | --- |
| Aboriginal and Torres Strait Islander Advisory Council | Professor Lisa Jackson Pulver AM |
| Foundation Council | Mr Danny Gilbert, AM |

# Appendix 4
# Student Data

**TABLE 1: STUDENT HEADCOUNT BY RESIDENCY STATUS, 2013–2017 (P)**

| RESIDENCY STATUS | 2013 | 2014 | 2015 | 2016 | 2017 (P) |
|---|---|---|---|---|---|
| **DOMESTIC** | 37,641 | 39,210 | 40,316 | 39,638 | 38,873 |
| **INTERNATIONAL – ON-SHORE** | 3,921 | 4,315 | 4,262 | 4,438 | 5,571 |
| **INTERNATIONAL – OFF-SHORE** | 438 | 391 | 341 | 376 | 371 |
| **TOTAL** | **42,000** | **43,916** | **44,919** | **44,452** | **44,815** |

(Source: Enrolment Submissions to the Dept. of Education and Training)

**TABLE 2: COMMENCING STUDENT HEADCOUNT BY RESIDENCY STATUS, 2013–2017 (P)**

| RESIDENCY STATUS | 2013 | 2014 | 2015 | 2016 | 2017 (P) |
|---|---|---|---|---|---|
| **DOMESTIC** | 14,297 | 14,867 | 15,928 | 15,104 | 14,297 |
| **INTERNATIONAL – ON SHORE** | 1,901 | 2,221 | 2,002 | 2,118 | 2,905 |
| **INTERNATIONAL – OFF SHORE** | 161 | 125 | 156 | 174 | 132 |
| **TOTAL** | **16,359** | **17,213** | **18,086** | **17,396** | **17,334** |

(Source: Enrolment Submissions to the Dept. of Education and Training)

**TABLE 3: STUDENT HEADCOUNT BY GENDER, 2013–2017 (P)**

| GENDER | 2013 | 2014 | 2015 | 2016 | 2017 (P) |
|---|---|---|---|---|---|
| **FEMALES** | 23,146 | 24,150 | 24,601 | 24,525 | 24,862 |
| **MALES** | 18,854 | 19,766 | 20,315 | 19,922 | 19,943 |
| **TOTAL*** | **42,000** | **43,916** | **44,919** | **44,452** | **44,815** |

 (Source: Enrolment Submissions to the Dept. of Education and Training)

*Includes gender not specified.

**TABLE 4: STUDENT HEADCOUNT BY COURSE LEVEL, 2015–2017 (P)**

| COURSE LEVEL | 2015 | % | 2016 | % | 2017 (P) | % |
|---|---|---|---|---|---|---|
| **UNDERGRADUATE** | 37,034 | 82.4% | 36,745 | 82.7% | 36,461 | 81.4% |
| **HIGHER DEGREE BY COURSEWORK** | 5,625 | 12.5% | 5,600 | 12.6% | 6,214 | 13.9% |
| **HIGHER DEGREE BY RESEARCH** | 1,076 | 2.4% | 1,188 | 2.7% | 1,288 | 2.9% |
| **OTHER*** | 1,184 | 2.6% | 919 | 2.1% | 852 | 1.9% |
| **TOTAL** | **44,919** | **100.0%** | **44,452** | **100.0%** | **44,815** | **100.0%** |

(Source: Enrolment Submissions to the Dept. of Education and Training

*Other includes enabling, non-award and cross-institutional.

**TABLE 5: STUDENT HEADCOUNT BY BROAD FIELD OF EDUCATION, 2015–2017 (P)**

| BROAD FIELD OF EDUCATION | 2015 | % | 2016 | % | 2017 (P) | % |
|---|---|---|---|---|---|---|
| SOCIETY AND CULTURE | 12,411 | 27.6% | 12,598 | 28.3% | 11,405 | 25.4% |
| HEALTH | 7,960 | 17.7% | 8,081 | 18.2% | 8,391 | 18.7% |
| MANAGEMENT AND COMMERCE | 9,354 | 20.8% | 8,609 | 19.4% | 8,250 | 18.4% |
| NATURAL AND PHYSICAL SCIENCES | 3,750 | 8.3% | 3,682 | 8.3% | 3,360 | 7.5% |
| EDUCATION | 3,195 | 7.1% | 3,130 | 7.0% | 3,019 | 6.7% |
| ENGINEERING AND RELATED TECHNOLOGIES | 1,990 | 4.4% | 2,178 | 4.9% | 2,412 | 5.4% |
| INFORMATION TECHNOLOGY | 1,900 | 4.2% | 1,904 | 4.3% | 1,919 | 4.3% |
| ARCHITECTURE AND BUILDING | 1,424 | 3.2% | 1,642 | 3.7% | 1,792 | 4.0% |
| CREATIVE ARTS | 1,861 | 4.1% | 1,855 | 4.2% | 1,738 | 3.9% |
| MIXED FIELD PROGRAMMES | 790 | 1.8% | 574 | 1.3% | 564 | 1.3% |
| AGRICULTURE, ENVIRONMENTAL AND RELATED STUDIES | 6 | 0.0% | 28 | 0.1% | 57 | 0.1% |
| NON-AWARD COURSE AND UNKNOWN | 278 | 0.6% | 171 | 0.4% | 1,908 | 4.3% |
| TOTAL | 44,919 | 100.0% | 44,452 | 100.0% | 44,815 | 100.0% |

(Source: Enrolment Submissions. to the Dept. of Education and Training)

**TABLE 6: STUDENT HEADCOUNT BY CAMPUS, 2015–2017 (P)**

| CAMPUS | 2015 | % | 2016 | % | 2017 (P) | % |
|---|---|---|---|---|---|---|
| BANKSTOWN | 8,183 | 18.2% | 8,158 | 18.4% | 7,507 | 16.8% |
| BLACKTOWN (NIRIMBA) | 2,257 | 5.0% | 2,061 | 4.6% | 2,012 | 4.5% |
| CAMPBELLTOWN | 7,208 | 16.0% | 7,019 | 15.8% | 6,661 | 14.9% |
| HAWKESBURY | 2,729 | 6.1% | 2,754 | 6.2% | 2,652 | 5.9% |
| LITHGOW | 59 | 0.1% | 39 | 0.1% | 26 | 0.1% |
| PARRAMATTA | 14,984 | 33.4% | 14,791 | 33.3% | 10,545 | 23.5% |
| PARRAMATTA CITY* | | | | | 5,855 | 13.1% |
| PENRITH | 8,636 | 19.2% | 8,650 | 19.5% | 7,850 | 17.5% |
| ONLINE | 187 | 0.4% | 377 | 0.8% | 605 | 1.3% |
| SYDNEY CITY | | | | | 506 | 1.1% |
| OTHER** | 676 | 1.5% | 603 | 1.4% | 596 | 1.3% |
| TOTAL | 44,919 | 100.0% | 44,452 | 100.0% | 44,815 | 100.0% |

(Source: Enrolment Submissions to the Dept. of Education and Training)

* Includes sites at 169 Macquarie Street and 100 George Street Parramatta.

**Other includes external, off-shore and other.

# Appendix 4
# Student Data

**TABLE 7: STUDENT LOW SES\* PARTICIPATION RATE 2013–2017 (P)**

| YEAR | UWS | SECTOR** |
|---|---|---|
| **2013** | 24.4% | 16.4% |
| **2014** | 24.5% | 16.5% |
| **2015** | 25.0% | 16.7% |
| **2016** | 25.4% | 17.0% |
| **2017 (P)** | 25.3% | n.a |

(Source: Dept. of Education and Training Statistical Publications and Enrolment Submissions to the Dept. 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, 2015–2017 (P)**

| FUNDING SOURCE | 2015 | % | 2016 | % | 2017 (P) | % |
|---|---|---|---|---|---|---|
| **COMMONWEALTH GRANTS SCHEME** | 29,147 | 86.6% | 28,330 | 85.1% | 27,268 | 82.3% |
| **COMMONWEALTH RESEARCH TRAINING SCHEME/ PROGRAM** | 490 | 1.5% | 559 | 1.7% | 623 | 1.9% |
| **SUB-TOTAL COMMONWEALTH FUNDED LOAD** | 29,638 | 88.0% | 28,889 | 86.8% | 27,891 | 84.1% |
| **DOMESTIC FEE-PAYING** | 589 | 1.8% | 687 | 2.1% | 690 | 2.1% |
| **INTERNATIONAL ON-SHORE** | 3,196 | 9.5% | 3,418 | 10.3% | 4,260 | 12.8% |
| **INTERNATIONAL OFF-SHORE** | 130 | 0.4% | 194 | 0.6% | 190 | 0.6% |
| **NON-AWARD** | 115 | 0.3% | 105 | 0.3% | 121 | 0.4% |
| **SUB-TOTAL FEE-PAYING LOAD** | 4,030 | 12.0% | 4,404 | 13.2% | 5,261 | 15.9% |
| **WSU TOTAL** | **33,668** | **100.0%** | **33,293** | **100.0%** | **33,152** | **100.0%** |

(Source: Load and Liability Submissions to the Dept. of Education and Training)

EFTSL = Equivalent Full Time Student Load

**TABLE 9: STUDENT EXPERIENCE SURVEY – % SATISFACTION, 2014–2016**

| SATISFACTION % | LEARNER ENGAGEMENT | | SKILLS DEVELOPMENT | | TEACHING QUALITY | |
|---|---|---|---|---|---|---|
| | WSU | SECTOR | WSU | SECTOR | WSU | SECTOR |
| **2014** | 62.9% | 61.1% | 82.5% | 81.4% | 82.0% | 81.9% |
| **2015** | 60.1% | 60.2% | 81.9% | 81.1% | 79.4% | 81.6% |
| **2016** | 61.4% | 61.9% | 80.6% | 81.1% | 79.3% | 81.2% |

(Source: QILT Student Experience Survey Institutional Files)

**TABLE 10: COMMENCING BACHELOR STUDENT RETENTION, 2012-13 TO 2016-17 (P)**

| YEAR | WSU | SECTOR* |
|---|---|---|
| 2012-13 | 78.6% | 82.4% |
| 2013-14 | 79.2% | 81.2% |
| 2014-15 | 78.7% | 81.0% |
| 2015-16 | 77.4% | 81.0% |
| 2016-17 (P) | 78.1% | n.a |

(Source: Dept. of Education and Training Statistical Publications and Enrolment Submissions to the Dept. of Education and Training).

*Table A Providers only

**TABLE 11: NUMBER OF PREFERENCES AND MARKET SHARE OF UAC PREFERENCES FOR WESTERN SYDNEY UNIVERSITY, 2015-2017**

| NUMBER OF PREFERENCES TO WESTERN SYDNEY UNIVERSITY | FIRST PREFERENCES | | | FIRST TO THIRD PREFERENCES | | |
|---|---|---|---|---|---|---|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| CURRENT SCHOOL LEAVERS | 6,350 | 6,566 | 5,743 | 18,797 | 19,601 | 18,005 |
| NON-CURRENT SCHOOL LEAVERS | 5,823 | 5,243 | 5,247 | 14,274 | 13,061 | 12,588 |
| TOTAL* | 12,176 | 11,815 | 10,990 | 33,077 | 32,679 | 30,593 |

(Source: UAC Main Round)

*Includes school leaver type unknown.

| WESTERN SYDNEY UNIVERSITY MARKET SHARE OF PREFERENCES | FIRST PREFERENCES | | | FIRST TO THIRD PREFERENCES | | |
|---|---|---|---|---|---|---|
| | 2015 | 2016 | 2017 | 2015 | 2016 | 2017 |
| CURRENT SCHOOL LEAVERS | 12.4% | 12.6% | 11.1% | 12.7% | 13.0% | 12.1% |
| NON-CURRENT SCHOOL LEAVERS | 17.1% | 17.8% | 18.9% | 17.8% | 18.7% | 19.0% |
| TOTAL* | 14.3% | 14.5% | 13.8% | 14.5% | 14.8% | 14.2% |

(Source: UAC Main Round)

*Includes school leaver type unknown.

# Appendix 4
# Student Data

**TABLE 12: NUMBER OF PREFERENCES AND MARKET SHARE OF UAC PREFERENCES FOR WESTERN SYDNEY UNIVERSITY FROM GREATER WESTERN SYDNEY (GWS), 2015-2017**

| NUMBER OF PREFERENCES FROM GWS TO WESTERN SYDNEY UNIVERSITY | FIRST PREFERENCES | | | FIRST TO THIRD PREFERENCES | | |
|---|---|---|---|---|---|---|
| | **2015** | **2016** | **2017** | **2015** | **2016** | **2017** |
| **CURRENT SCHOOL LEAVERS** | 4,896 | 5,003 | 4,431 | 13,648 | 14,136 | 13,175 |
| **NON-CURRENT SCHOOL LEAVERS** | 4,394 | 4,014 | 3,922 | 10,038 | 9,233 | 8,753 |
| **TOTAL*** | **9,292** | **9,019** | **8,353** | **23,688** | **23,376** | **21,928** |

(Source: UAC Main Round)

*Includes school leaver type unknown.

| WESTERN SYDNEY UNIVERSITY MARKET SHARE OF GWS PREFERENCES | FIRST PREFERENCES | | | FIRST TO THIRD PREFERENCES | | |
|---|---|---|---|---|---|---|
| | **2015** | **2016** | **2017** | **2015** | **2016** | **2017** |
| **CURRENT SCHOOL LEAVERS** | 33.1% | 33.4% | 29.7% | 31.4% | 32.1% | 30.0% |
| **NON-CURRENT SCHOOL LEAVERS** | 43.8% | 41.4% | 43.0% | 40.6% | 38.8% | 39.0% |
| **TOTAL*** | **37.4%** | **36.5%** | **34.7%** | **34.8%** | **34.4%** | **33.0%** |

(Source: UAC Main Round)

*Includes school leaver type unknown.

# Appendix 5
# Major Consultancies

| CONSULTANCIES COMMISSIONED IN 2017 AMOUNTING TO $50,000 OR MORE | | |
|---|---|---|
| **CONSULTANT** | **COST $** | **TITLE/NATURE OF CONSULTANCY** |
| **FINANCE AND ACCOUNTING/TAX** | | |
| Cubewise Pty Ltd | 70,000 | TM1 |
| **SUBTOTAL** | **70,000** | |
| **HUMAN RESOURCES** | | |
| Clayton Utz | 268,036 | Enterprise Agreement |
| **SUBTOTAL** | **268,036** | |
| **INFORMATION TECHNOLOGY** | | |
| Hewlett Packard Aust Pty Ltd | 294,200 | Windows 10 SOE |
| Whitesmiths Group Pty Ltd | 285,900 | Tririga System Project |
| Adobe Systems Software Ireland Ltd | 263,343 | eForms Platform |
| Dimension Data Aust Pty Ltd | 188,397 | Consulting Services |
| Black Ink Networks Pty Ltd | 136,319 | ATLAS Services |
| Fedtec Pty Ltd | 111,100 | Callista Upgrades |
| Callista Software Services Pty Ltd | 91,348 | Callista Upgrades |
| Navigo Pty Ltd | 80,000 | Systems Contingency |
| Original Mind Pty Ltd | 76,412 | ATLAS Services |
| Nintex | 70,980 | Internet Gateway Project |
| Biztech Software Services Unit Trust | 66,750 | eForms Platform |
| Black Ink Networks Pty Ltd | 66,725 | Desktop Visualisation |
| Quantum Information Technology Pty Ltd | 55,050 | Student Placement Solution |
| Callista Software Services Pty Ltd | 52,341 | Callista Managed Hosting |
| Opscentre Pty Ltd | 50,750 | IT Disaster Recovery Project |
| **SUBTOTAL** | **1,889,615** | |
| **MANAGEMENT SERVICES** | | |
| Biztech Software Services Unit Trust | 2,041,769 | Marketing Automation Systems |
| The White Agency | 840,700 | Marketing Automation Systems |
| Strativity Group | 691,200 | Student Experience Project |
| Deloitte Access Economics Pty Ltd | 655,000 | Western Growth Project |
| VCD Pty Ltd | 744,589 | Studio Unlimited Support |
| Archerfield Capital Partners Pty Ltd | 383,780 | Liverpool Learning Centre |
| Archerfield Capital Partners Pty Ltd | 330,219 | Campbelltown Campus Redevelopment |
| Practicus Aust Pty Ltd | 324,500 | Learning and Teaching Fund |
| Aecom Aust Pty Ltd | 293,250 | Parramatta North Campus Redevelopment |
| APP Corp Pty Ltd | 197,015 | Blacktown Campus Redevelopment |

# Appendix 5
# Major Consultancies

| | | |
|---|---|---|
| The White Agency | 185,000 | Media – Areas of Study Videos |
| APP Corp Pty Ltd | 175,215 | Blacktown CBD |
| MVsmith Consulting Pty Ltd | 173,700 | Western Growth Project |
| Accordant Pty Ltd | 153,660 | Marketing Automation Systems |
| APP Corp Pty Ltd | 152,735 | Bankstown Campus Redevelopment |
| The Trustee For Sagacity Consulting Group Trust | 135,000 | Enrolment Conversion |
| AccessEAP | 133,600 | Employee Services Program 2017 |
| Accordant Pty Ltd | 125,608 | Marketing Automation Systems |
| Mace Aust Pty Ltd | 121,325 | Penrith CBD |
| APP Corp Pty Ltd | 113,000 | Werrington Estate Redevelopment |
| Qualtrics Llc | 112,450 | Qualtrics Survey |
| One Green Bean Pty Ltd | 110,983 | Public Relations |
| Wonderlyze Pty Ltd | 102,200 | Marketing Automation Systems |
| Archerfield Capital Partners Pty Ltd | 100,800 | Parramatta CBD – Stage 2 |
| Cushman & Wakefield Pty Ltd | 99,500 | Western Growth Project |
| Allegra Recruitment Pty Ltd | 96,230 | Western Growth Project |
| Bendelta Pty Ltd | 96,125 | Learning and Teaching Fund |
| Mace Aust Pty Ltd | 90,993 | Bankstown Campus Redevelopment |
| Cogbooks Ltd | 90,363 | Cogbooks Pilot |
| The Behavioural Architects Aust Pty Ltd | 90,039 | Competitive Response Project |
| The Trustee For Deloitte Consulting Trust | 82,140 | Learning and Teaching Fund |
| Mace Aust Pty Ltd | 82,037 | Werrington Estate Redevelopment |
| Mace Aust Pty Ltd | 80,883 | Bankstown CBD |
| Cox Architecture Pty Ltd | 77,620 | Campbelltown Campus Redevelopment |
| Gibber Aust Pty Ltd | 75,000 | Theatre Performance – HEPP |
| Tropfest Aust Ltd | 75,000 | Sponsorship |
| Dimension Data Aust Pty Ltd | 73,848 | Mass Observation Project |
| The Trustee For Citizen Trust | 69,100 | Public Relations |
| J Wyndham Prince Pty Ltd | 68,730 | Campbelltown Campus Redevelopment |
| SGS Economics & Planning Pty Ltd | 67,260 | Parramatta North Campus Redevelopment |
| Clayton Utz | 62,074 | Western Growth Project |
| Writemedia Pty Ltd | 60,000 | Seed Fund – Impact Case Studies |
| Customer Service Benchmarking Aust Pty Ltd | 59,750 | Contact Services Centre |
| Strategic Project Partners | 54,750 | BENS Partnership |
| Elton Consulting Group Pty Ltd | 54,145 | Western Growth Project |
| Architectus Group Pty Ltd | 50,668 | Bankstown Campus Redevelopment |
| **SUBTOTAL** | **10,053,551** | |

| **ORGANISATIONAL REVIEW** | | |
|---|---|---|
| The Trustee For Deloitte Consulting Trust | 3,856,513 | Project Essex |
| Hays Specialist Recruitment Aust Pty Ltd | 54,685 | Project Essex |
| **SUBTOTAL** | **3,911,198** | |
| **RESEARCH** | | |
| Macquarie University | 649,904 | Green Cities Project |
| **SUBTOTAL** | **649,904** | |
| **TOTAL CONSULTANCIES EQUAL TO OR GREATER THAN $50,000** | **$16,842,304** | |
| **DURING 2017 OTHER CONSULTANCIES WERE ENGAGED IN THE FOLLOWING AREAS:** | | |
| Finance and Accounting/Tax | 23,333 | |
| Information Technology | 388,634 | |
| Management Services | 1,100,736 | |
| Recruitment Services | 65,901 | |
| **TOTAL CONSULTANCIES LESS THAN $50,000** | **$1,578,604** | |
| **TOTAL CONSULTANCIES** | **$18,420,907** | |

Note: Total Consultancies figure shown is based on actual payments via Accounts Payable. Excludes accruals and other journals.

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