

**WESTERN SYDNEY**  
UNIVERSITY



ANNUAL REPORT  
2019



**The Year in Review**

Volume 1

## ANNUAL REPORT 2019

Western Sydney University's 2019 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 2019 was \$900.

The University Annual Reports are also available via the Internet and can be found on our website at [westernsydney.edu.au/about\\_uws/leadership/governance](https://westernsydney.edu.au/about_uws/leadership/governance)

### ACKNOWLEDGEMENT OF COUNTRY

With respect for Aboriginal cultural protocol and out of the recognition that its campuses occupy their traditional lands, Western Sydney University acknowledges the Darug, Eora, Dharawal (also referred to as Tharawal) and Wiradjuri peoples and thanks to them for their support of its work in their lands (Greater Western Sydney and beyond).

## LETTER OF SUBMISSION

30 April 2020

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 2019, for your presentation to the New South Wales Parliament.

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

Yours sincerely,

**Professor Peter Shergold AC**  
Chancellor

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

# Contents

<b>THE YEAR IN REVIEW</b>	<b>4</b>	<b>THE ACADEMIC DIVISION</b>	<b>31</b>
A MESSAGE FROM THE CHANCELLOR AND VICE-CHANCELLOR	4	SIGNIFICANT OPERATIONS	31
FIVE YEAR STATISTICS	5	<b>ENTITIES</b>	<b>35</b>
<b>MISSION, VISION, VALUES AND BELIEFS</b>	<b>6</b>	<b>STATUTORY REPORTING</b>	<b>37</b>
<b>CHARTER, PURPOSE AND LEGISLATION</b>	<b>7</b>	EMPLOYEES	37
CHANGES IN ACTS OR SUBORDINATE LEGISLATION/SIGNIFICANT JUDICIAL DECISIONS	7	REMUNERATION OF SENIOR EXECUTIVE	37
<b>GOVERNANCE AND MANAGEMENT</b>	<b>8</b>	GOVERNMENT INFORMATION (PUBLIC ACCESS)	38
BOARD OF TRUSTEES MEMBERS	8	WORK HEALTH, SAFETY AND WELLBEING (WHSW)	41
BOARD CHARTER	8	PRIVACY	41
SUMMARY OF KEY BOARD DELIBERATIONS	9	RISK MANAGEMENT	41
BOARD AND COMMITTEE MEMBERSHIP	9	COMPLAINTS MANAGEMENT	42
HONORARY AWARDS AND TITLES	9	PUBLIC INTEREST DISCLOSURES	42
ACADEMIC SENATE	11	TRAVEL EXPENSES	42
ACADEMIC SENATE MEMBERSHIP	12	CREDIT CARD CERTIFICATION	43
WESTERN SYDNEY GOVERNANCE STRUCTURE	13	PAYMENT OF ACCOUNTS	43
PRINCIPAL OFFICERS OF THE UNIVERSITY	14	EQUITY AND DIVERSITY STATISTICS	44
WESTERN SYDNEY UNIVERSITY ORGANISATIONAL STRUCTURE	15	FUNDS GRANTED TO NON-GOVERNMENT COMMUNITY ORGANISATIONS	45
<b>SUMMARY REVIEW OF OPERATIONS</b>	<b>16</b>	INVESTMENT PERFORMANCE	45
<b>DIVISION OF FINANCE AND RESOURCES</b>	<b>16</b>	<b>APPENDIX 1</b>	
SIGNIFICANT OPERATIONS	16	<b>BOARD OF TRUSTEES REPORT</b>	<b>46</b>
<b>DIVISION OF THE SENIOR DEPUTY VICE-CHANCELLOR</b>	<b>19</b>	<b>APPENDIX 2</b>	
SIGNIFICANT OPERATIONS	19	<b>BOARD OF TRUSTEES MEETINGS</b>	<b>47</b>
SCHOOL OPERATIONS	22	<b>APPENDIX 3</b>	
<b>DIVISION OF PEOPLE AND ADVANCEMENT</b>	<b>24</b>	<b>COMMITTEES AND OTHER BODIES ESTABLISHED BY THE BOARD OF TRUSTEES</b>	<b>48</b>
SIGNIFICANT OPERATIONS	24	<b>APPENDIX 4</b>	
<b>DIVISION OF RESEARCH AND INNOVATION</b>	<b>29</b>	<b>STUDENT DATA</b>	<b>49</b>
SIGNIFICANT OPERATIONS	29	<b>APPENDIX 5</b>	
		<b>MAJOR CONSULTANCIES</b>	<b>53</b>

# The Year in Review



**Professor Peter Shergold AC**  
Chancellor



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

## A MESSAGE FROM THE CHANCELLOR AND VICE-CHANCELLOR

We are pleased to present the 2019 Annual Report for Western Sydney University. Despite a challenging and competitive higher education environment, it has been a successful 30th anniversary for the University.

Significant progress on many major strategic projects, including Western Growth and the 21C Curriculum Project, will position the University well for the future of higher education while promoting effective engagement with business and community partners, and ensuring the University's long-term financial sustainability. Outstanding research successes concerning major grants and research fellowships awarded to staff helped to lift the profile of the University and its continued improvement in world rankings both at the institutional and subject level. From 1 January 2020, the University will implement a new academic structure and will later in the year launch the next strategic plan for 2021-2026.

Capacity building through diversification of funding sources remained a key priority for the University. Through Western Growth, the University continued to develop and re-purpose its non-core land, with the proceeds reinvested back into the University-Corpus to enable Western to build cash reserves to fund new opportunities in teaching, learning and research. Through the Corpus, funds will be directed into three new Research Fellowship Schemes and into expanding the 21C Curriculum Project to help enhance the quality of teaching and learning and therefore improving graduate outcomes. Corpus funding will support a series of transformational strategic projects aimed at enhancing capacity, capability and quality across the University's activities.

In 2019, Western Sydney University established new strategic partnerships within the sector including important collaborations with the University of Sydney, the University of Technology Sydney, the University of New South Wales, and the University of Canberra. The University will leverage its institutional partnerships and communities to make the curriculum more relevant, accessible and attractive to prospective students.

Our research strategy remained focused on diversifying research income, increasing the impact of research, building capacity and capability, improving research quality, and celebrating success. This year, the University achieved significant success in several prestigious national research grants and fellowship schemes, including the award of an Australian Research Council Laureate Fellowship for Distinguished Professor Belinda Medlyn. The outcome of the 2018 ERA assessment reflected a marked increase in the University's research recognised at or well above world standard, cementing our standing as a world-class university with a reputation for excellence.

In 2019, Western Sydney University continued to expand its international profile and reputation, building new and established partnerships and research collaborations and increasing international student recruitment numbers from major and emerging source countries.

Our growing global profile and renewed focus on research with international impact has been reflected in enhanced international rankings, with notable achievement in the Times Higher Education (THE) Impact Rankings, a new initiative which measures universities for their social, ecological and economic impact and commitment to 11 of the 17 UN Sustainable Development Goals (SDGs). Overall, the University achieved a ranking of 11th worldwide and was the highest-ranked University in Australia.

Engagement with government and industry continued to intensify throughout the year. The state and federal elections were particular focal points for advocacy, with the University securing positive outcomes related to transport infrastructure, the coming airport, and related economic, policy and planning initiatives. The second CatalystWest forum was held in November at the Peter Shergold Building, resulting in over 300 representatives from government, industry, schools and the community engaging with our students and researchers to re-imagine the Western Sydney City Deal and related cultural, social and economic frameworks.

In conclusion, although the higher education environment remained challenging, the University's successes were fitting markers for our 30-year celebrations. We remain deeply committed to our students and our region and, as we look ahead to 2020, we look forward to continuing success.

**Professor Peter Shergold AC**  
Chancellor

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

# FIVE YEARS – KEY STATISTICS

CATEGORY	2015	2016	2017	2018	2019 (P)	CHANGE 2018-19 (P)	▼ ▲
<b>NUMBER OF STUDENTS</b>							
<b>TOTAL</b>	<b>44,919</b>	<b>44,452</b>	<b>44,797</b>	<b>48,515</b>	<b>49,507</b>	<b>2.0%</b>	<b>▲</b>
Female %	54.8%	55.2%	55.5%	56.4%	56.7%	0.6%	▲
Commencing	18,051	17,397	17,326	19,469	18,328	-5.9%	▼
Female %	54.1%	55.2%	55.3%	57.9%	58.2%	0.4%	▲
<b>STUDENT LOAD</b>							
<b>TOTAL</b>	<b>33,668</b>	<b>33,293</b>	<b>33,036</b>	<b>35,716</b>	<b>36,794</b>	<b>3.0%</b>	<b>▲</b>
Undergraduate	28,637	28,078	27,472	29,284	29,929	2.2%	▲
Postgraduate	4,111	4,381	4,760	5,388	5,838	8.3%	▲
Other*	921	834	805	1,044	1,027	-1.7%	▼
*Other includes enabling, cross institutional and non-award							
<b>STUDENT LOAD BY FUNDING SOURCE</b>							
<b>TOTAL</b>	<b>33,668</b>	<b>33,293</b>	<b>33,036</b>	<b>35,716</b>	<b>36,794</b>	<b>3.0%</b>	<b>▲</b>
Commonwealth Supported Places	29,147	28,330	27,216	28,558	28,535	-0.1%	▼
Commonwealth Research Training Scheme/Program	490	559	591	600	656	9.3%	▲
Domestic fee-paying (award and non-award)	705	792	805	981	1,132	15.3%	▲
International fee-paying	3,326	3,612	4,425	5,577	6,471	16.0%	▲
<b>AWARD COMPLETIONS</b>							
<b>TOTAL</b>	<b>8,973</b>	<b>9,191</b>	<b>9,169</b>	<b>9,008</b>	<b>n.a</b>	<b>-1.8%</b>	<b>▼</b>
Undergraduate	6,687	7,155	7,047	6,670	n.a.	-5.3%	▼
Postgraduate	2,286	2,036	2,122	2,338	n.a.	10.2%	▲
% Change based on 2018-17							
<b>STAFF (FULL-TIME EQUIVALENT)</b>							
<b>TOTAL</b>	<b>3,443</b>	<b>3,515</b>	<b>3,309</b>	<b>3,388</b>	<b>3,548</b>	<b>4.7%</b>	<b>▲</b>
Academic	1,621	1,668	1,616	1,675	1,695	1.2%	▲
Teaching only	654	665	696	733	707	-3.5%	▼
Teaching and Research	843	850	770	783	834	6.5%	▲
Research only	95	113	121	126	123	-2.7%	▼
Other	29	41	29	33	30	-6.5%	▼
Professional	1,822	1,847	1,693	1,713	1,854	8.2%	▲
2019 includes estimated casual staff based on 2018							
<b>RESEARCH FUNDING (\$'000)</b>							
Australian Competitive Grant income (Category 1) includes ARC, NHMRC and other	11,333	13,748	14,056	11,636	13,352	15%	▲
Collaborative income (Category 2, 3 and 4)	14,664	23,474	21,335	26,998	28,969	7%	▲
<b>TOTAL HERDC INCOME</b>	<b>25,998</b>	<b>37,222</b>	<b>35,391</b>	<b>38,634</b>	<b>42,321</b>	<b>10%</b>	<b>▲</b>
<b>TOTAL OPERATING REVENUE (\$'000)</b>	<b>755,617</b>	<b>774,834</b>	<b>799,105</b>	<b>906,134</b>	<b>900,810</b>	<b>-0.6%</b>	<b>▼</b>
<b>TOTAL NET ASSETS (\$'000)</b>	<b>1,607,353</b>	<b>1,666,220</b>	<b>1,912,791</b>	<b>2,081,503</b>	<b>2,124,870</b>	<b>2.1%</b>	<b>▲</b>

Totals may not add due to rounding  
(p) Provisional figures subject to audit.

# 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

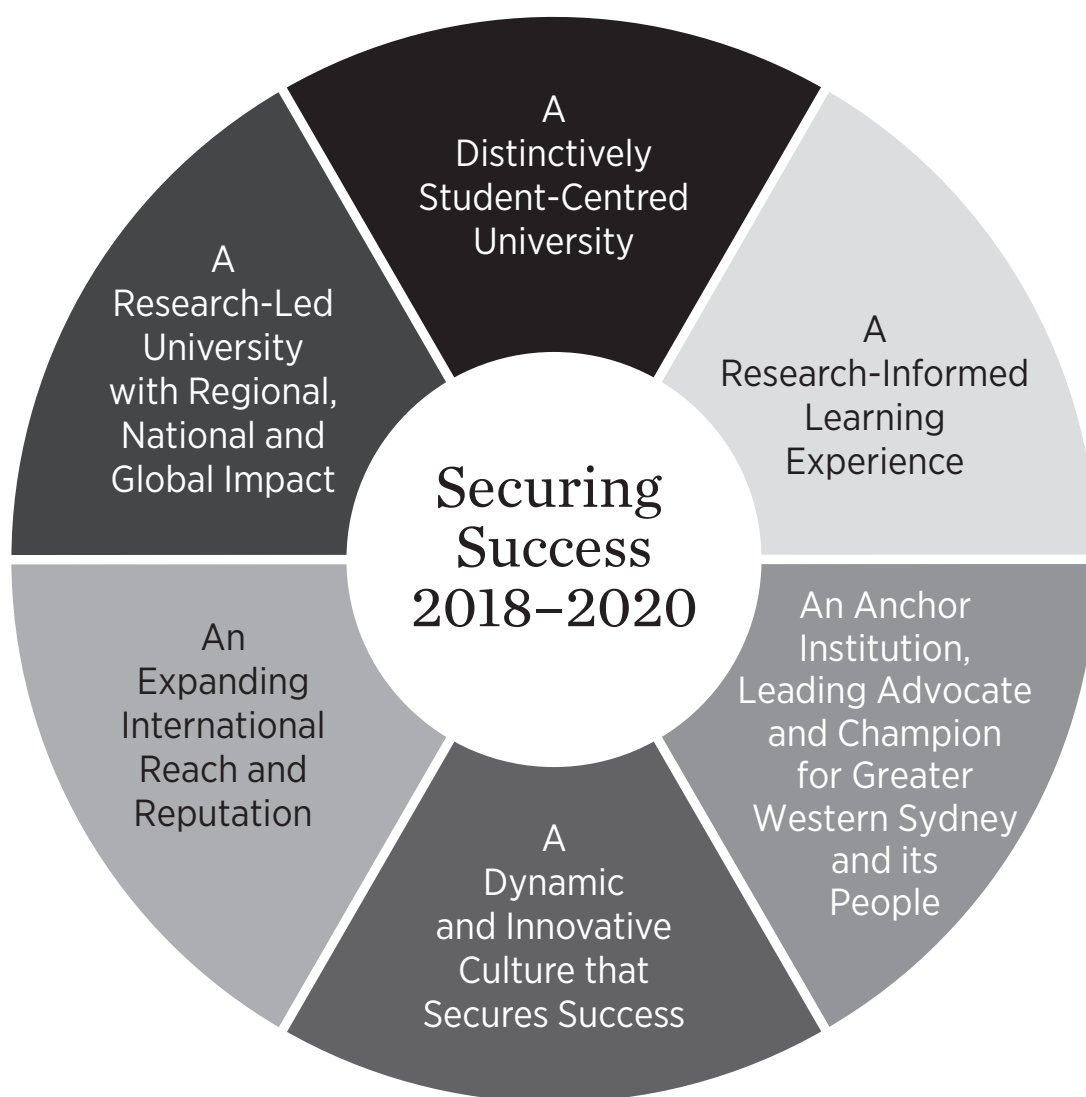
To secure success for our students and the Greater Western Sydney region through innovation and discovery in a dynamic and technology-enabled world.

## VALUES

- Commitment to our region and communities
- Excellence and quality
- Scholarly rigour and integrity
- Equity and inclusiveness
- Recognition and respect for Aboriginal and Torres Strait Islander peoples and their diverse knowledge systems
- Collegiality and participation
- Academic freedom
- Relevance and responsibility
- Ethics and accountability

## BELIEFS

- The primacy of the student experience
- Environmental and social responsibility
- Accountability to the traditional Aboriginal and Torres Strait custodians and owners of the lands we occupy
- A vibrant and inclusive intellectual community
- Opportunity for excellence
- Being connected locally and internationally
- Valuing, developing and rewarding our staff



# Charter and Purpose

Western Sydney University is established under the *Western Sydney University Act 1997*. The University operates by this Act and the associated *Western Sydney University By-law 2017*.

The Act constitutes the University and prescribes its functions and the authority of its governing body, the Board of Trustees.

Section 8(1) of the Act defines the core object of the University as 'the promotion, within the limits of the University's resources, of scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence.'

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

# Governance and Management

## BOARD OF TRUSTEES MEMBERS

### OFFICIAL MEMBERS

Professor Peter Shergold AC, Chancellor  
Professor Barney Glover AO, Vice-Chancellor and President  
Associate Professor Alpha Possamai-Inesedy,  
Chair of Academic Senate

### APPOINTED MEMBERS (MINISTERIAL)

Emeritus Professor, MaryAnn Bin-Sallik, AO  
Mr Joseph Carrozzi  
Ms Elizabeth Dibbs, Deputy Chancellor  
Ms Holly Kramer  
Dr Linda O'Brien AM

### APPOINTED MEMBERS (BOARD)

Mr Christopher Brown, AM – term ended 30 June 2019  
Ms Carmel Hourigan, Deputy Chancellor, Graduate Member  
Mr Peeyush Gupta AM  
Ms Georgia Lee – commenced appointment 8 February 2019  
Mr Bob Sahota – commenced appointment 1 July 2019  
Ms Kerry Stubbs, Deputy Chancellor  
Ms Gabrielle Trainor, AO

### ELECTED MEMBERS

Ms Alexandra Coleman, Postgraduate Student – term ended 30 June 2019  
Dr Ben Etherington, Academic Staff  
Miss Nicole Gismondo, Undergraduate Student  
Dr David Harland, Professional Staff  
Ms Naomi Hastings, Postgraduate Student – commenced appointment 1 July 2019

## BOARD OF TRUSTEES BOARD CHARTER

The Board of Trustees is the governing body of the University with those functions prescribed under the *Western Sydney University Act 1997*. The Board acts for and on behalf of the University. Its key functions are to develop broad policies and strategic plans concerning 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 several specialist committees and advisory councils.

Details about the Board, including summaries and minutes of meetings, are published on the University's web site at: [westernsydney.edu.au/about\\_uws/leadership/board\\_of\\_trustees](https://westernsydney.edu.au/about_uws/leadership/board_of_trustees)

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

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



## SUMMARY OF KEY BOARD DELIBERATIONS IN 2019

Key decisions of the Board of Trustees during 2019 included:

- Approval of a restructure of the Schools, including the establishment of the following new Schools: School of Health Sciences, School of Sciences, School of Social Sciences, School of Psychology, School of Built Environment, School of Computer, Data and Mathematical Science and School of Engineering;
- Approval of the Western Sydney University Ethical Framework for University Governance;
- Approval for the University to enter into the Future Food Systems and SmartSat Co-operative Research Centre (CRC);
- Approval of the Gender Equity Action Plan 2019-2020;
- Allocation of up to \$14 million of corpus funding to be released for the period 2020-2023 for projects, including Sustainability Impact: Transforming Our Future; Building Indigenous Capacity, Partnership for Global Change, Western Ventures and Innovation Pathways, Western Sydney Creative, Student Success Centre and Working Together in New Ways;
- Approval of the 2020-2022 Operational Plan and budget, continuing to take a conservative approach due to the current policy and funding uncertainty facing the higher education sector.
- Endorsement Principles 1 to 8 set out in the Model Code for Protection of Freedom of Speech and Academic Freedom in Australian Higher Education Providers, March 2019.
- Many new or revised policies or statements, including the revised Statement of Core Principles for the University-Corpus, revised Code of Conduct, the University's Risk Management Policy and Guidelines, revised Student Misconduct Rule, University Controlled and Associated Entities Framework, revised Revocations of Award Rule, revised Risk Appetite Statement and revised Investment Policy were approved.

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

- to progress investigating the proposed Campbelltown Justice Precinct and Campbelltown CBD projects;
- to progress investigating the proposed Sydney Olympic Park Centre of Sports Excellence;

- the Hawkesbury Per-Urban Commercial Greenhouse project; and
- the Walker Corporation Unsolicited Proposal project.

At its annual strategy day held at the University's Peter Shergold Building, Parramatta City Campus, the Board discussed framing the next Strategic Plan for 2021-2026. The Board discussed the post-election landscape in Western Sydney and the impact on the University discussed the University's commitment to Sustainable Development Goals and held a panel discussion on the future of post-secondary education. The Board were also briefed on the development of an Aboriginal and Torres Strait Islander Strategy, and the Arts and Culture Decadal Strategy.

The Board of Trustees also approved the following names of University buildings as follows:

- The NICM Building J at the Westmead campus as "The Marcus Blackmore Building".
- The Meeting Room 1 (J.G.30), on the ground floor of the NICM Building, Westmead campus, the "George Lewith Meeting Room".
- The designation of the Ground Floor Auditorium, at the NICM Health Research Institute, Building J, Westmead campus be named the "Dr Fai Yuen Lam Auditorium 林辉源博士".
- The Conference Centre located on Level 2, of Building J at the NICM Health Research Institute, Westmead campus, as "The Jacka Foundation Conference Centre".
- The Symposium Room J.2.12 within 'The Jacka Foundation Conference Centre', as the "Judy Jacka Symposium Room".
- The Macarthur Medical Research Centre as the "Lang Walker Family Foundation Macarthur Medical Research Centre".

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

- academic governance matters including the development of a Charter of Academic Freedom;
- the external review of the performance of Academic Senate conducted in 2019;
- reviews and amendments of academic policies; and
- monitoring of academic standards and integrity.

## BOARD AND COMMITTEE MEMBERSHIP

There were several key appointments to the Board in 2019. Professor Peter Shergold AC was re-appointed as Chancellor for an additional term of two years from 1 January 2021.

In December 2019, Emeritus Professor MaryAnn Bin-Sallik was re-appointed as a Board-appointed member to commence on 1 January 2020. In July, Ms Naomi Hastings replaced Ms Alexandra Coleman as the elected postgraduate student member.

The Board made several new appointments and re-appointments to its Audit and Risk Committee, Finance and Investment Committee, University Infrastructure Committee and the Foundation Council.

## HONORARY AWARDS AND TITLES

In 2019, The Board conferred honorary awards of the University on:

### Honorary Doctor of Laws

His Honour Imad Abdul-Karim

### Honorary Doctor of Letters

Mr Christopher Brown AM  
Adjunct Professor Carrillo Gantner AC  
Ms Genevieve Gregor  
Mr Robert Ingham AO  
Mr Naguib Kaldas APM  
Mr Geoffrey Craig Roberts AM  
Ms Jennifer June Rowe AC  
Professor Li Yao  
Adjunct Professor Alexis Wright

### Honorary Fellows

Ms Helen Brownlee AM  
Mr James 'B Wise' Iheakanwa  
Ms Vivienne Jane James  
Professor John Pollaers, OAM  
Ms Yasodai Selvakumaran  
Mr Ian Henry Stone  
Mr Greg Whitby AM KSG  
Mr Eddie Woo

### Community Fellows

Ms Christine Cleary  
Mrs Faten El Dana OAM  
Mr Neville Kenneth Barnier OAM  
Mr John Gerard Bateman OAM  
Mrs Marjory Freeman OAM  
Mr Bernard Fehon OAM

# BOARD OF TRUSTEES MEMBERS

## OFFICIAL MEMBERS



Professor Peter Shergold  
AC, Chancellor



Professor Barney Glover  
AO, Vice-Chancellor  
and President



Associate Professor  
Alpha Possamai-Inesedy,  
Chair of Academic Senate

## APPOINTED MEMBERS (MINISTERIAL)



Emeritus Professor  
MaryAnn Bin-Sallik AO



Mr Joseph Carrozzi



Ms Elizabeth Dibbs,  
Deputy Chancellor



Ms Holly Kramer



Dr Linda O'Brien AM

## APPOINTED MEMBERS (BOARD)



Mr Christopher Brown AM



Ms Carmel Hourigan,  
Deputy Chancellor  
Graduate Member



Mr Peeyush Gupta AM



Ms Georgia Lee



Mr Bob Sahota



Ms Kerry Stubbs,  
Deputy Chancellor



Ms Gabrielle Trainor AO

## ELECTED MEMBERS



Ms Alexandra Coleman,  
Postgraduate Student



Dr Ben Etherington,  
Academic Staff



Miss Nicole Gismondo,  
Undergraduate Student



Dr David Harland,  
Professional Staff



Ms Naomi Hastings  
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 2019

An external review of Academic Senate commenced in November 2018 to evaluate the Senate's compliance with Standard 6.3 of the *Higher Education Standards Framework (HESF) (Threshold Standards) 2015*. This review satisfies the requirement under Standard 6.1.3(d) for a periodic independent review of academic governance processes with a further aim of determining best practice and providing recommendations for improvement where necessary. The Chair of the external review reported to the Senate on the outcomes and Senate members were brought together to provide feedback on the recommendations received. Four recommendations were delegated to a working group, made up of Academic Senate members, to address those recommendations that dealt with representation across the standing committees of Senate. The working group met on several occasions and drafted revised terms of reference including membership across all standing committees including at the School level. Consultation occurred across the University, and the revised Terms of Reference for standing Committees of Academic Senate were approved at the 6 December 2019 meeting of Senate, for implementation from 1 January 2020. These changes meet the Standards of the *Higher Education Standards Framework*, under 6.3. Academic Governance.

As the 'peak forum of the University for academic debate and discourse', Academic Senate continued the Vice-Chancellor and Chair of Academic Senate Forums, with the 2019 forum dedicated to debates on Academic Freedom. This resulted in the Senate developed and endorsed *Charter of Academic Freedom* and the endorsement of the updated *Code of Conduct* to the Board of Trustees. The review of the *Code of Conduct* was required as part of the normal University Policy review schedule, however the review addressed recent developments in Higher Education public policy, including the *French Review into Freedom of Speech* and the subsequent draft *Model Code for the Protection of Freedom of Speech and Academic Freedom in Australian Education Providers*. The *Code of Conduct* is consistent with the Senate's *Charter of Academic Freedom*.

6.3. of the HESF Act stipulates that 'student have opportunities to participate in academic governance'. In 2019, a student report was added as a standing item onto the agenda, to facilitate student engagement and involvement at Senate. In addition to this, the Senate worked closely with the Student Representative Council (SRC) to further improve student engagement. A workshop discussed introducing an online network to increase engagement and the Chair of Academic Senate schedules meetings with the student representatives before the Academic Senate meeting to go through the combined documentation. In response to the external review, elected student representation on Senate increased to include the following:

- one Aboriginal and/or Torres Strait Islander student
- one student with a Disability; and
- one international student.

To further ensure the broadening of contribution to academic Governance, the Chair introduced 'Hot Topics' as a standing item on the agenda. The concept allows members to represent issues from the School or Institute level at the Senate level through the tabling of a one-page document which outlines the issue for discussion.

At each meeting of Academic Senate, several items are standing agenda items. Senate notes reports from the Academic Planning and Courses Approvals Committee and approves recommendations contained therein. Senate or its standing committees, under delegation, also approve variations to courses, specialisations and units. Academic Senate continues to review and streamline the University's academic policies and procedures, ensuring that they are student-centred and aligned with the Higher

Education Standards Framework. Highlights from 2019 include revisions approved to *Code of Conduct Policy and the University Medal Policy*. Under the *Scholarships for Undergraduate Policy*, the Academic Senate approved the offering and selection criteria for undergraduate scholarships. Several Posthumous Awards were noted during this time under the *Posthumous Awards and Aegrotat Grades Policy*.

On behalf of the Academic Senate, the Chair of Academic Senate convened a panel once in 2019 to consider student progression appeals, following the Autumn progression round the panel reviewed and made determinations on 292 appeals.

The Senate Executive Committee meets for the identification of issues requiring attention by the Senate, ensuring the preparation of appropriate draft proposals and recommendations, together with supporting documentation, for consideration by Senate or its standing committees. Some functions are delegated from time to time by the Academic Senate. This Committee can also, where expedient and not contrary to policies, determine urgent matters within the jurisdiction of Senate, which arise between meetings of Senate and report the action taken to the Senate for ratification. Finally, it considers and determines any matters referred to it by Senate, or by the Chair of Academic Senate, or, where urgency is required, by Senate's other committees. The Senate Executive Committee met in July to determine items of business and interest for future Academic Senate agendas, and the Committee also conducted business electronically for urgent approvals on course proposals and variations.

Associate Professor Alphaia Possamai-Inesedy was re-elected for a second term as Chair of Senate. The term of appointment is for an additional two years, concluding on 31 December 2021. Dr Kate Huppertz was elected as Deputy Chair for a two-year term, with her term concluding on 31 December 2021.

# Governance and Management

## ACADEMIC SENATE MEMBERSHIP (as at 6 December 2019)

### EX-OFFICIO

- Professor Barney Glover AO, Vice-Chancellor and President
- Professor Denise Kirkpatrick, Acting Senior Deputy Vice-Chancellor
- Professor Simon Barrie, Acting Deputy Vice-Chancellor and Vice-President (Academic)
- Professor Deborah Sweeney, Deputy Vice-Chancellor (Research and Innovation)
- Professor Michelle Trudgett, Pro-Vice-Chancellor (Engagement and Aboriginal and Torres Strait Islander Leadership)
- Associate Professor Si Bedford, Acting Pro Vice-Chancellor (Learning Transformations)
- Professor Kevin Bell, Pro-Vice-Chancellor (Digital Futures)
- Associate Professor Linda Taylor, Pro-Vice-Chancellor (International)
- Professor Kevin Dunn, Pro-Vice-Chancellor (Research)
- Professor Amir Mahmood, 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 Anna Cody, 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 Brian Stout, Acting Dean, School of Social Sciences and Psychology
- Professor Caroline Smith, Dean, Graduate Studies (Policy and Innovation)
- Mr Michael Burgess, Chief Student Experience Officer
- Ms Nicolene Murdoch, Chief Executive Officer, Western Sydney University, The College

- Vacant, University Research Institute
- Professor Paul James, Director, University Research Institute
- Ms Robyn Causley, Director, Student Administration
- Mr Pete Maggs, Director of Library Services

### ELECTED

(Term to 31 December 2019, unless otherwise indicated)

- Associate Professor Alpha Possamai-Inesedy, Chair, Academic Senate (31 December 2021)
- Dr Elfriede Sangkuhl, Deputy Chair, Academic Senate (31 January 2020)
- Dr Edward Mariyani-Squire, Academic Staff, School of Business (Level A, B or C)
- Professor Kevin Daly, Academic Staff, School of Business (Level D or E)
- Associate Professor Khoa Le, 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)
- Associate Professor Susanne Gannon, Academic Staff, School of Education (Level D or E)
- Dr Anne Jamison, Academic Staff, School of Humanities and Communication Arts (Level A, B or C)
- Associate Professor Christopher Peterson, Academic Staff, School of Humanities and Communication Arts (Level D or E)
- Dr Ludmilla Robinson, Academic Staff, School of Law (Level A, B or C)
- Associate Professor Alpana Roy, Academic Staff, School of Law (Level D or E)
- Dr Steven Trankle, 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)

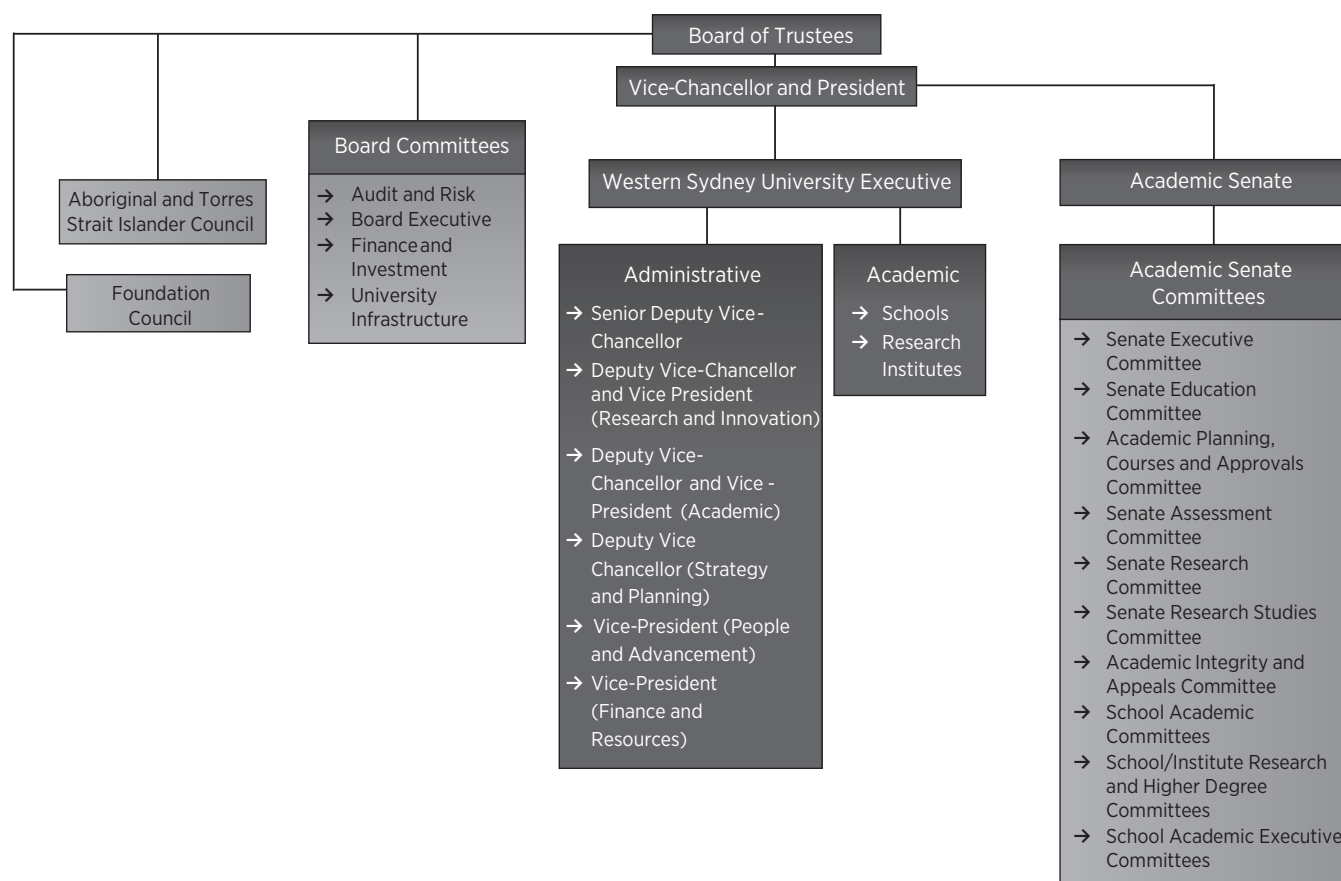
- Professor Yenna Salamonson, Academic Staff, School of Nursing and Midwifery (Level D or E)
- Dr Caterina Tannous, Academic Staff, School of Science and Health (Level A, B or C)
- Professor Janice Aldrich-Wright, Academic Staff, School of Science and Health (Level D or E)
- Mr Martin Daly, Academic 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)
- Associate Professor Mathias Boer, Academic Staff, University Research Institutes
- Ms Rosina Armstrong-Mensah, 1 of 2 Undergraduate Students (to 31 May 2021)
- Ms Hollie Hammond, 2 of 2 Undergraduate Students (to 31 May 2021)
- Ms Taurai Moyo, 1 of 2 Postgraduate Students (to 31 May 2020)
- Ms Tegan Bergan, 2 of 2 Postgraduate Students (to 31 May 2020)

### APPOINTED

Professor Zhong Tao, Centre for Infrastructure Engineering

## WESTERN SYDNEY GOVERNANCE STRUCTURE

FEBRUARY 2019



# Governance and Management

## PRINCIPAL OFFICERS OF THE UNIVERSITY

as at 1 January 2019

### 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
- Hon. Litt.D., UNSW

### VICE-CHANCELLOR AND PRESIDENT

#### Professor Barney Glover AO

- 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

- (departed September 2019)
- PhD, Australian National University
- BCom, University of Newcastle (NSW)

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

#### Professor Denise Kirkpatrick

- PhD, Edith Cowan University
- MEd, University of Western Australia
- BEd, Western Australian College of Advanced Education
- DipTeaching, Western Australian College of Advanced Education

### DEPUTY VICE-CHANCELLOR AND VICE-PRESIDENT (RESEARCH AND 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 AM

- 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)
- Fellow of the Governance Institute of Australia (FGIA)

### VICE-PRESIDENT (PEOPLE AND ADVANCEMENT) AND REGISTRAR

#### Mr Angelo Kourtis

- BA, University of Western Sydney

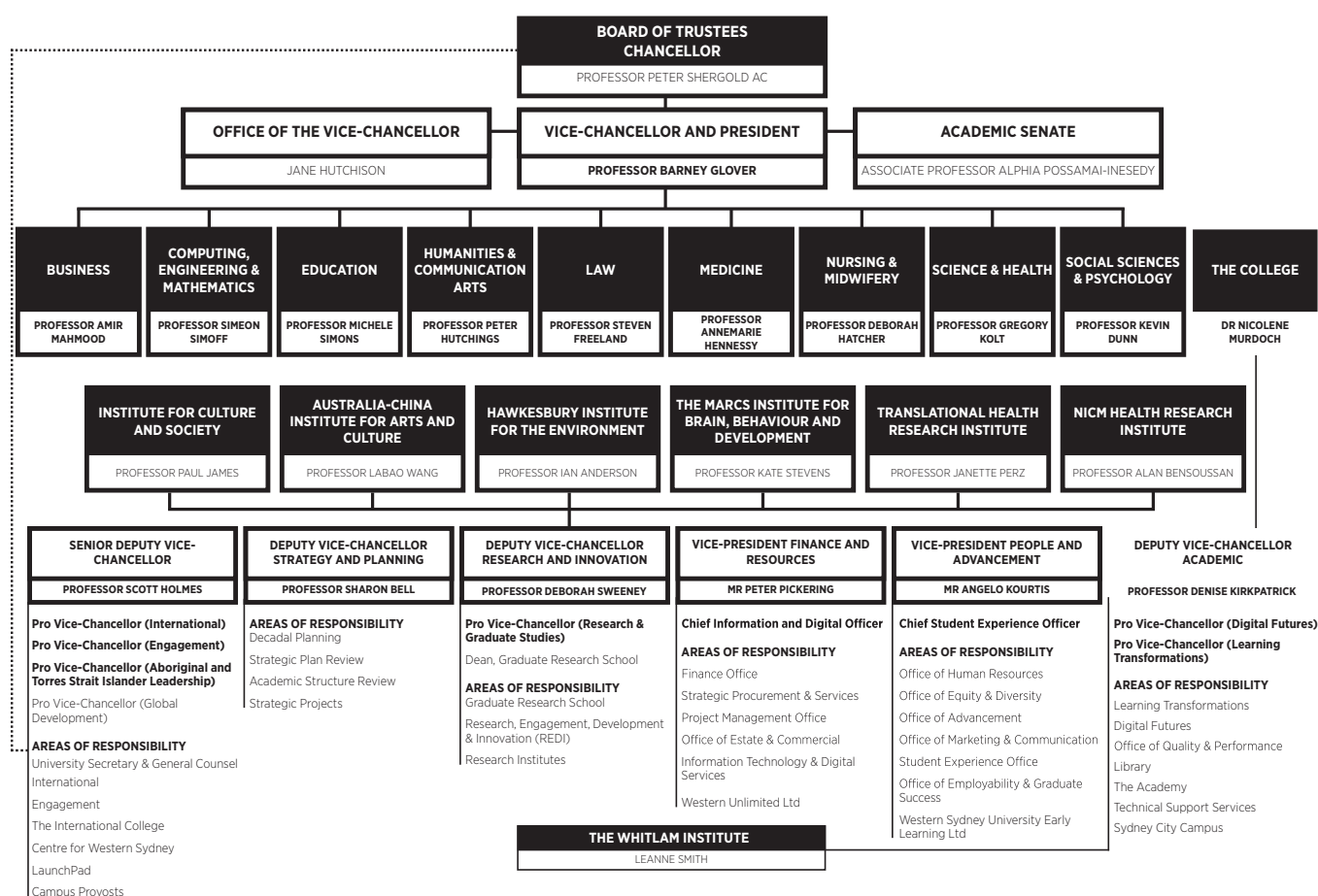
### CHAIR OF THE ACADEMIC SENATE

#### Associate Professor Alpha Possami-Inesedy

- PhD, University of Western Sydney
- Ba(Hons) University of Western Sydney
- Vice President of The Australian Sociological Association
- International Sociological Association
- Society for the Scientific Study of Religion



## WESTERN SYDNEY UNIVERSITY ORGANISATIONAL STRUCTURE (1 JANUARY 2019)



\*Bold denotes members of the University Executive Committee

# Summary Review of Operations: Division of Finance and Resources

## FINANCE AND RESOURCES

### STRATEGIC OBJECTIVES AND INITIATIVES

The Division of Finance and Resources provides strategic direction and oversight on the University's financial activities including financial and operational planning, commercial arrangements and opportunities, investments and the utilisation of building and land assets, as well as information technology and digital services and project management services.

With a focus on improving the commercial success of Western Sydney University, as well as enhancing service and efficiency, the Division of Finance and Resources implements leading technology and digital solutions, works to strengthen project management capabilities, develops strategic business development opportunities, applies strategic resourcing solutions, and embeds future thinking facilities and capital management solutions across the University.

The Division of Finance and Resources encompasses; Information Technology and Digital Services, Office of Estate and Commercial, Office of Finance Operations, Project Management Office and Strategy, Business Development and Procurement. The Division underpins the University's success via enabling core business support functionality and developing innovative solutions to allow the University's fiscal, commercial and operational model to evolve and continue to be leading edge.

Key responsibilities and objectives include:

- Managing the University's finances, including operational, capital plan and corpus investment and expenditure, with the intention to achieve the University's financial goals and objectives. Managing financial operations on a strategic level through the continuous monitoring, evaluating, planning, and adjusting of financials in order to maintain alignment and focus on the University's strategic priorities;
- Advancing the use of digital and emerging technologies to assist with enhancing the student experience, to benefit teaching, learning and research;
- Critical and strategic commercial and procurement support, such as ensuring

that goods and services obtained by the University are sourced in an effective manner, along with ensuring robust governance and compliance practices;

- Improving Organisational Efficiency through the constant designing and refining of efficient processes to achieve positive outcomes for the University.

The Division of Finance and Resources sponsors a series of initiatives to ensure that the financial and operational planning, strategy and performance of the University is optimised, therefore assisting the University to achieve optimal financial and commercial sustainability into the future.

## SIGNIFICANT OPERATIONS

### STAKEHOLDER ENGAGEMENT

The Division of Finance and Resources engages with a broad and diverse range of stakeholders across the University, and external to the University.

In 2019 a Stakeholder Engagement program (Stakeholder Xchange) was created and implemented within the Division, with an aim to promote business and organisational transformation, enhancing the way the Division (and ultimately the University) engages with students, staff, the community and industry partners. The Stakeholder Xchange program aims to create and facilitate productivity, knowledge, communication and collaboration, to showcase diverse areas of expertise to stakeholders within the Division, and both across and external to Western Sydney University.

This program and respective projects was established in May 2018, developed at scale during 2019, and will continue to expand in future years.

One of the key outcomes of the program has been the implementation of a Divisional Intern program. This program supports the learning and teaching outcomes of the University by enabling students to obtain hands-on business experience whilst contributing to the Division's outcomes and activities. In 2019, 360 interns were placed within the Division with very positive feedback received from the students and academics involved.

### ENTERPRISE SERVICE MANAGEMENT PLATFORM/SERVICE NOW

The Enterprise Service Management (ESM) Program is a three-year University-wide Executive strategic initiative aimed at delivering a broad-based digital transformation of services, processes and knowledge across the University. The ESM platform is branded WesternNow and is underpinned by the global leading ServiceNow platform that provides unsurpassed capabilities in workflow and knowledge management, as well as including emerging digital advancements in intelligent digital agents, natural language understanding and artificial intelligence.

The program is initially focused on Corporate Services (e.g. Human Resources), Student Experience, Academic Services, Strategic Procurement Services, IT Service Delivery and Project Management, with expansion to other areas of the organisation to follow.

The University will increasingly achieve benefits from the ESM Program through enhanced staff and student experience, availability on any device any time, improved decision making through better visibility and data analytics, faster and easier service delivery, increasing quality of knowledge/intelligence and higher productivity.

### WESTERN GROWTH PROGRAM

Western Growth is one of the Division's, and the University's, high priority strategic programs. It was developed in line with the University's vision "To secure success for our students and the Greater Western Sydney region through innovation and discovery in a dynamic and technology-enabled world", and aims to provide the highest-quality learning opportunities and world-class research expertise in Western Sydney.

Western Growth continues to work on providing the platform for Western Sydney University to emerge as 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. Western Growth specifically aims to respond to the



changing requirements of Western Sydney for decades to come.

A core pillar of Western Growth is the financial stability it provides the University through the repurposing of non-core campus sites. This key component has already delivered over \$280 million of surplus significantly enhancing financial sustainability and providing further funds for learning, teaching and research.

The Division of Finance and Resources continues to operate to ensure leadership and cross-university coordination of the Western Growth Program including strategy, development, governance, planning and execution.

### **CYBER-SECURITY STRATEGY AND PLAN**

In early 2019 an updated Cyber-Security Strategy and Plan was developed and endorsed. It was developed based on the NSW Government's Cyber-Security Strategy and proposed core objectives across the domains of lead, prepare, prevent, detect, respond and recover.

The Cyber-Security Strategy and Plan seek to balance the risks and the operational costs associated with keeping the University's digital assets safe and in particular, focuses on high priority actions that are realistic and achievable. It also recognises the work and the improvements that have already been done or are underway, but also identifies what actions need to be taken in a staged fashion over the course of the next three years.

### **STUDENT MANAGEMENT SYSTEM**

The Student Management System (SMS) project reached significant milestones during 2019 and continues to target launch for September 2020. This system will deliver a completely new systems landscape, including workflow and dynamic reporting. Considerable progress has been made, including:

- Provisioning of all infrastructure servers for the production environment, leveraging the capabilities of the WSU Managed Private Cloud service;
- Upgrading the two fully integrated non-production environments with the latest releases of the SMS software packages (twice);

- Completing the design of the SMS Disaster Recovery architecture;
- Conducting 7 data migration rounds in 2019. The latest round in October 2019 imported over 50 million records with less than 200 errors;
- Successfully migrating open transaction records between systems as required for the cutover;
- Completing 21 of the 32 integrations required between the SMS and other university systems;
- Identifying upwards of 900 test cases, which are being continuously added to and refined, for verifying that the end-to-end system is operating as expected;
- Completing curriculum scribing for the current "book" of 425 programs. It is worth highlighting that the complexity and volume of scribing was one of the contributing factors in the decision to delay implementation from 2019 to 2020;
- Engaging with stakeholders from across the University through a variety of channels including meetings, roadshows, presentations and newsletters;
- Identifying 176 processes across the student lifecycle that have touchpoints with the SMS; and
- Completing system configuration of the student journey from admission and enrolment through to census and generation of fees.

### **RESEARCH MANAGEMENT SOLUTION**

Over 18 months, Information Technology and Digital Services in conjunction with the Division of Research and Innovation, have conducted a market exercise to identify a Research Management Solution that meets the needs and aspirations of the University.

Western Sydney University recognises the need to have an integrated and comprehensive research management solution, drawing together all facets of research into a tightly managed ecosystem to support the research aspirations of the University.

### **TECHNOLOGY ROADMAP**

Technology Roadmap was initiated to create a strategic plan that underpins information

technology and digital services investment decisions for the next two to four years. Planning was conducted from September to December 2019 and included extensive consultation with diverse stakeholder groups across the University, which provided a profile of future demands. The reference model developed contains different categories aligned with how the Office of Information Technology and Digital Services and other University stakeholders view the capabilities, aligned with general information technology industry categories.

Underpinning themes of the Technology Roadmap activity reflect the strategic intent of the Division, with any anticipated investment guided by the roadmap to align with one or more of the below themes:

- Simplification - the reduction of vendors, point solutions and complexity in order to reduce management and maintenance overhead. Buying power with key vendors can additionally be leveraged due to the growth of investment with key vendors;
- Risk reduction - by transitioning from ageing or poorly architected systems that are reaching the end of life or dated solutions that fail to match business requirements, the risk to core business activities can be reduced;
- User delight - technology is ingrained in the lives of students, and student expectations are that the experience they get at the University should match or be better than what they can get at home. All solutions the University invests in should provide a "delight factor" including being mobile-first, simple to use, and with outstanding user experience;
- Move to cloud - Western Sydney University has committed to moving all systems to a hosted, off-premise Cloud architecture where it makes sense to do so. This commitment reduces substantial future capital investment, transferring costs to a more flexible expenditure model. Also, the need to maintain core hardware and data centre infrastructure is reduced, whilst enabling scalability of services;
- Improve efficiency - building the use of automated techniques to reduce the existing manual intervention required by staff. This can be through the use of new

# Division of Finance and Resources

automation tools and the empowerment of users to help and train themselves; and

- Strengthen the core - building up, maturing or investing in an important, strategic capability or core system that will be fundamental to the delivery of technology projects and core offerings to staff and students throughout the University.

## RESPONSIBLE INVESTMENT

In 2019, Western Sydney University developed and implemented a new Investment Strategy along with updating its Investment Policy. The strategy and policy reflect investment principles aimed at strengthening the University's approach to Responsible Investment, and ensuring that environmental, social and governance (ESG) issues are integrated into the development and implementation of the University's investment portfolios. The University is a signatory to the United Nations Sustainability Development Goals and has appointed Mercer as its investment advisor who is a founding signatory to the Principles for Responsible Investment and recognised as a global and local leader in responsible investing.

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

- Ensure it understands any material ESG risks and opportunities embedded in the portfolio's investments and that they are managed accordingly. This includes climate change-related risks and opportunities associated with the transition to a low carbon economy and the physical impacts of climate change;
- Consider how material ESG factors are integrated into the investment process when choosing and monitoring investment funds and Funds Managers; and
- Require reporting on any material ESG risk and opportunity exposures from fund managers as part of an annual review.

Being a sustainable investor means using influence as an investor through proxy voting and engagement to encourage good corporate governance and sustainable operating practices. The University is committed to investing in sustainable

industries and the businesses of tomorrow, which may be identified in any asset class.

In its first year following implementation, the University ranked 6<sup>th</sup> of 11 Australian universities in its approach to responsible investment, noting this is the first annual responsible investment report produced. Following are some achievements during 2019:

- The University's portfolio ESG rating is better than the benchmark of a weighted average of equivalent funds;
- The University's shares portfolio is 13% less carbon-intensive than the composite benchmark;
- In keeping with the recommendations of the Taskforce on Climate-Related Financial Disclosures (TCFD), the University has modelled the resiliency of its investment portfolio to three different climate change scenarios. This modelling suggests that the University's portfolio is positioned well and is likely to benefit if there is a global commitment to a low carbon economy in which global warming is limited to no more than 2 degrees centigrade, in keeping with the goals of the Paris Agreement; and
- The University invests in the Mercer Socially Responsible Global Shares fund, of which 70% is invested with managers that specifically target sustainability themes where the investments are typically aligned with the United Nations Sustainable Development Goals.

## IMPLEMENTATION OF TRIRIGA (WORKPLACE MANAGEMENT SYSTEM)

Tririga, a new integrated workplace management system, was implemented in February 2019 by the Office of Estate and Commercial in conjunction with the Office of Information Technology and Digital Services. It replaced Archibus as the University's facilities management system and has the capability to support the capture, storage, and management of the University's physical infrastructure and spatial data. The system has been deployed as a "Software as a Service" offering future scalability. Increased processing efficiency and integration with Oracle Financials have been realised as a result of the implementation.

## STRATEGIC PROJECTS

The Division of Finance and Resources develops and progresses a portfolio of strategic University-wide projects as well as activities focused on transforming and optimising the way that the Division contributes to the University's strategic success.

Strategic projects progressed by the Division of Finance and Resources during 2019 include:

- Energy and Sustainability Initiatives - the development of solar initiatives; Rooftop Solar at Kingswood, Car Park Solar, Ground Solar at Hawkesbury as well as resilience and sustainability strategy planning;
- Hawkesbury Commercial Greenhouse - business development opportunity for an anchor tenant for Hawkesbury Agri-Park Precinct;
- Werrington Living Lab - development of Werrington Living Lab concept and establishment of cross University Stakeholder Reference Group and associated stakeholder activities;
- Sustainability Corpus Initiative - consolidation of related sustainability initiatives, including those related to the Werrington Living Lab, Gender Equality and Curiosity Pod into a Corpus Funding Submission for funding approval by the Board of Trustees;
- Hawkesbury Institute for the Environment (HIE) Greenhouse - progressed business case approval through project planning, procurement and detailed design, to be implemented in 2020;
- Student Accommodation & Child Care Review - developed an overview of options for student accommodation and child care services future needs;
- Divisional Culture Initiatives - a series of initiatives focused on building a sustainable one team culture across the Division as well as developing the foundations of the future workforce capabilities and focus; and
- Divisional Organisational Review - implementation of a suite of activities to better align the functions within the Division to optimise performance and to identify areas for future capability enhancement in support of the University's strategic objectives.

# Division of the Senior Deputy Vice-Chancellor

## SENIOR DEPUTY VICE-CHANCELLOR

### STRATEGIC OBJECTIVES AND INITIATIVES

The Senior Deputy Vice-Chancellor has the primary Executive responsibility to support the Vice-Chancellor, other Executive Committee members and the broader University community in:

- Developing and executing University strategy and planning;
- Oversight of the academic structure of the University including Clusters and their strategic direction, partnerships and external stakeholder engagement
- the University's Aboriginal and Torres Strait Islander strategy
- Leading, developing, managing and supporting key University strategic partnerships with government, business and industry and the broader community.

### SIGNIFICANT OPERATIONS

#### INTERNATIONAL RECRUITMENT AND REVENUE

In 2019 Western Sydney University continued to expand its international reach and reputation through increased institutional partnerships and engagement, increased global student mobility, a greater offshore recruitment presence, and providing an increased number of scholarships for international students.

The growth initiatives included offering additional multiyear scholarships, providing increased agent commissions, along with the increased promotion of the University through a digital marketing campaign. The University also established an offshore presence in Vietnam and Nepal and expanded its offshore presence in India and China.

Key outcomes:

- At December 2019, international commencing student enrolments had increased to 2,566 (a 5% increase on December 2018);
- The University received 897 international applicants (a 54% increase on 2018), with the University making offers to 229

undergraduate applicants (a 36% increase on 2018), and offers to 668 postgraduate applicants (a 62% increase on 2018). Undergraduate applicants were from across 32 countries, with postgraduate applicants from across 43 countries. The University's International Admissions office maintained its industry benchmark in 2019 with a three-day application turnaround and 24-hour turnaround for acceptance processing;

- Western Sydney University International College (WSUIC) enrolled 444 international students across seven programs. Approximately 300 of these students are expected to articulate to the University in 2020 (a 7% increase on 2018);
- Sydney City Campus (SCC) staff taught undergraduate and postgraduate courses in business, communications, engineering, health science, information technology, and social science to 434 commencing international students (a 6% growth on 2018);
- Growth in international scholarships continued in 2019, awarding 83 Vice-Chancellor's Academic Excellence International Student Scholarships (from 67 in 2018, and 10 in 2017).

Key activities:

- To support recruitment in India, the Vice-Chancellor hosted an alumni and agent dinner in Delhi, followed by a five-city agent workshop roadshow that featured academics from four Schools and intensive Genuine Temporary Entrant (GTE) training;
- During a five-city roadshow through China, Western Sydney International hosted two open days in key agents' offices and agent workshops, focussing on increasing recruitment outcomes and nurturing important business relationships with offshore recruitment agents;
- Recruitment agents are critical to the University's success in key markets; therefore, agent relationship management was a core component of International Recruitment's expansion strategy in 2019;
- Western Sydney International worked closely with Western Sydney University International College (WSUIC) and Sydney City Campus (SCC), sharing exhibition booths at major agent events in North Asia,

South East Asia, and Africa; and jointly hosting product and compliance training for staff from China, India, Nepal, and Pakistan;

- Western Sydney International hosted 34 recruitment agents and nine offshore Navitas staff at an Agent Familiarisation Week featuring Western Sydney University academics, Schools, across the University's campuses. This event took place in collaboration with WSUIC and the SCC.

The University's low Risk Index initiative continues to emphasize the importance of attracting high-quality international students and training representatives in compliance and screening processes.

### GROWTH IN STUDENT MOBILITY

Western Sydney University continues to expand its study abroad programs and identify new opportunities for its students, working towards a target of 25% of the graduating cohort having participated in outbound student mobility programs.

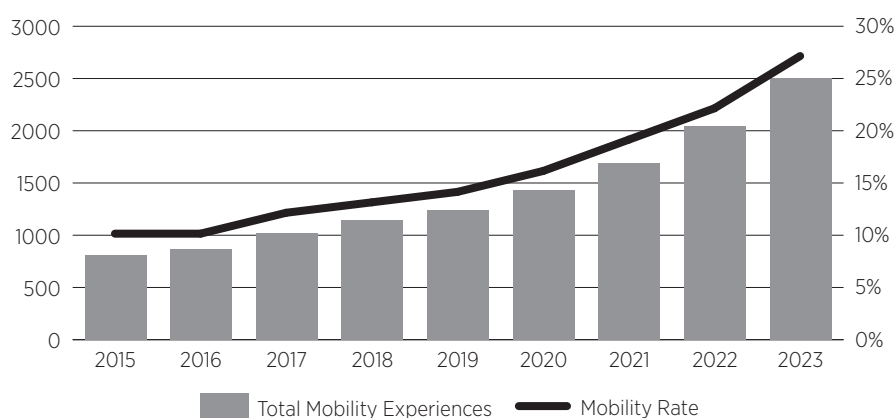
The University forecasts strong growth in student mobility experiences in future years, particularly as the 21C Project transforms curriculum and makes experiential learning opportunities easier to access, and also while Schools increasingly embed international study experiences into degree programs. Western Sydney University students on mobility programs are forecast to more than double over the next four years.

Western Sydney University's successful record in securing New Colombo Plan (NCP) funding continued in 2019, receiving AU\$694,100 NCP Mobility Program funding to support 212 students' participation in 13 projects across the Indo-Pacific region in 2020. The 13 projects are focussed on building Australia's knowledge of the Indo-Pacific region, highlights the University's commitment to the region, and increases the University's international profile.

The University also received AU\$66,000 NCP funding to support 20 students in two consortium projects with Curtin University and Australian Catholic University.

# Division of the Senior Deputy Vice-Chancellor

## FORECAST GROWTH IN STUDENT MOBILITY



Source: Western Sydney International

An important lever in growing mobility experiences and student uptake is the Australian Government's Overseas Higher Education Loan Program (OS-HELP), helping university students to fund international learning opportunities. In 2019, the University disbursed 427 OS-HELP loans worth over AU\$2.7 million, a 3% increase in 2018.

In 2019, four Western Sydney University students were awarded prestigious NCP Scholarships, funding study and internships in Nepal, South Korea, and Taiwan in 2020.

Successful Western recipients are students in the Bachelor of Social Sciences, Bachelor of Arts/Bachelor of Business, Bachelor of Anthropology, and Bachelor of International Studies/Bachelor of Social Sciences programs.

The University continued to run the successful Global Firsts program for first-year students in 2019, with 30 students on short-term programs in Canada, France, Hungary, Indonesia, South Korea, and Taiwan. This was a 67% increase in program participants compared to the launch year, 2018.

## INTERNATIONAL PARTNER ENGAGEMENT

Western Sydney University's international profile continued to grow in 2019. The Vice-Chancellor visited Botswana, China, India, Japan, Kenya, South Africa, Taiwan, Uganda, and Zimbabwe to advance the University's profile and institutional partnerships.

Western signed 125 agreements in 2019, including 72 new agreements with 65 new partners. At end-2019, over 390 existing agreements included memoranda of understandings, articulations, student exchange and mobility opportunities, licensing arrangements, research dual degrees, and staff exchange agreements.

School Associate Deans (International) visited key regions to strengthen institutional relationships and yield tangible outcomes. They travelled at least twice in 2019 to Greater China, South Asia, and South East Asia to build research links, establish and implement articulation pathways, and support student recruitment.

In 2019, articulation partnerships resulted in 50 commencing student enrolments, resulting in the appointment of a local recruitment consultant dedicated to articulation partners in the China market. This initiative saw a 215% increase on 2018 results, from 13 to 41

articulation commencements from China. Articulation commencements also came from new partnerships in Korea (5), India (2), and South Korea (2).

International Partnerships facilitated 75 delegations from 22 countries in 2019. The top countries were China (29), India (5), Indonesia (6), Japan (4), Bangladesh (4), Chile (3), Taiwan (3), United Kingdom (3), and Vietnam (3). The 75 delegations comprised 32 established partners and 43 prospective partners.

Short Programs delivered 13 bespoke programs in 2019 to over 270 academics, government officials, and students from partners located in Bangladesh, China, Denmark, India, Indonesia, Taiwan, and Vietnam.

## INDIGENOUS EDUCATION AND RESEARCH

Western Sydney University is committed to increasing Indigenous participation in higher education to reflect Western Sydney's large Indigenous community. The University seeks to increase the number, improve the progression rates of, and ensure strong graduate outcomes for Indigenous students, and to attract and build the careers of Indigenous academics and professional staff.

Delivering on the University's commitment to Indigenous participation requires strong internal leadership. In mid-2019, Professor Michelle Trudgett joined the University in the role of Pro Vice-Chancellor for Aboriginal and Torres Strait Islander Education, Strategy and Consultation. Professor Trudgett is an Indigenous scholar from the Wiradjuri Nation. She was the inaugural Director of the Centre for the Advancement of Indigenous Knowledges at the University of Technology Sydney. She was previously the Head of Indigenous Studies at Macquarie University. Professor Trudgett has won several awards, including the 2019 University of New England Distinguished Alumni Award, and in 2018 she was awarded the highly prestigious National NAIDOC Scholar of the Year Award and the Neville Bonner Award for Teaching Excellence. She is a highly accomplished, internationally recognised scholar and leader.

Among Professor Trudgett's initiatives is the development of an Indigenous Strategy. The new Indigenous Strategy 2020-2025 outlines seven strategic objectives to guide the University's performance in Indigenous education, research, employment and engagement. The strategy aims to generate a virtuous cycle of Indigenous achievement in higher education, with increasing numbers of Indigenous people participating in higher education as students, graduates and as academic and professional staff.

In line with the objectives of the new Indigenous Strategy, the University has increased the scholarship support available to students. At the NAIDOC week celebrations, Professor Trudgett announced the new Yarramundi PhD scholarships program. The Yarramundi program provides three PhD scholarships for Indigenous students, valued at \$50,000 per annum. In addition, this program provides scholarships to Indigenous students undertaking a Masters of Research degree, valued at \$24,000 in the first year and \$32,569 in the second year of study. At the undergraduate level, the University will offer ten new scholarships valued at \$2776 for up to four years of study.

While the Yarramundi scholarships support the next generation of Indigenous researchers, the University currently sustains a strong profile in Indigenous research. The University held an extended session on Indigenous research during its annual Research Week. A keynote from Professor Gawaian Bodkin-Andrews – a Western Sydney University alumnus – from the Centre for the Advancement of Indigenous Knowledge at the University of Technology Sydney prefaced the presentations of 18 researchers whose work focuses on Indigenous people and culture. A new initiative, the Indigenous Research Development scheme, boosted the University's support for Indigenous research, enabling academics to conduct important fieldwork. Similarly, a two-day Indigenous Writing Retreat built the capabilities of and expanded the collaborative opportunities available to Indigenous early career and emerging researchers.

The University undertakes several engagement activities with the community to broaden the understanding of Indigenous culture in Western Sydney. The University takes pride in celebrating Indigenous culture and demonstrating respect for Indigenous people. Among these activities was a screening of the Adam Goodes documentary 'The Australian Dream'. Two outstanding undergraduate students, Matilda Harry and Jarred Murphy delivered a dynamic presentation outlining how racism impacts young Indigenous people in Western Sydney. Nearly 300 people attended the University's annual marquee event, the Yarramundi lecture. A panel comprising Tom Calma AO, Auntie Jenny Munroe and Teela Reid spoke to 2019's NAIDOC theme, Voice, Treaty, Truth.

## ACADEMIC STRUCTURE IMPLEMENTATION

The University's new academic structure was approved at the February 2019 meeting of its Board of Trustees. As a consequence, the Academic Structure Implementation (ASI) Project was established to implement changes to the University's academic structure throughout 2019. This included the disestablishment of three Schools and the concurrent creation of seven new Schools, the creation of a cluster meta-structure to facilitate collaboration, the activation of disciplines, the revision of support provided to Directors of Academic Programs (DAPs) and the revision of School academic leadership roles. The key elements of the new structure are outlined below.

### Establishment of New Schools and Clusters

Three Schools were disestablished as part of the ASI project: Science and Health, Social Sciences and Psychology and Computing, Engineering and Mathematics. Seven new Schools were established: Science, Health Sciences, Social Sciences, Psychology, Engineering, Built Environment, and Computer, Data and Mathematical Sciences.

Three Clusters including Science, Technology, Engineering and Mathematics; Humanities and Social Sciences; and Health and Medicine were established to:

- identify and develop strategic priorities and initiatives;
- develop collective engagement and partnership strategies; and
- enhance collaboration between Schools, Institutes and across Clusters.

A Pro Vice-Chancellor leads each Cluster.

### Disciplines

The University engaged in an extensive process to identify the disciplinary affiliations of staff and appoint disciplinary leaders for these disciplines from among the professoriate. The purpose of a strengthened disciplinary framework is to revive informal, collegiate forms of governance, inform and improve the currency of curriculum development, and increase cross-disciplinary collaboration. The Vice-Chancellor approved 41 recognised disciplines.

### Directors of Academic Program

Directors of Academic Programs (DAPs) provide a pivotal role in ensuring program quality and delivery within the Schools. Additional administrative support for DAPs was identified as an essential outcome of the ASI project alongside improving role clarity, strengthening career progression incentives, and standardising remuneration and allowances. The ASI project addressed these areas of support, reviewing DAPs' remuneration and position descriptions, improving recognition of DAP service in academic promotions, and providing additional roles in administrative support for DAPs.

### Recruitment

Deans were recruited to the new Schools of Built Environment, Science, Engineering and Psychology and School Managers recruited to Built Environment, Science, Engineering and Social Sciences. The incumbent Deans and School Managers filled roles in the School of Health Sciences, Computer, Data and Mathematical Sciences and Social Sciences.



# Division of the Senior Deputy Vice-Chancellor

## SCHOOL OPERATIONS

Western Sydney University's nine Schools (expanded to 13 in 2020 as a result of the Academic Structure Implementation Project) deliver core operations across teaching, research and engagement aligned with the University's strategic plan.

### A distinctively student-centred University

The University's Bachelor of Planning (Pathway to Master of Urban Management and Planning) degree within the School of Social Science and Psychology collaborated with Landcom, the NSW Government's property development organisation, to deliver real-world learning experiences for students. Landcom shared their planning and development processes and associated data for the Cherrybrook station precinct on the Metro NorthWest project with students, allowing them to focus on real-life planning examples and work alongside planning professionals.

Fifty-seven students of the School of Humanities and Communication Arts participated in faculty-led programs to Canada, China, Japan, Timor-Leste and South Africa. The School designed, managed and led six outbound study tours and two inbound study tours for partner institutions in 2019, part of the University's expanding outbound mobility profile. These programs offer students international cultural experience and enhance their learning in a global context.

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

Distinguished Professor Lynn Kemp from the School of Nursing and Midwifery and Associate Professor Christine Woodrow from the School of Education led the development of the Transforming Early Education and Child Health (TeEACH) strategic initiative. TeEACH is a transdisciplinary research node addressing challenges associated with the early years of life, such as poverty and inequality's impact on children's health and learning.

The School of Science and Health's Associate Professor Zhonghua Chen secured major funding to develop masterclasses in protected

cropping. Greenhouse agriculture is an area of rapid technological development and deepening commercial interest, driven worldwide by food security and climate change. Locally, the Nancy Bird Walton airport in Western Sydney affords new business opportunities for advanced protected cropping activities on Sydney's peri-urban fringe. Western Sydney University's growing agri-business research and teaching concentration at its Hawkesbury campus contributes to broader agricultural industry development in the region.

With funding through Maridulu Budyari Gumat (SPHERE) and a National Health and Medical Research Council (NHRMC) Partnership Project, the School of Medicine's Distinguished Professor David Simmons is tackling diabetes in Sydney Pasifika communities. Current approaches to diabetes prevention are not changing the impact of the disease on the Samoan community, who, typically, have high rates of diabetes-related end-stage renal failure and other complications. Professor Simmons and his team are increasing the knowledge, and translational skills brought to bear on diabetes prevention and management in South Western Sydney's Samoan community.

### A research-informed learning experience

The School of Business established a Tax Clinic at the University's Parramatta CBD campus, the Peter Shergold building, with a \$100,000 grant from the federal government. The clinic provides advice and assistance to taxpayers and offers real work experience to students, who participate via an internship. In 2019 the Tax Clinic assisted 110 clients and engaged 17 students as interns.

The student-led Solar Car Team, supported by the School of Computing, Engineering and Mathematics, received philanthropic and sponsorship support from Penrith City Council and Charter Hall alongside sustained University funding, enabling the Team to participate in the World Solar Challenge. The Team's strong performances and innovative adaptation of existing technology are underpinned by authentic learning within the School and close connections with industry.

### An expanding international reach and reputation

The 92 Member States of the United Nations Committee on the Peaceful Uses of Outer Space (COPUOS) appointed Professor Steven Freeland of the School of Law to co-moderate discussions and consultations regarding the exploration, exploitation and use of space natural resources.

The School of Education created a Higher Degree Research program with Changchun University and the Jilin University of Finance and Economics. The program enables staff from Changchun and Jilin to undertake year-long intensive doctoral studies in Australia, followed by three years of part-time work in China to complete their field work and thesis.

The Digital Humanities Research Group (DHRG), an interdisciplinary research node based in the School of Humanities and Communication Arts, partnered with the University of Liverpool, UK, on a GBP 1 million British Arts and Humanities Research Council grant: 'Libraries and Cultural Formation in the Eighteenth-Century Atlantic'. The project is a collaboration across four countries (Australia, Britain, Ireland and the US). It involves School of Humanities and Communication Arts researchers Professor Simon Burrows and Associate Professor Rachel Hendery. Among the project's nine impact partners is the State Library of New South Wales.

### An anchor institution and leading advocate and champion for Western Sydney and its people

The School of Social Sciences and Psychology's Sexualities and Gender Research node developed several partnerships within the region, including with ACON. The University is collaborating with ACON on an LGBTIQ Wellbeing and Inclusion Research Project (2019-2021) to explore access and barriers to services in Western Sydney for the LGBTIQ community and how new and existing services can bridge the gaps.

The School of Computing, Engineering and Mathematics worked closely with the NSW Government and NSW Chief Scientist and Engineer to shape the profile of the Western

Sydney Aerotropolis. The School worked closely with engineering and technology units in the member universities of the New University Alliance.

Dr Francine Garlin, Indigenous Liaison Officer for the School of Business, developed the School's first comprehensive Indigenous Initiatives Plan. Building on a decade of participation in the University's Indigenous Outreach programs, the plan includes an Indigenous Business Enterprise research project; sponsorship of the inaugural Indigenous Finance and Business (IFAB) conference; implementation of an Indigenous social procurement policy; and development of strategic alliances with Yarpa (NSWALC) and the University's Launch Pad to advance programs designed to support Indigenous start-ups, scale-ups and business development.

#### **A dynamic and innovative culture that secures success**

Increasing collaboration across Schools is crucial to continued innovation across teaching and research. The expanding research program on urban heat supported by the Schools of Social Sciences and Psychology, Computing, Engineering and Mathematics, and Education has generated significant local and regional attention in academia, government and the media. The research has identified that the communities of Western Sydney are exposed to more extreme heat than previously known and has provided clear recommendations to improve public resilience during heatwaves.

# Division of People and Advancement

## PEOPLE AND ADVANCEMENT

### STRATEGIC OBJECTIVES AND INITIATIVES

In 2019 the People and Advancement Division had the below initiatives underpinned by three primary strategic objectives.

- 1. Employability Strategy:** *"To promote the participation and success of students through identifying and recommending the employability value in all experiences."*
  - a. Building an Employability dashboard;
  - b. Building research insight communities into human capacity;
  - c. Alumni and lifelong learning;
  - d. Improved vocational decision making;
  - e. Internal and External Stakeholder engagement, events and experiences in aid of student success;
- 2. Brand Engagement Strategy:** *"Managing perception and experience to deliver on the University's brand promise."*
  - a. Philanthropic & Advancement program;
  - b. Community Engagement program;
  - c. Brand Health program.
  - d. Service Excellence.
- 3. People and Culture Strategy:** *"To embed the critical attributes and behaviours that promote an inclusive, diverse, dynamic and innovative culture that enhances engagement and performance."*
  - a. Enhance organisational culture & performance;
  - b. Cultivate empowering leadership
  - c. Attract and retain people with a shared purpose
  - d. Develop careers
  - e. Recognise and reward our people

## SIGNIFICANT OPERATIONS

### IMPROVING THE STUDENT EXPERIENCE

Western Sydney University continues to build its capability to capture and analyse a rich and diverse suite of insights on the student experience. Those insights have been, and will continue to be, turned into actions to improve the student experience.

In 2019, the Student Experience Office built on behavioural research completed in 2017 and 2018 on prospective student preferences, identifying the drivers that influence the

choice to attend Western Sydney University, the international student experience, as well as the perceptions that prospective and current students have of the University. Specifically, further research was undertaken into the following:

- Perceptions and positioning of the True Reward program;
- Using Behavioural Economics to optimise the design of future vertical campuses.

The outputs of these research projects have delivered essential insights and understanding to inform decision making.

### VOICE OF STUDENT (VOS)

In 2019, the Voice of Student (VoS) program continued to be rolled out and deliver on its goal of capturing feedback at critical points along the student lifecycle, with the feedback informing actions focused on improving the overall student experience.

Ongoing student feedback, from interactions with a range of front-line service areas within the Student Experience Office (SEO), is now routinely used to inform internal process improvements, individual staff coaching and resource allocation decisions. Processes are also in place as part of the VoS, to track the resolution of individual expressions of dissatisfaction by students resulting from a service interaction with Student Central (where a student nominates for follow-up contact).

One-off VoS surveys run in collaboration with the School of Nursing & Midwifery (SoNM), have produced valuable insights on the level of student advocacy for both the University overall and SoNM courses. This VoS pilot has also captured student perceptions of the quality of assessment feedback and student perceptions of academic support and advice available within the SoNM. A survey of all University students graduating across 2019 captured valuable insights on overall advocacy for the University and the alignment of student commencing expectations with their experience over the course of their study.

As the VoS continues to roll-out across the University, the focus will be on extending the SoNM pilot to other Schools and beyond the course to the unit level, providing close to

real-time 'in-session' feedback to academics to assist with their teaching practice during a teaching period.

### WESTERN YOU

In late 2018, the SEO launched *Western You*: a longitudinal online student community panel. The project vision for *Western You* is to create a broad and representative community of students who provide feedback on their experiences throughout the year and share their ideas for continuous improvement. The objective is to track student experiences throughout their entire university journey to identify the factors that lead to satisfaction and successful completion of university. It provides a platform for responsive delivery of enriched, specific student insights.

Following a period of co-design with students and stakeholders in 2018, the project has sent three 'Pulse' longitudinal surveys to students and many deep-dive research activities. The *Western You* Community now consists of over 6,000 students from all schools, courses, campuses and cohorts. The 'Pulse' survey will continue to run twice a year and receives on average between 1,100-1,500 responses per survey round.

### SERVICE EXCELLENCE

#### SEO Culture Transformation Project

The Student Experience Office (SEO) is committed to transforming into a high-performing, student-centred and innovative culture.

Key objectives of the SEO culture project are to:

- Build a world-class executive leadership team with a clearly articulated shared vision and growth mindset, who lead their teams and collective culture by example;
- Develop high performing, interconnected and diverse teams, with laser vision on the customer journey;
- Encourage individuals to be stretched out of their comfort zones, understanding the critical importance of their role to the success of the organisation – feeling energised, engaged and purposeful in their careers;



- Use new technologies to better harness the ideas, skills and voices of the collective for the benefit of the customer;
- Set the SEO up for success with a clear competency matrix at all levels to reinforce the desired culture with consistent and constant feedback channels; and
- Ensure the effective use of people analytics to increase engagement, identify top talent and map to critical roles.

The SEO has been working with The Culture Equation over the last 18 months, and some of the key outcomes of phase one of the culture project included:

- Development and embedding of new SEO values and purpose statement;
- Capacity building and leadership development of the senior leadership team through participation in The Greater Collective executive leadership program and participation in one on one and team coaching;
- The commencement of a talent development and succession planning initiative;
- Improvements to communications across the SEO, including the introduction of regular 'Mega-Zooms' for the broadcast of critical information and insights and monthly 'Lunch and learns' hosted by a different SEO team each month.

Phase two of the project is now underway, and the first critical element was completed with the finalisation of the first-ever SEO Employee Experience Survey in July 2019. The survey had an overall response rate of 82% (258 staff members) with an engagement score of 75% overall and 90% of staff reporting that they feel proud to tell people where they work. The rich insights from the survey are being considered by teams who are working through ways to celebrate the many positives in the survey as well as ways in which we can respond to the areas where there is room for improvement. The survey will be undertaken each year and will be an annual temperature check on the perceptions and feelings of the SEO overall and at a team level and will ensure that the focus and momentum for culture change remains.

Phase 2 will see a broadening of leadership development, further work on individual and

team empowerment, providing opportunities for cross-functional collaboration through a business rotation program, the development and launch of an SEO intranet for information sharing, development of a feedback webinar and real-time feedback tool particularly in relation to innovation.

### MULTICULTURAL POLICIES AND SERVICES PROGRAM

The Office of Equity and Diversity not only supports staff and students and the wider community but is also committed to meeting its reporting obligations under the Multicultural NSW Act 2000 to promote and ensure equitable and inclusive practices across the University.

### MYVOICE STAFF ENGAGEMENT SURVEY

In 2018, Western Sydney University reengaged 'The Voice Project' to administer the MyVoice Staff Engagement Survey ('MyVoice Survey') for the third time. Survey results were released to the University in June 2018, and the University subsequently developed a response strategy that included staff communication of the results, and how the University would address concerns raised in the staff feedback through action plans.

The strategy included:

- Detailed results presented to each School, Institute and Division;
- Thirty-five (35) local working groups established across the University. Each working group developed actions to improve their work unit and address those items which scored less favourably in the survey;
- University-wide working groups established to focus on the following core areas of concern for the University revealed in the survey results.

### Local Working Groups

The 35 local working groups developed and reported to the Executive, actions to improve their work unit, and progress towards the improvement of those items which scored less favourably in the survey. There were a total of 317 action items agreed across all 35 working groups.

During 2019, local working groups administered short pulse surveys within their School, Institute and Division. These pulse surveys provided a measure of the impact against actions implemented since the 2018 MyVoice Survey and targeted the pain points that are still evident within the work area concerned. Results of the pulse surveys were used to identify areas requiring increased focus during 2020.

The areas that conducted short pulse surveys are:

- Student Experience Office – *Employee Experience (EX) Survey*
- Office of Human Resources – *Pulse Survey*
- Office of Finance and Resources – *Midpoint Staff Engagement Survey*
- Information Technology and Digital Services – *ITDS Internal Anonymous Survey*
- Office of Equity and Diversity – *Reasonable Adjustment Plan Survey*
- Learning Transformations – *Teaching Cultures Survey*
- NICM Health Research Institute – *Pain Points Survey*

### University-Wide Working Groups

Seven University-wide working groups were established in 2018 and met on six occasions during 2019. In December, the University-Wide Working Groups showcased their recommendations and the work they had achieved during 2019. These working groups were established to focus on the following core areas of concern for the University:

- Change and Innovation
- Cross-Unit Cooperation
- Leadership Development
- Wellbeing, Diversity and Inclusion
- Support for Research
- Support for Teaching
- Recognition and Reward, and Career Opportunity

Several University-wide initiatives were implemented in 2019 that addressed enterprise areas for concern identified in the MyVoice results.

# Division of People and Advancement

## OUR PEOPLE SECURING SUCCESS

In 2019, the Office of Human Resources launched the University's Our People Securing Success people strategy. The strategy is framed by five pillars designed to fortify the building of the University's dynamic and innovative culture envisaged in the University's Securing Success 2018-2020 Strategic Plan and achieved through individual and cross-functional collective commitment.

The Our People Securing Success five pillars include:

1. Enhance organisational culture and performance;
2. Cultivate empowering leadership;
3. Attract and retain people with a shared purpose;
4. Recognise and reward our people; and
5. Develop careers.

Our People Securing Success will be implemented over three years until 2021 and includes several projects overseen by seven MyVoice focused working groups. Key projects include:

### Culture Capability Framework:

recognising the staff cohort holistically and positioning Western Sydney University as a learning organisation. Designed to help staff operationalise the University's values and beliefs, the Culture Capability Framework embraces the most important cultural qualities to ensure individual and organisational strategic success. The 2020 roadmap for implementation includes integration with position descriptions, recruitment action, performance systems and learning and development programming.

**Strategic Workforce Planning:** Western has partnered with five of its fellow Australian Innovative Research Universities (IRU) members to develop a strategic workforce planning toolkit. The toolkit will support managers in the following areas;

- forecasting workforce needs;
- provide insights about the future demand for research, teaching and professional staff compared to available supply within and external to the University;

→ identification of resource gaps in the workforce areas of expertise and the future capabilities required of both academics and professional staff to meet the changing needs and expectations of students to deliver high-quality student experiences.

**Succession Planning:** A process to manage succession has been trialled with the Senior Executive Group to recognise and develop a pool of internal people with the potential to fill leadership and business-critical roles, in preparation for eventual role succession. A range of development options has also been identified to underpin the process. Consideration of appropriate mechanisms for a broader rollout is underway, which will be vital in developing staff careers and protecting business continuity by closing skill gaps and preparing the organisation for future job requirements.

### Senior Leadership Development Program:

Throughout 2019, a range of developmental programs were introduced to support leaders in developing a deeper organisational understanding and collaborative relationships. A Senior Leadership Charter was co-created by staff classifying *Integrity*, *Accountability*, *Empathy* and *Courage* as the values to champion, model and guide their interactions.

### Leadership Development Matrix:

A Leadership Development Matrix has been developed for implementation in 2020. The matrix was designed to guide leadership development options for all academic and professional staff, across the University, regardless of position. It will also serve to develop a shared language and understanding of leadership at Western.

**Induction and Orientation:** Critical to the success of the Academic Structure Implementation (ASI), a comprehensive Senior Leadership Induction program was developed to support newly recruited leaders in essential operations. The program will be integrated with the recently expanded Staff Orientation program. Held four times per year, the conference style Orientation, featuring keynote style presentations and an interactive work area exhibition, has been designed to help staff understand and navigate their working life at Western.

**Working Group Initiatives:** In response to the MyVoice survey results, and consideration of the Our People implementation, 140 staff volunteered to participate in seven MyVoice themed working groups across the following areas:

- Support for Teaching
- Support for Research
- Leadership
- Cross Unit Cooperation
- Change and Innovation
- Career Development and Recognition
- Wellbeing, Inclusion and Diversity

Over six months, the groups generated 61 recommendations, which were then prioritised and presented these to the Executive Director, OHR and the Vice-President (People and Advancement) for consideration and action in 2020.

## PHILANTHROPY

The University's philanthropy and fundraising initiatives are led by the Office of Advancement who is responsible for facilitating relationships with major donors, alumni, the community and students, collaborating with all areas of the University to help strengthen research and advance student success.

Western Sydney University celebrated its most successful year of philanthropy in 2019, raising a total of \$32,868,763 for scholarships and research. Highlights include the Walker Corporation donation of \$26 million (to be received in 2020), comprising a \$20 million gift in kind for the Macarthur Medical Research Institute building works and an additional \$6 million endowment to establish a Professorial Chair. The Australia Biotechnology Group pledged \$2.5 million over five years towards the NICM Health Research Institute at Westmead. An anonymous donation of \$593,396 for medical research in the School of Science and Health. A new pledge from Dr Fai Yuen Lam of \$500,000 to support both NICM and the Chinese Medicine Centre at Western Sydney University.

In September 2019, the University's inaugural 'Giving Day' was held, raising over \$767,000 from more than 720 donors. Highlights were the "Chancellor's Challenge" where donors, staff and students abseiled from Level 9 of the Peter Shergold Building. Giving Day activities took place on all campuses and included morning teas and BBQs, promoting the importance of philanthropy across the University and its community. Projects supported by Giving Day include BabyLab at the MARCS Institute, the solar car team, scholarships for Western students and other research initiatives.

Staff Giving at Western Sydney University marked its tenth year in 2019 with total all-time contributions surpassing \$1 million. At 15.5%, the University has the highest participation rate of staff giving across all universities in Australia. Staff Giving increased by 8.2% in 2019, with more than 500 staff contributing \$167,500 for internal causes and \$29,300 for charity partners. The number of donor-funded prizes continues to rise with 228 prizes valued at \$176,000 awarded to students in 2019, up from 209 in 2018.

In 2019, more than 300 alumni donated to the University, an increase of 82% from the previous year. This is attributed to a successful tax-time appeal, which secured 170 new alumni donors and Giving Day, which attracted 70 new alumni donors.

The Office of Advancement works to provide opportunities for students in the Greater Western Sydney region through donor-funded scholarships. In 2019, 468 students were supported by donor-funded scholarships, an increase of 16% from 2018. Donors were provided several engagement opportunities with their scholarship recipients, including the 'Donor Thank You Reception' in August and the Scholarships Ceremony in October.

The Bequest Program at Western Sydney University was established in mid-2014 and in November 2017, the "Leaving a Future" Bequest Society was established with Chancellor Professor Peter Shergold AC as Patron. At the close of 2019, the University had 37 confirmed bequest donors. Last year three Estate Planning Seminars were held and the Chancellor hosted a Bequest Society lunch which featured the University's historian, Associate Professor Carol Liston as the guest speaker. The Office of Advancement will continue to grow the bequest program through events and strategic 'planned giving' conversations with our supporters.

The University's Foundation Council is a sub-committee of the Board of Trustees and is comprised of distinguished business leaders and alumni who support the University and the Office of Advancement in achieving its strategic goals, through philanthropy. In 2019, Foundation Council members included Professor Peter Shergold, AC; Professor Barney Glover AO, Danny Gilbert AM (Chair), David Bonham, Tracy Chalk, Cameron Clyne, Matt Graham, David Hazlett, Carmel Hourigan, Martyn McCarthy, Nicholas Moraitis AM, Katie Page, John Schembri, The Hon. Dr Helen Sham-Ho OAM, Gabrielle Trainor AO, Kim Williams AM and Talal Yassine, OAM.

## EMPLOYABILITY AND GRADUATE SUCCESS

The 2019 Graduate Outcomes Survey shows that the proportion of the University's graduates in full-time employment is against the national average<sup>1</sup>, despite the University's graduates attaining the highest employer satisfaction of all universities based in the Greater Sydney region.<sup>2</sup>

The University's strategy for improving student employability and ensuring employment upon graduation is the delivery of an Employability Dashboard that is personally tailored to each student.

The Employability Dashboard was piloted in November 2019, with improvements and additional features set to be added in 2020 before dissemination of the platform to the broader student cohort, recent graduates and the alumni network.

The dashboard will provide students with a personalised profile that:

- collects data from their extra-curricular experiences;
- uses that data and machine learning algorithms to curate and recommend further employment opportunities and experiences such as internships, work-integrated learning, mentoring, alumni stories, industry insights, and trending articles; and
- more broadly assesses and depicts a student's employability/workplace readiness.

This personalisation will enable students to better navigate the vast suite of training and employment experiences available at the University. This approach addresses entrenched inequity that exists in how students currently access information on employment opportunities with the objective of improving graduate outcomes.

Further, the University has a highly skilled and connected Alumni network which it will leverage through the dashboard. The dashboard will connect Alumni with similar experiences and motivations to current students to encourage mentoring and support.

This focus on Employability and Graduate Success is timely with the announcement of the Commonwealth Performance-Based Funding (PBF) Scheme in late 2019. The Employability Dashboard is enabling graduates to better understand their employable skill sets, providing opportunities for skills development, building a professional network and connecting students with employers and alumni.

<sup>1</sup> Quality Indicators for Learning and Teaching, 2019 Graduate Outcomes Survey, published October 2019.

<sup>2</sup> Quality Indicators for Learning and Teaching, 2019 Employer Satisfaction Survey, published January 2020. ('Greater Sydney Universities' includes: USyd, UNSW, UTS, and Macquarie. ACU and Notre Dame excluded due to campuses interstate)

# Division of People and Advancement

## EQUITY AND DIVERSITY

The Office of Equity and Diversity (OED) is the lead agency at the University on a broad range of equity and diversity matters including gender equity, LGBTIQ, disability and cultural diversity. OED supports the University to promote equitable and inclusive practice and to meet related legal and regulatory obligations, such as under the Workplace Gender Equality Act 2012 and the Multicultural NSW Act 2000. The team also directly supports students and staff and our wider Greater Western Sydney community concerning issues of equity, diversity and inclusion.

In 2019, the University was recognised as a world leader and advocate for the advancement of equality via the inaugural Times Higher Education (THE) World University Impact Rankings. The University was ranked as number one in Gender Equality and number two for Reduced Inequalities. THE Impact Rankings measured over 450 universities from 76 nations for their social, ecological and economic impact and commitment against the United Nations' 17 Sustainable Development Goals 2030 (SDGs).

Nationally, the University earned a citation as an Employer of Choice for Gender Equality by the Workplace Gender Equality Agency (WGEA). This award recognised the University's comprehensive work in progressing gender equity for the 14<sup>th</sup> consecutive year. This citation requires organisations to meet stringent standards against key criteria of leadership, learning and development, gender remuneration gaps, flexible work and other initiatives to support family responsibilities, employee consultation and the prevention of sex-based harassment and discrimination.

Across the reporting period, the University has made steady progress against its Gender Equality Strategy and Action Plan.

Key initiatives during 2019 include:

- The Vice-Chancellor Gender Equality Committee continued to meet and provide guidance and direction on significant issues and planned activities. This year, the committee supported the funding of eight projects from the Vice-Chancellor's Gender Equality Fund. Focus areas include redressing the gender gap in academic promotions, supporting the leadership and career aspirations of sessional staff, reviewing participant experiences of the University's mentoring programs, promoting women's health and wellbeing, returning to work after parental leave, reviewing the barriers to women's participation in Science, Technology, Engineering, Maths and Medicine, male engagement in flexible work, and negotiating mothering and academic work;
- The University commenced the new Equity and Diversity Working Parties within all Schools, Institutes and Divisions. These working parties provide a forum for the discussion of local equity and diversity issues and help progress fundamental equity and diversity challenges and opportunities within each School, Institute and Division. This mechanism ensures consistent implementation of equity and diversity policy and strategy across all areas of the University. There are currently over 55 members in these working parties, with a further eight parties to be established across 2020;
- The Western Panel Pledge was launched in December 2019, as championed by the Vice-Chancellor, and currently, has over 45 staff pledged, including some of the most senior leaders of the University. This program encourages speakers and organisers of public events to attain a gender balance in guest speakers, panels and presenters;
- The University continued to promote flexible work for all staff. This included updating and expanding web content available to all staff on flexible work and existing university provisions, and an information kit distributed to over 1000 staff members raising the profile of male staff as carers and encouraging men to take up more carer and parental support options at the University;
- The University applied for and received accreditation by the Australian Breastfeeding Association (ABA) as a Breast Feeding Friendly Workplace. In seeking this accreditation, the University sought to provide a welcoming and supportive environment for new parents. Seventeen rooms were upgraded to meet ABA standards across multiple campuses;
- In collaboration with Office of Talent and Leadership Development, OED produced a new online staff development module covering key equity, diversity and inclusion responsibilities and issues. The Equal Opportunity Online module was launched in September 2019 and has been completed by over 3700 staff;
- The Western Sydney University Ally Network continues to support gender and sexuality diverse students and staff and this year hit its target of 250 members. The Network ran five induction training sessions in 2019, which were attended by over 90 students and staff across multiple campuses. These training sessions continue to have a waiting list and highly favourable participant feedback.

# Division of Research and Innovation

## RESEARCH AND INNOVATION

### STRATEGIC OBJECTIVES AND INITIATIVES

In 2019 the University's research profile realised ongoing improvement and growth following the Division of Research and Innovation focussing on diversifying research income, increasing research impact, building capacity and capability, improving research quality and celebrating success.

Priorities for the Division of Research and Innovation, in line with the University's strategic goal to be *a research-led university with regional, national and global impact* include:

1. Increase research income, particularly through contract research for industry and income from international or philanthropic sources;
2. Increase research collaboration across the University, including through the new Strategic Research Initiatives (SRIs) and the acknowledgement of research excellence through awards including Distinguished Professors;
3. Support development of research, primarily through Early Career Researchers (ECR) and Higher Degree Researchers (HDR) opportunities such as the Researcher Development Initiative;
4. Build research capacity and strengthen cohorts of excellence through initiatives including the Vice-Chancellor's Research Fellowship and Distinguished Visiting Fellows schemes; and
5. Extend the international reach of the University's research through targeted global strategies and collaborations including the Visiting Distinguished Professor scheme, the Outgoing Fellow scheme, joint HDR and Master of Research programs and membership to international groupings including Australia-Africa Universities Network (AAUN).

## SIGNIFICANT OPERATIONS

### LAUNCH OF STRATEGIC RESEARCH INITIATIVES (SRIs)

In 2019, Western Sydney University established two new Strategic Research Initiatives (SRIs), bringing the total number of university-funded initiatives to three. The SRIs draw on developing and established cohorts of cross-disciplinary strength. SRIs are outward-facing and funded for up to 5 years; they are co-designed with industry partners and research end-users to achieve impactful outcomes. SRIs have major and distinctive programs of research featuring world-leading collaborations and a pipeline to secure partnerships with industry, government and communities locally, nationally and internationally.

The focus of SRIs is on translation and research impact. The SRIs in 2019 were:

- Young and Resilient Research Centre (Y&RRC);
- Transforming Education and Child Health (TeACH); and
- International Centre for Neuromorphic Systems (ICNS).

A further SRI was identified in 2019, Urban Transformation, which will be established in 2020. The SRIs were launched during Research Week, with the keynote address delivered by the NSW Chief Scientist and Engineer Professor Hugh Durrant-Whyte. The launch provided an opportunity for each of the SRIs to highlight their work activities to the NSW Chief Scientist and Engineer along with existing and potential industry partners. The launch attracted a capacity audience to the Peter Shergold Building in Parramatta with over 130 people in attendance.

### VICE-CHANCELLOR'S RESEARCH FELLOWSHIP SCHEME AND DISTINGUISHED VISITING FELLOWSHIP SCHEME

Capacity in the University's area of established and emerging research strengths was further expanded in 2019 through the launch of the Vice-Chancellor's Research Fellowship, and the Distinguished Visiting Research Fellows scheme. The allocation of University Corpus funds will support both programs for the next five years. Submissions for the first tranche of Vice-Chancellor's Research Fellows closed on 22 September 2019, attracting 287 applicants from across the world, for positions in one of 12 identified research focus areas. Vice-Chancellor's Fellows will be employed through Schools and positioned in Research Institutes and SRIs for the term of the Fellowship.

Expressions of Interest for Distinguished Visiting Fellows secured three Fellows, one in the Institute of Culture and Society, one in Hawkesbury Institute for the Environment and the third in Transforming Early Education and Child Health. The Distinguished Visiting Fellows will commence their 6-12month roles with the University in 2020.

### EXCELLENCE IN RESEARCH AND ENGAGEMENT AND IMPACT ASSESSMENTS

Outcomes from the 2018 Excellence in Research for Australia (ERA) assessment reflected a marked increase in the University's research being recognised at or well above world standard. Eight-five per cent of the University's research was recognised at 'world standard or above' with 51 out of 60 four-digit Fields of Research (FoRs) rated at world standard or better.

At the two-digit discipline level, ERA assessed 90% of Western Sydney University's research at 'world standard or above'. This result reflects a significant growth for the University which, for the 2010 ERA assessment, had just 41% of its research assessed as 'world standard or above'.

Parallel to the Excellence in Research Australia (ERA) assessment in 2018, the Australian Research Council (ARC) conducted an assessment of the impact of Australian university research – the Engagement and Impact Assessment (EI). In preparation for this assessment and any subsequent funding

# Division of Research and Innovation

implications, the University undertook the following activities:

- impact competition at Research Week;
- provision of online training modules;
- provision of research impact templates;
- rolling workshops and seminars held across the University including an Impact Retreat (a one-day workshop for all academics developing impact case);
- development of five engagement and Impact Evaluation Panels comprising the University's Research Theme Champions, industry partners, and research end-users to guide the development of submissions;
- Future Makers 2 and 3 released and 4 nearing finalisation. The Future Makers publications showcase the University's research. Future Makers 1 highlighted the University's research impact, while Future Makers 2 focused research excellence. Future Makers 3 continues the focus on excellence, and Future Maker 4 will focus on the research, across all disciplines, that aligns with the University's four research themes.

## **HDR ENROLMENTS, COMPLETIONS, NATIONAL AND INTERNATIONAL**

In 2019, there were 1,241 students – excluding Master of Research (MRes) students – enrolled in Higher Degree Research study at Western Sydney University and 164 Higher Degree Research (HDR) graduates.

The MRes program received 489 applications for the program in 2019, including 278 international applicants. In 2019, there were 107 students enrolled in the program.

## **HIGHER EDUCATION RESEARCH DATA COLLECTION (HERDC) RETURN**

Ongoing investment in diversifying the University's research income has provided research income stability, reputational growth, and supporting researchers in applying their findings and expertise in industry-relevant contexts. HERDC returns for 2019 reflect the continued rise in research income, particularly in categories 2,3 and 4.



# The Academic Division

## ACADEMIC

### STRATEGIC OBJECTIVES AND INITIATIVES

The Academic Division has three key priorities:

- to design and deliver high quality and innovative learning experiences;
- to develop and maintain impactful partnerships;
- to provide evidence-based improvement of teaching and curriculum.

The Academic Division consists of the following departments:

- Learning Futures
- Digital Futures
- Quality and Reviews
- The Library
- Technical Support Services
- The Whitlam Institute

The Academic Division supports the following University initiatives:

- 21C Project and Education for the Sustainable Development Goals;
- Educational partnerships, including Sydney City Campus and WSU International College, the Joint Engineering Program with UNSW, Joint Medical Program with CSU, and collaboration with the University of Canberra at Sydney Olympic Park;
- Strategic expansion of online course delivery with Online Education Services (OES);
- Internal and external quality assurance and TEQSA compliance;
- Course portfolio management, including the development of Course Sustainability Indicators;
- Planning for new campuses;
- Provision of teaching capability development for staff;
- Provision of academic support services for students;
- Support for clinical and professional placements;
- Programs supporting women, including Science in Australia Gender Equity (SAGE), Senior Women's Group, and Network for Emerging Women;
- Digital Textbook Initiative; and
- Provision of technical support services for teaching.

## SIGNIFICANT OPERATIONS

### 21C PROJECT

From January–June 2019, the University continued its commitment to the 21C Project by consolidating and transforming systems and work practices to deliver the University's new curriculum efficiently. Work continued with streamlining curriculum and student management systems; policy and governance development; marketing and communications; and human and financial resources.

In July 2019, the Vice-Chancellor launched the next stage of the University's 21C Project.

The allocation of University Corpus funding to support the next stage of the 21C Project will see a range of new initiatives over the next three years that build on the University's ongoing program of work to future-proof the curriculum in response to workplace disruption and social change. The new 21C programs aim to deliver the transdisciplinary 'hybrid' capability to complement current and future degrees and ensure student success.

At the heart of the 21C project is the idea of Partnership Pedagogy which involves the co-creation of the curriculum in partnership with University staff, students and external partners. In 2019, the transformation of curriculum at the University included the following:

- The completion of four new degree architecture pilots: Bachelor of Arts; Bachelor of Engineering (Honours); Bachelor of Science; and Masters of Marketing;
- Development of 61 new prototype curriculum elements, 28 of those launched and had over 4500 enrolments in 2019;
- Delivery of the first 21C alternative credential with digital badging of The Sustainability Bootcamp;
- Advancing the University's commitment to the United Nations Sustainable Development Goals (SDGs) through the development of 21C curriculum which includes the SDGs in their core content;
- Deployment of 21C Student Curriculum Partners to co-create new curriculum including an elective unit #WeAreTheUniversity: students co-creating change, a professional learning

program called #partnerUP: co-create curriculum with students, and a new scheme Student Partners in the Review of Teaching (SPiRoT) in which students partner with staff to investigate their teaching;

- Endorsement of the course design principles as the basis for the new Curriculum Design and Approvals Policy;
- System design solutions to implement 21C and enable future agile curriculum deployment;
- An internationally benchmarked recognition scheme resulting in over 50 new Advance HE Fellows at the University;
- The launch of four 21C Curriculum Challenge Teams to develop new transdisciplinary curriculum to cultivate graduates who are: Future Thinkers; Global Citizens; Innovative Entrepreneurs and Sustainability Advocates.
- The development of staff capacity and creating a 21C institutional teaching culture that will extend the University's transdisciplinary 21C curriculum build at scale and sustain curriculum and teaching innovation into the future.

### EDUCATIONAL PARTNERSHIPS

Western Sydney University is expanding its flexibility and access to education by providing education through a variety of partnerships and through establishing Partnership Pedagogy as the defining feature of its curriculum. Partnership Pedagogy is the co-creation of the curriculum by our staff with our students and external partners. It is a signature concept in the shaping and transformation of the curriculum, enabling the University and its students to critically engage with emerging social challenges and complex future work environments.

Western Sydney University currently provides flexible educational opportunities for domestic and international students, including:

- Pathway programs at The College and WSU International College;
- Vocational Education and Training (VET) and Compulsory Professional Development (CPD) through The College Registered Training Organisation (RTO);

# The Academic Division

- Online education through WSU Online, in partnership with Online Education Services; and
- Sydney CBD location at the WSU Sydney City Campus, in partnership with Navitas.

In 2019, Western Sydney University announced several new partnerships, including the Joint Engineering Program with the University of New South Wales, the Joint Medical Program with Charles Sturt University, and collaboration in sports and exercise science with the University of Canberra at Sydney Olympic Park. The University will continue to leverage its institutional partnerships and communities to make the curriculum more relevant, accessible and attractive to prospective students.

## PLANNING FOR NEW CAMPUSES

The Academic Division contributes to the planning and design of new campuses regarding the offering of courses, learning environments and student support for students. The development of new campuses allows the University to integrate into communities in the Western Sydney region, offering relevant and innovative course offerings and learning experiences. The new vertical precinct campuses in Parramatta CBD and Liverpool CBD enable the University to provide technology-rich flipped modes of learning. Ongoing evaluation of flipped learning in those campuses demonstrated improvement in student grades of between 4-6 per cent and an increase in time spent in the Learning Management System (of up 25-30 per cent).

The Division is providing academic and facilities planning for the new Bankstown CBD campuses and the Engineering Innovation Hub in Parramatta, as part of its contribution to the University's Western Growth strategy.

## STRATEGIC EXPANSION OF ONLINE COURSE DELIVERY WITH ONLINE EDUCATION SERVICES

WSU Online is a partnership with Online Education Services to provide Western Sydney University courses in a fully online environment to domestic students. In light of

continued CGS restrictions, enrolment in WSU Online is at 100 per cent.

In 2019, the WSU Online initiative:

- Offered nine programs, including 88 units developed specifically for online delivery;
- Achieved 766 enrolments;
- Developed over 400 interactives, infographics, activities and case studies for online and on-campus units;
- Achieved increased pass rates (in the final trimester overall 88.3 per cent) and decreased Fail Non Submission (FNS) rates in all programs;
- Continuously improved the student learning experience and achievement of outcomes (e.g. of the 43 units delivered in the most recent trimester, 80 per cent demonstrated significant improvement in the online experience than the previous iteration of the unit); and
- Demonstrated high level of academic achievement through Dean's Merit lists with one business, 21 social science and psychology, and 42 nursing students.

In future years, there will be the continued development of retention initiatives such as a feed-forward teaching strategy and engagement with students who receive low passes (50-55 per cent) in their first assessment in the unit.

## INTERNAL AND EXTERNAL QUALITY ASSURANCE AND COMPLIANCE

Underpinning the University's core values of excellence and quality is an embedded culture of quality assurance and continuous improvement of the academic offerings. With a focus on improving the student experience and student learning, the University's quality management processes ensure compliance with external requirements. In particular, the University adheres to the requirements of the Tertiary Education Quality and Standards Agency (TEQSA), the Higher Education Standards Framework (HESF) and the Education Services for Overseas Students (ESOS) Act.

Of note, the University's registration on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) was granted an extension by TEQSA until 21 November 2025, to align

the CRICOS registration period with the TEQSA registration period. The Office of Quality and Reviews (OQR) continues to liaise with TEQSA regarding the University's registrations and ongoing compliance with the HESF and ESOS Act.

Professional support and guidance are provided for schools and third-party partners by OQR. In 2019 school and course reviews were facilitated, course quality improvement processes implemented, and academic staff supported to analyse feedback and improve the student experience. Professional accreditation activities critical to student employment outcomes were managed, and University initiatives for quality enhancement and improvement were coordinated.

In 2019, key highlights include:

- cyclical reviews of the School of Nursing and Midwifery and the School of Business were undertaken;
- annual course reports for 135 courses were managed, and new elements of the process agreed for 2020 including a peer review of underperforming courses;
- documentation and quality assurance of more than 1,200 new and revised courses and units was undertaken;
- participation in the Innovative Research Universities (IRU) Academic Calibration Project was coordinated to ensure peer review of assessment for 12 units;
- accreditation submissions to 5 professional bodies were managed; and
- submissions made to external reviews of the AQF, Higher Education Provider Category Standards, Secondary School Pathways, and TEQSA's Risk Assessment Framework.

## COURSE PORTFOLIO MANAGEMENT, INCLUDING DEVELOPMENT OF COURSE SUSTAINABILITY INDICATORS

In 2019, Western Sydney University developed a more comprehensive and evidence-based approach to measuring and tracking course viability and performance across a range of measures; the Course Sustainability Indicators (CSI). The CSI measures and monitors the relative performance of the courses against three broad dimensions: demand, quality and financial contribution. For each CSI indicator,



a performance threshold has been established to create three bands of performance represented by traffic light indicators. The CSI data has been configured into a Tableau dashboard and has been reviewed by each of the Schools, with action plans developed for the use and application of the data.

The Office of the Deputy Vice-Chancellor and Vice-President (Academic) has developed a more active approach to managing the University's portfolio of courses. This includes using existing quality review processes and available measures of quality (including Quality Indicators for Learning and Teaching and CSI) to monitor courses and how they are performing to identify opportunities for improvement and renewal. The new and amended course approval process was reviewed, and changes will be applied in 2020 to make the process more efficient and effective.

## SUPPORT FOR CLINICAL AND PROFESSIONAL PLACEMENTS

The Placements Hub supports activities for students to participate in experiences external to the University, including any unit or course required clinical practice, clinical placements, internships, professional experiences, industrial experience, and work experience. The Hub provides oversight of student compliance assessments and verification requirements. The Placements Hub has effectively managed a continued increase in external compliance verification requirements. In 2019, 11,412 enrolled students across 20 disciplines had an active NSW Health ClinConnect record. Of this number 7,211 were deemed fully compliant against NSW Health special requirements to be able to attend an experience within any NSW Health facility.

In 2019, the Placements Hub managed 1,290 placement agreements for partnership and engagement opportunities. These agreements cover 12,760 active agencies in InPlace (the University's student placement system). The team has managed significant growth in the number of individual placement relationships with industry partners and directly manages 30 per cent of these relationships on behalf of the University.

In 2019, there were 23,971 active placements recorded in InPlace, covering experiences in

disciplines including education, engineering, interpreting and translation, midwifery, music therapy, nursing occupational therapy, physiotherapy, podiatry, psychology, and traditional Chinese medicine. The revised Placement Policy, endorsed on 19 December 2019, now requires all unit and course required placement experiences to be recorded in the University's placement management system, InPlace. Other key changes introduced include:

- a revised and inclusive definition of the term 'placement', in line with the University's partnership pedagogy approach;
- inclusion of and adherence by students to inherent requirements and special requirements; and
- all agreements developed in relation to placements required within a course or unit to be recorded within InPlace.

## PROGRAMS SUPPORTING WOMEN

In 2019, the Office of the Deputy Vice-Chancellor and Vice-President (Academic) sustained its commitment to the Science in Australia: Gender Equity (SAGE) program, the Senior Women's Group and established the Network for Emerging Women.

### Science in Australia: Gender Equity (SAGE)

In 2019 the University was announced as an Athena Swan Institutional Bronze Award recipient. This internationally prestigious award, moderated under the Science in Australia Gender Equity (SAGE) Program, recognises an organisation's commitment to improving the promotion and retention of women and trans and gender diverse people in the Science, Technology, Engineering, Mathematics, and Medicine (STEMM) fields. The Office of the Deputy Vice-Chancellor and Vice-President (Academic) led the development of the University's application which involved a rigorous self-assessment process across two years, and creation of a comprehensive three-year action plan of continual improvement.

### Senior Women's Group

The Senior Women's Group was developed to create a network of collegiality and mutual support amongst women in senior University

positions. Membership in the Senior Women's Group was expanded in 2019 to include HEW9 Level professional staff, in line with the Universities Australia Executive Women Group. Four Senior Women's Group events were held in 2019, targeting all women employed in the University as Level D or E academics or as professional staff at Level HEW9 or above. The events included three guest speakers and networking sessions, and one full-day conference. An average of 45 senior women attended each networking session, and 96 senior women participated at the full-day conference.

### Network for Emerging Women

The Network for Emerging Women was established in 2019 as a parallel network to the Senior Women's Group. The network is open to any woman employed at the University in a professional staff role Level HEW 1-8 and academic staff role level A-C, including sessional staff. In 2019, consultation to determine the priorities and scope for the network was undertaken in eight face-to-face campus sessions as well as via an online survey. One hundred and nineteen women attended the face-to-face sessions, and 121 women responded to the survey. In 2019, three half-day network events were held, focussing on priority topics identified by the Network during the consultation. An average of 76 women attended each of the network events.

## DIGITAL TEXTBOOK INITIATIVE

Western Sydney University was the first university to provide free digital textbooks for its students. Coordinated by the Library, this ground-breaking initiative is one of the world's largest provisions of free textbooks for commencing students. E-Textbooks is the preferred option if available. During the 2019 academic year, 25,820 students enrolled in 330 first-year units had access to hundreds of titles, predominantly with multi-use e-licences.

In 2019, students:

- Downloaded 36,494 whole books;
- Downloaded 7,504,381 chapters of books; and
- Conducted 309,719 searches on the textbook platform.

# The Academic Division

## PROVISION OF ACADEMIC SUPPORT SERVICES FOR STUDENTS

In 2019, the Academic Division continued to deliver on its commitment to support the academic success of students through the provision of academic support services, including Study Smart, Mathematics Education Support Hub, and Technical Support Services.

### Study Smart

The Library's Study Smart program provides literacy sessions to help students improve their academic writing and information skills. Study Smart is available face-to-face at all eight campus libraries and online 24/7. In 2019, the use of Study Smart increased by 43 per cent, compared to 2018. Students using Study Smart enjoyed an 11 per cent higher retention rate than the University average and a 10 per cent higher progress rate for commencing students.

In 2019, the Library Study Smart Program:

- Provided over 30,000 academic and information literacy consultations to over 6,000 students;
- Received 90,000 page views of the Library Study Smart website, containing a wide range of self-help academic literacy resources; and
- Delivered over 1,000 activities and resources to support student academic and information literacy outcomes in School curricula.

### Mathematics Education Support Hub (MESH)

The University's Mathematics Education Support Hub (MESH) provides numeracy, mathematics and statistics support for coursework students to assist with their transition and success in their University studies. In 2019, the use of MESH's largest services increased by 10–15% when compared with 2018. Analysis consistently shows that students in mathematics and statistics units who engage with MESH services achieved average final marks 3% higher than those who did not use the service. In 2019, MESH:

- Supported over 3116 students through unit and course-specific workshops;

- Offered MESH Maths Start Refresher workshops, 271 students attended at least one workshop before the Autumn Session; and
- Hosted five targeted support vUWS sites, supported discipline-specific webpages, and staffed an online answer service.

## PROVISION OF TECHNICAL SUPPORT SERVICES FOR TEACHING

Technical Support Services (TSS) provide specialist technical support and knowledge services for students and staff in support of education and research. Five clusters cover all relevant discipline areas and provide services across all campuses. TSS have unified business practices and coordinated university-wide changes and improvements to specialist technical support.

In 2019, TSS supported practical learning in 518 units, providing support and logistics for 53,554 student unit enrolments.

TSS invests in its staff to ensure they remain at the cutting edge of technology with skills in relevant technical disciplines. TSS has 120 staff supporting approximately 25 different disciplines and have an extensive array of specialist knowledge. In 2019 TSS staff completed 299 technical training or career development events to ensure the continuation of quality knowledge-based technical services to staff and students.

A continuous improvement philosophy supports operations, resulting in 255 completed improvement projects in 2019. Each project increased reliability, quality or efficiency in the delivery of practical learning experiences.

TSS also actively supported 160 engagement activities in support of Schools, Institutes and Divisions for a total of 1973 hours of event support.

The Graduate Intern Program allows graduates of Western Sydney University to pursue a career in technical support through a two-year structured paid internship. TSS currently has ten Graduate Interns.

## PROVISION OF TEACHING CAPABILITY DEVELOPMENT FOR STAFF

In 2019, the Professional Learning and Recognition project was launched, which included a dedicated website that offers five 'kick-start' modules on teaching practice. Fifteen three-hour, self-directed modules are offered across six areas of academic, professional development, including unit design and delivery, assessment and technology-enhanced learning.

A total of 37 academic staff participated in the renewed Foundations of University Learning and Teaching Program in autumn and spring semesters. The program now includes a work-based project supported by evidence of peer review.

A total of 73 staff completed the new Sessional Staff Teaching Orientation program. The Program incorporates online modules supported by face-to-face sessions to reinforce key student engagement strategies as well as key learning and teaching support networks.

In 2019, Academic Course Advisors (ACA) and Directors of Academic Program (DAP) participated in a Course Leadership Forum, a reimagining of the DAP Forum series. Between April and October 2019, the University hosted five Course Leadership Forum sessions with an average of 35 DAPs and ACAs in attendance. The focus of each forum decided in consultation with the DAP Reference Group, included:

- Professional Learning for the 21C Academic;
- Transition and Retention Pedagogies;
- Understanding courses from the students' perspective;
- Evidencing and recognising teaching and learning excellence;
- Preparing for national and local reforms on courses standards and quality; and
- Partnership Pedagogies practical examples.

# Entities

## THE WHITLAM INSTITUTE

The Whitlam Institute is a nationally significant institution delivering distinctive, bold and inspiring policy research and programs that promote common ground, inclusive national identity and civic engagement for all Australians. The Institute provides an intellectual and cultural space for thought-provoking events and exhibitions, bringing issues of national significance to local communities, and raising issues of concern for local communities into national debates.

The Institute holds a unique place in the national landscape as custodian of two critical treasures of the national estate: the Whitlam Prime Ministerial Collection and the historic Female Orphan School.

Highlights of 2019 included:

- The 2019 Whitlam Oration; Australia's Role in Human Rights in a Changing World, delivered by UN Human Rights Commissioner Michelle Bachelet;
- E.G. Whitlam Research Fellow Dr Louise St Guillaume's submission to the Senate Inquiry into the Newstart Allowance on 16 September 2019;
- Dr St Guillaume's final research paper Newstart, Poverty, Disability and the National Disability Insurance Scheme which was delivered on 28 February 2020;
- Appointment of Susan Ryan as Distinguished Fellow to the Whitlam Institute. Ms Ryan led an event held in the Museum of Australian Democracy in Canberra entitled, Revisiting the Revolution: Whitlam and Women.
- Following the Australian Government Pacific Step-up, the Whitlam Institute has commissioned research on the Pacific situation and produced research and a paper titled; Pacific Perspectives on the World.
- The Australian Human Rights Commission on Artificial Intelligence held a Community Consultation hosted by the Whitlam Institute on 20 March 2019.

- Whitlam Institute hosted the Melbourne Screening and panel discussion of The Scribe, held at the Australian Centre for the Moving Image. The Scribe is a documentary portrait of Graham Freudenberg.
- Exhibition: Spy: Espionage in Australia, Exhibition from the National Archives of Australia.
- Exhibition: Balnhdhurr – A Lasting Impression, an exhibition from the Yirrkala Print Space, Arnhem Land.
- Dedicated to the Dedicated: Whitlam, the Arts and Democracy, an exhibition featuring the first public display of a unique collection of artworks gifted to Gough and Margaret Whitlam in 1979 in recognition of their landmark support for the arts in Australia. Following the Dedicated to the Dedicated exhibition, Kim Williams developed a policy paper on behalf of the Whitlam Institute that examines the impact of the Whitlam era arts and culture policies on Australian culture, institutions and identity. The paper, titled; Whitlam, the Arts and Democracy were released on 27 November 2019.

In 2019 the Whitlam Institute welcomed 8427 visitors to the building and hosted 1,249 community tours. The Margaret Whitlam Gallery saw 2726 visitors to the four exhibitions. The Institute hosted 28 events in Parramatta, Sydney city, Melbourne, Canberra, Grafton, Port Macquarie and Albury. We reached 1,147,329 on Facebook, hosted 1,223 students in our Civics Education Workshops and received 4,400 entries in the What Matters writing competition.

## WESTERN SYDNEY UNIVERSITY THE COLLEGE

Western Sydney University The College provides students with a high-quality academic pathway to study at Western Sydney University through its comprehensive range of University Foundation Studies and Diploma programs. English language training and testing services and vocational programs are offered by The College's Registered Training Organisation (RTO).

Highlights of 2019 included:

- A new Executive Management team has now been established with the appointment of two Executive Directors.
- The College has embarked on a strategic planning process and finalised its strategy, for the next planning cycle, Creating Connections 2020-2025. This strategy has been embraced by both the University and The College and is focusing on how The College can extend its role to create multidirectional pathway options for students, increased course offerings by the Registered Training Organisation (RTO) and the establishment of a Language and Literacy hub for the University.
- The Academic Pathway Programs continues to constitute the bulk of The College operations. The College participated in the University's Transition and Retention Pedagogy (TaRP) project. Three subjects with low pass rates were identified, and initial results indicate a 20% increase in pass rates compared to last year. Diploma programs showed an improvement in pass rates in Term 1 of 2019, with 74% of students passing all their units, and 84% pass rate for Foundation Studies students.
- A new curriculum development framework was developed and piloted. The aim of the framework is to provide a structured approach to curriculum and subject review and renewal.

# Entities

- The College achieved positive results on the Student Feedback on Teaching (SFU) surveys. In terms of the SFU response rate, The College continued to show excellent scores, with an overall response rate of 39%. In addition to the high response rates, The College achieved the highest rating in the category of “overall satisfaction” among undergraduate students at WAU, with a score of 92.8%.
- The College opened the online International English Language Testing Scheme (IELTS) centre at 100 George Street in Parramatta. It also received accreditation to conduct the Occupational English Test (OET) for health professionals. Both these new offerings will continue to strengthen the comprehensive suite of test and programs offered. A total of 14,300 number of English language tests have been conducted between January and September.
- Over 500 students attended short term English courses as part of the International Study Tours. Over 25 delegations have been hosted at Sydney Olympic Park, involving 17 international institutions.
- The College and UEH-ISB (University of Economics, Ho Chi Minh City) continued the licence agreement for the delivery of the English for Academic Purposes (EAP) courses at the International School of Business. The College conducted its annual quality assurance visit as part of this strategic arrangement. The College hopes to expand this project next year to potentially include Diploma offerings as well.
- The RTO has developed a strategy outlining the guiding principles for its engagement with both University and external stakeholders. Although the University and the RTO have a collegial relationship, the strategy is aimed to further strengthen the opportunities which the RTO can offer to ultimately benefit students, staff, and the Western Sydney Region. The RTO has commenced engaging with the various Schools and business units within the University as a matter of priority and then turning outwards to strengthen the revenue stream for The College and in turn the University.
- Over 1,000 Western Sydney University students made use of the Academic Literacy Workshop program and attended either an academic literacy workshop or a grammar workshop. Over the same period, 348 students made use of the online Academic Literacy Workshop. These workshops ranged from two days to four days in length. The face-to-face workshops included a small number of specific programs for the School of Law and the School of Education.
- The 22nd AVETRA (Australian Vocational Education and Training Research Association) conference was hosted by The College and the School of Education in July 2019. The conference was opened by The Hon. Dr Geoffrey Lee, Minister for Skills and Tertiary Education, and covered a range of research capability and skills workshops focused on VET researchers and practitioners with interest in research and created a platform for discussion vital aspects in relation to the VET sector.
- Western Sydney University International College (International College), a joint venture with Navitas, is now into its fourth year of operation. Total student load over the 2019 Calendar Year has exceeded 500, with 459 new students recruited over the year. Academic pass rates continue to exceed 85%. Student retention rates are high, exceeding 90% for each of the first two terms in 2019. International College successfully activated its status as a Higher Education Provider in Term 3 (2019) where it had its first intake of students into its own accredited diploma courses in Business and ICT with Foundation Studies to follow in Term 2 (2020).

## WESTERN UNLIMITED LTD

Western Unlimited Ltd had oversight of food and beverage outlets and gyms servicing the University community. During 2019, arrangements were put in place for external management of these services to ensure they continue to meet student, staff and financial expectations. The entity ceased trading on 20 December 2019 and deregistration will occur in 2020.

## WESTERN GROWTH DEVELOPMENTS (PARRAMATTA INNOVATION HUB) PTY LTD

Western Growth Developments (Innovation Hub Parramatta) Pty Ltd was incorporated on 4 June 2018 to pursue its purpose of promoting scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence. Principally, the entity is the co-developer with respect of the Parramatta Innovation Hub project. The entity shall operate the completed development to generate returns for the purpose of pursuing its objectives.

## WESTERN GROWTH DEVELOPMENTS (WESTMEAD) PTY LTD

Western Growth Developments (Westmead) Pty Ltd was incorporated on 5 April 2018 to pursue its purpose of promoting scholarship, research, free inquiry, the interaction of research and teaching, and academic excellence. Principally, the entity is the co-developer with respect of the Westmead Innovation Quarter project. The entity shall operate the completed project to generate returns for the purpose of pursuing its objectives.

## 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

## EXECUTIVE REMUNERATION

### Professor Barney Glover AO

Position: Vice-Chancellor and President  
Total Remuneration Package: \$950,000  
Period in Position: Full year  
Results: Met all objectives

### Professor Scott Holmes

Position: Senior Deputy Vice-Chancellor  
Total Remuneration Package: \$458,905  
Period in Position: 9 months  
Results: Met all objectives

### Professor Denise Kirkpatrick

Position: Deputy Vice-Chancellor and Vice-President (Academic)  
Total Remuneration Package: \$580,583  
Period in Position: Full year  
Results: Met all objectives

### Professor Deborah Sweeney

Position: Deputy Vice-Chancellor and Vice-President (Research and Innovation)  
Total Remuneration Package: \$485,520  
Period in Position: Full year  
Results: Met all objectives

### Professor Sharon Bell AM

Position: Deputy Vice-Chancellor, Strategy and Planning  
Total Remuneration Package: \$408,000 @ .6 FTE = \$244,800  
Period in Position: Full year  
Results: Met all objectives

### Mr Peter Pickering

Position: Vice-President, Finance and Resources  
Total Remuneration Package: \$560,583  
Period in Position: Full year  
Results: Met all objectives

### Mr Angelo Kourtis

Position: Vice-President, People and Advancement and Registrar  
Total Remuneration Package: \$523,929  
Period in Position: Full year  
Results: Met all objectives

## SENIOR EXECUTIVES EMPLOYED AND GENDER

### 2019

Males (4)  
Females (3)

### 2018

Males (4)  
Females (3)

## Average Total Remuneration Package of Executives

2019 \$566,789  
2018 \$575,880

## Percentage of Total Employee-Related Expenditure

2019 <1%  
2018 <1%

## EMPLOYEES

### STAFF FTE REPORT

2019 Data extracted 10-Mar-2020

2019 data as at 31-Mar-2019

Data includes WSU only

Data excludes casual employees

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

# Statutory Reporting

## GOVERNMENT INFORMATION (PUBLIC ACCESS)

<b>AGENCY NAME</b>	Western Sydney University
<b>PRINCIPAL DEPARTMENT</b>	Records & Archives Management Services, Office of Governance Services
<b>REPORTING PERIOD</b>	1 January 2019 to 31 December 2019

### OBLIGATIONS UNDER THE GIPA ACT

#### 1. Review of proactive release program – Clause 7(a)

Under section 7 of the *Government Information (Public Access) Act (GIPA Act)*, agencies must review their programs for releasing government information, to identify the kinds of information that can be made publicly available. This review must be undertaken at least once every 12 months. The University's program for proactively releasing information is based on the annual meeting of the GIPA Agency Information Guide Review Committee (AIGRC). The Committee includes representatives from across the University and reviews:

- updates to the University's Agency Information Guide webpage;
- new areas or initiatives that could be included in the Agency Information Guide as part of engendering a corporate culture of transparency and accountability; and
- any initiatives that may educate and guide various sections and units of the University to proactively publish information that is of interest and value to the public.

The Committee discharges the University's responsibilities under section 7(3) of the Act. The Committee's structure has changed and the Shared Service model will offer further opportunities for the pro-active release of information.

The University's agency information guide is being amended/updated as of the December 2019.

#### 2. Number of access applications received – Clause 7(b)

During the reporting period, the University received eight formal access applications, three informal access applications and two third party consultation requests.

#### 3. Number of refused applications for Schedule 1 information – Clause 7(c)

During the reporting period, the University refused one third party consultation request under s14.4 Table 4 Business interests of agencies and other persons (e) of the GIPA Act and one informal request as it was deemed to require a formal access request (a formal request was received).

#### 4. Statistical information about access applications – Clause 7(d) and Schedule 2

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

	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/deny whether information is held	Application withdrawn
Media	0	1	0	0	0	0	0	0
Members of Parliament	0	0	1	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)	3	5	1	2	0	0	0	0

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

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

	Access granted in full	Access granted in part	Access refused in full	Information not held	Information already available	Refuse to deal with application	Refuse to confirm/deny whether information is held	Application withdrawn
Personal information applications*	2	4	1	1	0	0	0	0
Access applications (other than personal information applications)	1	2	1	1	0	0	0	0
Access applications that are partly personal information applications and partly other	0	0	0	0	0	0	0	0

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

The total number of decisions in Table B should be the same as Table A.

**Table C: Invalid applications**

Reason for invalidity	Number of applications
Application does not comply with formal requirements (section 41 of the Act)	0
Application is for excluded information of the agency (section 43 of the Act)	0
Application contravenes restraint order (section 110 of the Act)	0
Total number of invalid applications received	0
Invalid applications that subsequently became valid applications	1

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

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

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



# Statutory Reporting

**Table E: 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	1
Environment, culture, economy and general matters	0
Secrecy provisions	0
Exempt documents under interstate Freedom of Information legislation	0

**Table F: Timeliness**

	Number of applications
Decided within the statutory timeframe (20 days plus any extensions)	13
Decided after 35 days (by agreement with applicant)	0
Not decided within time (deemed refusal)	0
Total	13

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

	Decision varied	Decision upheld	Total
Internal review	0	0	0
Review by Information Commissioner*	0	0	0
Internal review following recommendation under section 93 of Act	0	0	0
Review by 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 H: Applications for review under Part 5 of the Act (by type of applicant)**

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

**Table I: Applications transferred to other agencies under Division 2 of Part 4 of the Act (by type of transfer)**

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



## WORK HEALTH, AND SAFETY AND WELLBEING (WHSW)

The primary objective of the WHSW unit is to establish and implement an occupational work health and safety framework at the University that is comprised of regulatory compliance obligations and preventative strategies.

2019 achievements included

- Injury Management and Recover at Work: 25 workers successfully made a full return to work, 18 of whom included injured workers from 2018.
- The highest completion rate of WHS Mandatory Training, 93% for 2019 up 9% from 2018. WHS Training programs, which included the following, Due Diligence, Risk Assessments, Bio-Safety and Working with GMO's and Hazardous Chemicals, were attended by 540 staff across the University.
- Ergonomic preventative and proactive support measures implemented. The 306 ergonomic assessments completed included education and practical self-management strategies (exercises, stretches) to reduce symptoms and prevent the development of a musculoskeletal injury.
- Ergonomic profiling of different departments conducted to provide purposeful care and prevent specific injuries associated with common activities for that department.
- Staff were given the opportunity to receive a free influenza vaccination and 1,005 staff received the free service.
- World Hypertension day was held on 17 May 2019. WHSW Unit engaged the assistance of the School of Nursing and Midwifery and Western Gyms to offer on campus blood pressure checks to staff.
- 498 staff across the University participated in RUOK Day lunch or morning tea.

There were no prosecutions of the University for breaches under WHS legislation during 2019. There were 7 Notifiable Incidents in 2019 reported to the Regulator SafeWork NSW and no improvement notices were issued.

## PRIVACY

The University's privacy obligations primarily fall under the *Privacy and Personal Information Protection Act 1998 (NSW) (PPIPA)* and the *Health Records and Information Privacy Act 2002 (NSW) (HRIIPA)*. However, the *Privacy Act 1988 (Cth)* also applies to the University in some respects. The University is assessing its potential exposure under the European Union's General Data Protection Regulation and other extraterritorial privacy laws.

Completion of the University's online privacy training module continues to be mandatory for all staff and completion rates are reported to the University's Audit and Risk Committee. The privacy module is also available for postgraduate students to complete if it is a requirement of their course. The Privacy Officer provides face-to-face privacy training on request. In addition, the University held four privacy workshops over four days. An external privacy lawyer was engaged to facilitate these workshops, which were attended by 140 professional and academic staff from virtually every Office, School and Institute of the University.

In 2019 no formal requests for internal reviews were submitted to the NSW Privacy Commissioner. The Privacy Officer responded to, and facilitated the containment of, three privacy breaches. Two matters were due to human error and involved emails being sent to the incorrect addressee. Neither matter was notifiable under State or Federal legislation. The third matter was referred to the Office of General Counsel. The Privacy Officer responded to four matters which did not constitute breaches of privacy and provided advice on 34 other matters.

## RISK MANAGEMENT

Risk management is an essential component of the University's governance framework and it supports the achievement of the University's strategic goals and objectives. Effective risk management increases the probability of successful outcomes, whilst protecting the reputation and sustainability of the University.

The University maintains a robust risk management and assurance program. It has established an organisation-wide strategic and operational risk management framework aligned with the Australian and New Zealand Standard for Risk Management (AS/NZS ISO 31000:2018 – 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 Enterprise Risk Management policy and procedures provide the framework to effectively manage its risks. The framework looks to maximise opportunities and minimise adverse outcomes.

The University's Strategic Risk Register is reviewed annually and is aligned to its strategic goals and objectives. During 2019, 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 University's Risk Appetite Statement was also updated and approved by the Board of Trustees. 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.

# Statutory Reporting

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.

## 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 201, the CRU managed 163 complaints and advised on a further 321 matters that were dealt with by managers in the various academic and administrative units of the University.

Where appropriate, 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.

## PUBLIC INTEREST DISCLOSURES

Statistical information on public interest disclosures (PIDs)

	Jan 2019 – Dec 2019
Number of public officials who made PIDs	0
Number of PIDs received	0
Of PIDs received, number primarily about:	
Corrupt conduct	0
Maladministration	0
Serious and substantial waste	0
Government information contravention	0
Local government pecuniary interest contravention	0
Number of PIDs finalised	0

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

## TRAVEL EXPENSES

In 2019 the total University expenditure for overseas travel was \$6.2m. Travel was for a variety of University related purposes, including:

- research collaboration
- University promotion and development of new partnerships
- presentation of papers at conferences
- overseas joint University projects
- academic development program
- student practicums
- international study exchange and tours.

The University has robust Policies and Procedures for travel and related expenses in place which comply with the regulations and guidelines of NSW Treasury.

## CREDIT CARD CERTIFICATION

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

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

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

## PAYMENT OF ACCOUNTS

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

# Statutory Reporting

## 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	2018	2019
Women	50%	49%	50%	48%	49%	49%	49%	50%	50%	50%	50%
Aboriginal and Torres Strait Islander people	2%	1%	2%	2%	2%	3%	2%	2%	2%	2%	1%
People whose language first spoken as a child was not English	19%	26%	26%	26%	28%	27%	30%	32%	32%	33%	20%
People with a disability	N/A	8%	7%	8%	6%	7%	7%	7%	7%	8%	5%
People with a disability requiring adjustment at work	1.50%	2%	2%	2%	1%	1%	2%	2%	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	2018	2019
Women	50%	66%	68%	67%	68%	67%	68%	67%	67%	67%	67%
Aboriginal and Torres Strait Islander people	2%	2%	3%	3%	4%	4%	3%	4%	4%	5%	3%
People whose language first spoken as a child was not English	19%	17%	17%	18%	18%	17%	19%	20%	20%	20%	15%
People with a disability	N/A	10%	10%	9%	8%	7%	8%	8%	8%	7%	5%
People with a disability requiring adjustment at work	1.50%	3%	3%	3%	3%	2%	3%	2%	2%	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	2018	2019
Women	100	85	83	87	85	88	90	89	89	89	92
Aboriginal and Torres Strait Islander people	100	N/A	N/A	76	79	83	N/A	69	69	69	N/A
People whose language first spoken as a child was not English	100	95	97	98	93	90	90	95	95	96	103
People with a disability	100	90	87	88	86	86	103	95	95	97	98
People with a disability requiring adjustment at work	100	N/A	N/A	88	N/A	N/A	117	109	109	111	N/A

**TABLE B.2. 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	2018	2019
Women	100	90	89	89	90	92	90	91	91	91	92
Aboriginal and Torres Strait Islander people	100	103	97	98	95	95	98	92	92	90	N/A
People whose language first spoken as a child was not English	100	97	99	98	98	99	99	97	97	96	103
People with a disability	100	101	98	100	103	103	101	101	101	102	98
People with a disability requiring adjustment at work	100	101	104	107	109	111	105	103	103	95	N/A

## FUNDS GRANTED TO NON-GOVERNMENT COMMUNITY ORGANISATIONS

During 2019, the University provided \$5,500 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 \$
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	5,500.00

## INVESTMENT PERFORMANCE

### NOTE 17: CASH AND CASH EQUIVALENTS

(d) The short-term deposits investment return for one year was 2.18%, compared with the benchmark TCorpIM Cash Fund investment return 1.86%.

### NOTE 23: OTHER FINANCIAL ASSETS

Available for Sale (Mercer Mult Manager) investment return

	1 YEAR	3 YEAR	5 YEAR
Actual	17.00%	N/A	N/A
Implemented Benchmark	17.40%	N/A	N/A

# Appendix 1

## Board of Trustees Report

### MEETINGS OF MEMBERS

Meetings of Members of the Board of Trustees of the University are detailed in Appendix 2, on page 47.

### 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 36.

### REVIEW OF OPERATIONS

The operations and activities of the University are outlined in detail in this Annual Report and, in particular, the section Summary Review of Operations.

### SIGNIFICANT CHANGES IN STATE OF AFFAIRS

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 of Trustees is of the opinion that no other matter or circumstance will significantly affect the operations or activities of the University.

### LIKELY DEVELOPMENTS AND EXPECTED RESULTS OF OPERATIONS

In 2019, work continued on the campus redevelopment. Work will continue throughout 2020 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 2019, the University Secretary and General Counsel provided a report confirming compliance with the Code.

### ENVIRONMENTAL REGULATION

The University is subject to various Commonwealth, state and local government statutes and requirements related to environmental matters. The University has not incurred any significant environmental liabilities under any environmental legislation.

### INSURANCE OF OFFICERS

Clause 5 of Schedule 1 of the *Western Sydney University Act 1997* provides a degree of protection from personal liability for Board of Trustee members and officers of the University. The University also has Directors and Officers Liability insurance with Uni-mutual.

### LEGAL PROCEEDINGS COMMENCED BY OR AGAINST THE UNIVERSITY

There were no significant legal proceedings by or against the University in 2019. This report is made in accordance with a resolution of the Board of Trustees on 8 April 2020.

**Professor Peter Shergold AC,  
Chancellor**

## Appendix 2

### Board of Trustees Meetings

	COMMITTEES OF THE BOARD OF TRUSTEES									
	BOARD OF TRUSTEES		AUDIT AND RISK		BOARD EXECUTIVE		UNIVERSITY INFRASTRUCTURE		FINANCE AND INVESTMENT	
	A	B	A	B	A	B	A	B	A	B
Emeritus Professor MaryAnn Bin-Sallik, AO	7	7								
Mr Christopher Brown, AM	4	4								
Mr Matthew Burrows							3	6		
Ms Anastasia Clarke			3	4						
Ms Alexandra Coleman	3	4								
Ms Elizabeth Dibbs	7	7	6	6	6	6				
Dr Ben Etherington	7	7								
Professor Barney Glover AO	7	7			6	6	3	6	4	6
Dr Linda O'Brien, AM	7	7							5	6
Mr Matt Graham			3	6						
Mr Joseph Carozzi	3	7								
Mr Peter Graham							6	6		
Mr Michael Gratton							3	6		
Mr Peeyush Gupta AM	3	7							3	6
Dr David Harland	7	7								
Ms Vicki Hartley									5	6
Ms Naomi Hastings	3	3								
Professor Scott Holmes (Acting Vice-Chancellor)							2	2	1	1
Ms Carmel Hourigan	6	7	1	1	3	6	5	5		
Mr Craig James			4	6						
Professor Denise Kirkpatrick (Acting Vice-Chancellor)							1	1		
Ms Nicole Gismondo	6	7								
Ms Holly Kramer	4	7								
Ms Georgia Lee	6	7					2	6		
Mr Peter Pickering (Acting Vice-Chancellor)									1	1
Mr Lee Pinder							5	6		
Mr Bob Sahota	3	3							5	6
Mr Darren Pereira									5	6
Mr Mark Sercombe			6	6						
Professor Peter Shergold, AC	7	7			6	6				
Ms Jodi Stanton							4	6		
Ms Kerry Stubbs	7	7			6	6			6	6
Ms Gabrielle Trainor, AO	4	7								
Associate Professor Alpha Possamai-Inesedy	7	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<sup>#</sup>

<sup>#</sup> In 2019, 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 Alphaia Possamai-Inesedy
Audit and Risk	Ms Elizabeth Dibbs
Finance and Investment	Ms Kerry Stubbs
University Infrastructure	Ms Genevieve Gregor
Board Executive	Professor Peter Shergold AC

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, 2014–2019 (P)

RESIDENCY STATUS	2014	2015	2016	2017	2018	2019 (P)
DOMESTIC	39,210	40,315	39,638	38,855	41,352	41,331
INTERNATIONAL – ON-SHORE	4,315	4,263	4,438	5,570	6,908	7,901
INTERNATIONAL – OFF-SHORE	391	341	376	372	255	271
<b>TOTAL</b>	<b>43,916</b>	<b>44,919</b>	<b>44,452</b>	<b>44,797</b>	<b>48,515</b>	<b>49,507</b>

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

TABLE 2: COMMENCING STUDENT HEADCOUNT BY RESIDENCY STATUS, 2014–2019 (P)

RESIDENCY STATUS	2014	2015	2016	2017	2018	2019 (P)
DOMESTIC	14,845	15,893	15,105	14,288	15,888	14,563
INTERNATIONAL – ON SHORE	2,226	2,002	2,118	2,905	3,483	3,618
INTERNATIONAL – OFF SHORE	125	156	174	133	98	143
<b>TOTAL</b>	<b>17,196</b>	<b>18,051</b>	<b>17,397</b>	<b>17,326</b>	<b>19,469</b>	<b>18,328</b>

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

TABLE 3: STUDENT HEADCOUNT BY GENDER, 2014–2019 (P)

GENDER	2014	2015	2016	2017	2018	2019 (P)
FEMALES	24,150	24,601	24,525	24,850	27,346	28,059
MALES	19,766	20,315	19,922	19,938	21,166	21,440
<b>TOTAL*</b>	<b>43,916</b>	<b>44,919</b>	<b>44,452</b>	<b>44,797</b>	<b>48,515</b>	<b>49,507</b>

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

\*Includes gender not specified.

TABLE 4: STUDENT HEADCOUNT BY COURSE LEVEL, 2016–2019 (P)

COURSE LEVEL	2016	%	2017	%	2018	%	2019 (P)	%
UNDERGRADUATE	36,745	82.7%	36,451	81.4%	38,855	80.1%	39,298	79.4%
HIGHER DEGREE BY COURSEWORK	5,600	12.6%	6,215	13.9%	7,127	14.7%	7,594	15.3%
HIGHER DEGREE BY RESEARCH	1,188	2.7%	1,279	2.9%	1,375	2.8%	1,447	2.9%
OTHER*	919	2.1%	852	1.9%	1,158	2.4%	1,168	2.4%
<b>TOTAL</b>	<b>44,452</b>	<b>100.0%</b>	<b>44,797</b>	<b>100.0%</b>	<b>48,515</b>	<b>100.0%</b>	<b>49,507</b>	<b>100.0%</b>

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

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

# Appendix 4

## Student Data

TABLE 5: STUDENT HEADCOUNT BY BROAD FIELD OF EDUCATION, 2016–2019 (P)

BROAD FIELD OF EDUCATION	2016	%	2017	%	2018	%	2019 (P)	%
SOCIETY AND CULTURE	12,598	28.3%	12,135	27.1%	13,230	27.3%	13,198	26.7%
MANAGEMENT AND COMMERCE	8,614	19.4%	8,380	18.7%	8,301	17.1%	8,133	16.4%
HEALTH	8,081	18.2%	8,628	19.3%	9,752	20.1%	10,183	20.6%
NATURAL AND PHYSICAL SCIENCES	3,682	8.3%	3,572	8.0%	3,804	7.8%	3,920	7.9%
EDUCATION	3,130	7.0%	3,029	6.8%	2,913	6.0%	2,728	5.5%
ENGINEERING AND RELATED TECHNOLOGIES	2,178	4.9%	2,507	5.6%	2,935	6.0%	3,216	6.5%
INFORMATION TECHNOLOGY	1,904	4.3%	1,973	4.4%	2,188	4.5%	2,315	4.7%
CREATIVE ARTS	1,855	4.2%	1,851	4.1%	1,984	4.1%	2,079	4.2%
ARCHITECTURE AND BUILDING	1,643	3.7%	1,907	4.3%	2,315	4.8%	2,604	5.3%
MIXED FIELD PROGRAMMES	574	1.3%	565	1.3%	811	1.7%	828	1.7%
NON-AWARD COURSE, BOTP OR OAU UNIT	165	0.4%	167	0.4%	202	0.4%	232	0.5%
AGRICULTURE, ENVIRONMENTAL AND RELATED STUDIES	28	0.1%	83	0.2%	77	0.2%	68	0.1%
NON-AWARD COURSE AND UNKNOWN				3	0.0%	3	0.0%	
<b>TOTAL</b>	<b>44,452</b>	<b>100.0%</b>	<b>44,797</b>	<b>100.0%</b>	<b>48,515</b>	<b>100.0%</b>	<b>49,507</b>	<b>100.0%</b>

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

TABLE 6: STUDENT HEADCOUNT BY CAMPUS, 2016–2019 (P)

CAMPUS	2016	%	2017	%	2018	%	2019 (P)	%
BANKSTOWN	8,159	18.4%	7,501	16.7%	6,874	14.2%	5,805	11.7%
BLACKTOWN (NIRIMBA)	2,058	4.6%	1,833	4.1%	2,292	4.7%	2,687	5.4%
CAMPBELLTOWN	7,020	15.8%	6,688	14.9%	6,596	13.6%	6,600	13.3%
HAWKESBURY	2,754	6.2%	2,667	6.0%	2,614	5.4%	2,633	5.3%
LITHGOW	39	0.1%	26	0.1%	23	0.0%		
LIVERPOOL				881	1.8%	1,793	3.6%	
PARRAMATTA	14,792	33.3%	10,613	23.7%	12,326	25.4%	13,284	26.8%
PARRAMATTA CITY*			5,883	13.1%	6,380	13.2%	6,525	13.2%
PENRITH	8,651	19.5%	7,889	17.6%	7,224	14.9%	6,174	12.5%
SYDNEY CITY	13	0.0%	496	1.1%	1,069	2.2%	1,588	3.2%
ONLINE	377	0.8%	532	1.2%	828	1.7%	868	1.8%
OTHER**	589	1.3%	669	1.5%	1,408	2.9%	1,550	3.1%
<b>TOTAL</b>	<b>44,452</b>	<b>100.0%</b>	<b>44,797</b>	<b>100.0%</b>	<b>48,515</b>	<b>100.0%</b>	<b>49,507</b>	<b>100.0%</b>

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

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

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

**TABLE 7: STUDENT LOW SES\* PARTICIPATION RATE 2016–2019 (P)**

YEAR	UWS	SECTOR**
2016	31.0%	17.6%
2017	31.0%	17.8%
2018	30.8%	17.5%
2019 (P)	30.8%	n.a.

(Source: Department of Education, Skills and Employment Statistical Publications and Enrolment Submissions to the Department of Education, Skills and Employment)

\*Low SES is based on the students' postcode of permanent home residence, with the SES value derived from the ABS 2016 Census SEIFA Index for Education and Occupation for postcodes.

\*\*Table A Providers only

**TABLE 8: STUDENT LOAD (EFTSL) BY FUNDING SOURCE, 2016–2019 (P)**

FUNDING SOURCE	2016	%	2017	%	2018	%	2019 (P)	%
COMMONWEALTH GRANTS SCHEME	28,330	85.1%	27,216	82.4%	28,558	80.0%	28,535	77.6%
COMMONWEALTH RESEARCH TRAINING SCHEME/ PROGRAM	559	1.7%	591	1.8%	600	1.7%	656	1.8%
SUB-TOTAL COMMONWEALTH FUNDED LOAD	28,889	86.8%	27,807	84.2%	29,158	81.6%	29,191	79.3%
DOMESTIC FEE-PAYING	687	2.1%	687	2.1%	840	2.4%	979	2.7%
INTERNATIONAL ON-SHORE	3,418	10.3%	4,237	12.8%	5,509	15.4%	6,401	17.4%
INTERNATIONAL OFF-SHORE	194	0.6%	188	0.6%	69	0.2%	70	0.2%
NON-AWARD AND OTHER	105	0.3%	117	0.4%	140	0.4%	153	0.4%
SUB-TOTAL FEE-PAYING LOAD	4,404	13.2%	5,229	15.8%	6,558	18.4%	7,603	20.7%
UWS TOTAL	33,293	100.0%	33,036	100.0%	35,716	100.0%	36,794	100.0%

(Source: Load and Liability Submissions to the Department of Education, Skills and Employment)

EFTSL = Equivalent Full Time Student Load

**TABLE 9: STUDENT EXPERIENCE SURVEY – % UNDERGRADUATE SATISFACTION, 2015–2018**

SATISFACTION %	LEARNER ENGAGEMENT		SKILLS DEVELOPMENT		TEACHING QUALITY		OVERALL QUALITY	
	WSU	SECTOR	WSU	SECTOR	WSU	SECTOR	WSU	SECTOR
2015	60.1%	60.2%	81.9%	81.1%	79.4%	81.6%	77.0%	80.0%
2016	61.4%	61.9%	80.6%	81.1%	79.3%	81.2%	78.3%	79.9%
2017	63.4%	62.8%	82.3%	80.5%	79.1%	80.1%	78.0%	78.5%
2018	62.4%	63.1%	82.3%	81.2%	79.5%	81.3%	77.6%	79.2%

(Source: QILT Student Experience Survey Institutional Files)

## Appendix 4

### Student Data

**TABLE 10: COMMENCING BACHELOR STUDENT RETENTION, 2013-14 TO 2018-19 (P)**

YEAR	WSU	SECTOR*
2013-14	79.4%	81.4%
2014-15	78.8%	81.1%
2015-16	78.0%	81.2%
2016-17	79.7%	81.9%
2017-18	82.4%	81.5%
2018-19 (P)	78.5%	n.a.

(Source: Department of Education, Skills and Employment. Statistical Publications and Enrolment Submissions to the Department of Education, Skills and Employment)

\*Table A Providers only

# Appendix 5

## Major Consultancies

### CONSULTANCIES COMMISSIONED IN 2019 AMOUNTING TO \$50,000 OR MORE, INCLUDED

CONSULTANT	COST \$	TITLE/NATURE OF CONSULTANCY
<b>HUMAN RESOURCES</b>		
Odgers Berndtson	78,015.94	Recruitment Services
De Saily Consulting Pty Ltd	84,600.00	Recruitment Services
Natalie Walker Executive Search	90,000.00	Recruitment Services
<b>SUBTOTAL</b>	<b>252,616</b>	
<b>INFORMATION TECHNOLOGY</b>		
Computer Systems Aust Pty Ltd	318,108.00	ServiceNow Upgrade
Deloitte Consulting Pty Ltd	246,153.00	Service Improvement
Interactive Pty Ltd	137,593.17	HPE Server Hardware Maintenance
Ent. Services Aust Pty Ltd	125,615.00	Atlas Project
The Trustee For Thought Source Trust	124,000.00	Technology Roadmap
Basware Pty Ltd	92,319.11	Basware P2P Transformation
Original Mind Pty Ltd	89,640.00	Sexual Assault Reporting Portal
Black Ink Networks Pty Ltd	86,350.00	Atlas Project
Callista Software Services Pty Ltd	71,814.27	Callista Managed Hosting
NTT Aust Pty Ltd	66,856.00	Callista Upgrades
Intersect Aust Ltd	55,542.24	Ascender Pay V17 Upgrade
Navigo Pty Ltd	50,000.00	IT Governance Program
<b>SUBTOTAL</b>	<b>1,463,991</b>	
<b>MANAGEMENT SERVICES</b>		
VCD Pty Ltd	797,924.25	Studio Unlimited
The Culture Equation Pty Ltd	379,253.00	SEO Culture Transformation Project
Bohemia Group Pty Ltd	373,458.19	Media Agency Fees
Deloitte Consulting Pty Ltd	223,566.00	WSU Strategic Review Service Management Platform
Blue Crane Consulting Group	215,600.00	Bankstown City Change Management
The Behavioural Architects Aust Pty Ltd	196,878.00	Behavioural Research Project - Brand Health
460Degrees MG	195,700.00	SEO Agility Assessment
Allegra Recruitment Pty Ltd	176,650.00	Werrington (Caddens) Retail Centre
MVSmith Consulting Pty Ltd	169,250.00	Western Growth
AccessEAP	164,343.79	EAP Program Services
Nous Group Pty Ltd	164,272.83	WSU New Courses Assessment
Denise Rainey Consulting Pty Ltd	156,000.00	Marketing Automation Systems
Wonderlyze Pty Ltd	153,300.00	CSEO Business Consulting
The Behavioural Architects Aust Pty Ltd	146,640.00	True Rewards analysis
Isobar Communications Pty Ltd	146,000.00	International Student Onboarding
Think Change Grow Pty Ltd	128,462.37	SEO Culture Transformation Project
Maximus International Pty Ltd	127,601.00	SLG Leadership Program
Turner & Townsend Thinc Pty Ltd	126,703.00	Hawkesbury R3, R5 & R7 Development
Siddhi Consulting	119,100.00	Professional Consulting Services

# Appendix 5

## Major Consultancies

### CONSULTANCIES COMMISSIONED IN 2019 AMOUNTING TO \$50,000 OR MORE, INCLUDED

Higher Ed Services Pty Ltd	118,178.00	My eQuals
Kerstenconnect Pty Td	116,560.00	WSU Voice of Student
Present Company Pty Ltd	113,000.00	Student Capability Dashboard
Gibber Aust Pty Ltd	108,636.36	Widening Participation
Galloway John Julian	104,767.50	Causal Analytics Project
Managed Outcomes Pty Ltd	98,750.00	Werrington (Caddens) Retail Centre
Talent International Nsw Pty Ltd	97,144.40	Adobe Experience Manager Technical Lead
Wonderlyze Pty Ltd	97,090.40	Marketing Automation Systems
Blue Crane Consulting Group	95,030.00	Bankstown CBD
Isobar Communications Pty Ltd	90,500.00	Marketing Automation Systems
National Aust Bank Ltd	87,722.24	Credit Rating Advisory Fees
Nicole Tournier	87,162.02	Shared Services
Customer Service Benchmarking Aust Pty Ltd	76,662.79	Contact Service Centre Bench-Marking Program
Adobe Systems Software Ireland Ltd	74,250.00	Blended HRS:Augment SVC:NS
Figgis & Jefferson Tapa Pty Ltd	72,370.00	Campbelltown Building 17 Lab Upgrade
Blue Crane Consulting Group	71,500.00	Shared Services
Cameron Recruitment Pty Ltd	69,550.00	Werrington (Caddens) Retail Centre
Nsasani Trust	66,512.80	Out Bound Study Tours
Jemenna Capital Pty Ltd	66,400.00	Bank Debt Refinancing - Advisory & Support
Wonderlyze Pty Ltd	60,856.25	Digital Tranformation Consulting
Accordant Pty Ltd	59,040.00	Marketing Automation Systems
Accordant Pty Ltd	57,250.00	Personalisation and Digital Maturity Engagement
Deloitte Consulting Pty Ltd	54,134.00	ServiceNow Strategic Review
The Behavioural Architects Aust Pty Ltd	51,900.00	Consultancy
Cenote Solutions Pty Ltd	50,000.00	Student Success Centre
Universities Admissions Centre	50,000.00	Open Day Communication Campaign
<b>SUBTOTAL</b>	<b>6,255,669</b>	
<b>RESEARCH</b>		
Luke Munn	84,070.00	Data Centres and the Governance of Labour and Territory
<b>SUBTOTAL</b>	<b>84,070</b>	
<b>TOTAL CONSULTANCIES EQUAL TO OR GREATER THAN \$50,000</b>	<b>\$8,056,346</b>	
<b>DURING 2018 OTHER CONSULTANCIES WERE ENGAGED IN THE FOLLOWING AREAS:</b>		
Human Resources	15,000	
Information Technology	456,143	
Management Services	1,063,070	
Research	23,000	
<b>TOTAL CONSULTANCIES LESS THAN \$50,000</b>	<b>\$1,557,214</b>	
<b>TOTAL CONSULTANCIES</b>	<b>\$9,613,560</b>	

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





Western Sydney University  
ABN 53 014 069 881  
CRICOS Provider No: 00917K  
Locked Bag 1797  
Penrith NSW 2751  
Tel: +61 2 9852 5222



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