

**VICTORIA
UNIVERSITY**

MELBOURNE AUSTRALIA

WALLTOWALL

VU Annual Report 2010



MISSION AND VALUES

MISSION

Victoria University seeks to positively transform lives through the power of further education, vocational and higher education, and research. We work collaboratively to develop the capabilities of individuals, enterprises and communities within the western Melbourne region and beyond to build sustainable futures for ourselves and our stakeholders.

VALUES

We value:

- knowledge and skills, and critical and imaginative inquiry for their capacity to transform individuals and the community
- equality of opportunity for students and staff
- diversity for its contribution to creativity and the enrichment of our lives
- co-operation as the basis of engagement with local and international communities
- integrity, respect and transparency in personal, collaborative and institutional action
- sound environmental stewardship for future generations
- the pursuit of excellence in everything that we do.

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ACKNOWLEDGEMENT OF COUNTRY

We acknowledge the ancestors, Elders and families of the Wurundjeri and Boonwurrung tribes of the Kulin, the traditional owners and custodians of University land.

The people of the Wurundjeri and Boonwurrung gathered at important times with other Kulin language groups – the Wathaurong, Taungurong and Dja Dja Wurrung – along the Yarra and Maribyrnong river valleys, including at Keilor sites, Werribee River, Mount William stone-axe quarry and the significant ceremonial bora rings at Sunbury.

One of the last remnants of indigenous grasslands on Kulin lands is located near Iramoo at the St Albans Campus.

Wurundjeri and Boonwurrung people have a strong connection to their traditional lands and therefore the University. Wurundjeri language is used to name Indigenous programs and permission has been given to Moondani Balluk by Elders to retell Kulin creation stories and to perform ceremonies on University land.

The University acknowledges that the land on which the University stands was the place of age-old ceremonies of celebration, initiation and renewal, and that the Kulin people's living culture had and has a unique role in the life of this region.

GENERAL ENQUIRIES

Phone +61 3 9919 4000

POSTAL ADDRESS

Victoria University

PO Box 14428 Melbourne VIC 8001

www.vu.edu.au

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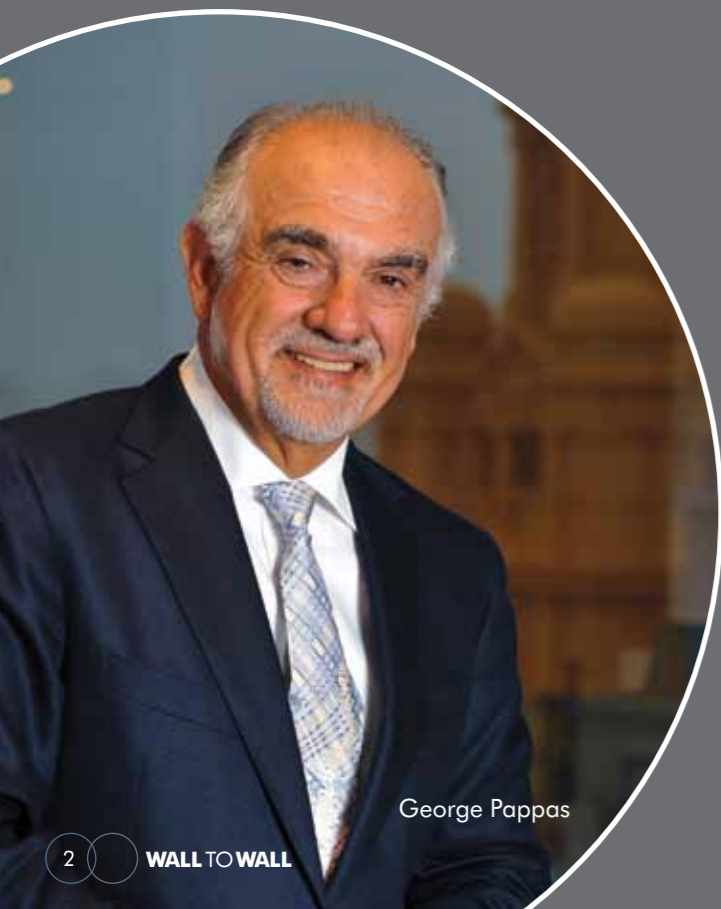
NOTE: Victoria University's *Wall to Wall – VU Annual Report 2010* is a companion to Victoria University's *2010 Annual Report*. Together, these publications contain all disclosures within the State Government of Victoria's 2010 annual reporting compliance requirements.

VICTORIA UNIVERSITY'S CHANCELLOR

Victoria University's Council is led by George Pappas. In 2010, Council worked to reinforce the strategic and financial position of the University.

Key objectives reached by Council included:

- Appointment of Professor Peter Dawkins as the University's next Vice-Chancellor, following the retirement of Vice-Chancellor Professor Elizabeth Harman at the end of 2010.
- Realisation of a surplus of five per cent of underlying revenue as part of the University's new 2010 budget model.
- Introduction of a three-year Integrated Services Program to reduce duplication, improve services and achieve cost-savings to ensure the University has the support services it needs to manage projected student population growth.
- VU's capital development program now makes the University one of the largest investors in infrastructure in Melbourne's western region.
- Reduction in the size of Council from 22 to 14 members, which retains stakeholder representation while allowing more efficient decision-making.



George Pappas

VICE-CHANCELLOR'S MESSAGE

I began my term as Vice-Chancellor and President of Victoria University on 19 January 2011, following the retirement of Vice-Chancellor Professor Elizabeth Harman at the end of 2010. Professor Harman steered the University during a period of enormous change across the tertiary education sector, and it is a credit to her that she laid some very important foundations for us to deal with the challenges of a deregulated environment over the next few years.

As the Vice-Chancellor, it is my pleasure to provide the following information for the 2011 Wall-to-Wall publication. Given my recent entrance to the position, I have sought advice from Principal Officers within the University to ensure the information herewith has been drawn from the most up-to-date source.

On 1 January 2010, the University welcomed Mr George Pappas as its new Chancellor. Mr Pappas took up this pivotal strategic role at VU following a distinguished international career in business, and the public sector. He has a key role to play in ensuring the University continues to build strong partnerships in Melbourne's west, across Australia and internationally. I would like to take the opportunity of thanking the Chancellor for the attention he has given to supporting me as I commence in the role. Thanks also to Deputy Chancellor Di Foggo and all other members of Council.

Success, opportunity and development were hallmarks for 2010. Our higher education, TAFE and international enrolment were up across the board, a fact that while pleasing, will require a continuation of the hard work by our staff to meet increasingly competitive sector challenges.

In October, the Council endorsed the University's new Education Strategy, charting a course for VU's education future by addressing the opportunities and challenges that are emerging in a deregulated environment. The State Government's contestable framework for vocational and further education, coupled with strong population growth in our catchment of western Melbourne, are both indicators that VU needs to ensure its courses are strongly aligned with industry and community needs. The Education Strategy is based on a commitment to increase the number of student enrolments from the current figure of 53,000 to up to 75,000 by the end of the decade.

In 2010, the first recipients of VU's new Achievement Scholarships commenced their studies. The scholarships are awarded annually to two of the highest achieving students from 50 schools across Melbourne's west, and pay all study fees for the duration of each student's course. We are the only university in Australia offering a scholarship package to every school in its region, and this underlines VU's continuing commitment to developing the potential of students in the west of Melbourne.

Adjunct Professor Ron Adams won the coveted national 2010 Australian Learning and Teaching Council (ALTC) award for his program that takes the dread out of writing a postgraduate thesis. The program is now offered at other universities both nationally and internationally. Furthermore, all seven VU staff nominated for ALTC Citations for Outstanding Contributions to Student Learning were successful. These awards are a wonderful endorsement of the high standard of our teaching staff.

In 2010, VU received prestigious Business/Higher Education Round Table (BHERT) Awards for: Outstanding Collaboration with a Regional Focus (collaboration with Port of Melbourne, and the Victorian Government's Department of Transport Essential Services Commission); Best Community Engagement Collaboration (for VU's Connected Lives pilot project for disadvantaged young Victorians; and VU International received an Honourable Mention for Best Community Engagement for its catalytic role in establishing innovative international student safety initiatives with community agencies such as Victoria Police, Life Saving Victoria, and the Metropolitan Fire and Emergency Services Board.

There was a 12% growth in higher degree by research students in 2010, with most of this growth resulting from increasing enrolments by international research students supported by their home country governments, and through VU international postgraduate research scholarships. At the end of 2010, 41% of our postgraduate research student population were international students. A record 92 research degree completions were achieved for the year.

VU's commitment to have 25% of assessment for the majority of its courses based on Learning in the Workplace and Community (LiWC) initiative has been a successful undertaking. By mid



Professor Peter Dawkins

2010, 88% of all courses required to satisfy our LiWC agenda were compliant. VU is a recognised leader in LiWC, and other Australian universities are now following similar programs.

In October, the University conducted its fourth biennial Voicelt staff survey. This valuable survey allows staff to express their views on how they think VU is performing on a variety of workplace and management practices. The results of earlier surveys (2004, 2006 and 2008) led to many changes and improvements at VU.

Staff leadership development at all levels of VU has further mobilised and empowered leadership culture, resulting in more internal movement into leadership positions. Two significant student leadership events were also introduced to recognise and further develop student leaders – the inaugural Student Leadership Conference; and the inaugural Student Leadership Awards.

It is a great honour and privilege to undertake the role of Vice-Chancellor, and I am looking forward to working with all University staff in the next exciting stage of VU's development, as we move towards its centenary in 2016.

PROFESSOR PETER DAWKINS
VICE-CHANCELLOR AND PRESIDENT

UNIVERSITY GOVERNANCE STRUCTURE

ORIGINS

Victoria University (VU) was founded in 1916 as Footscray Technical School. After successive mergers with TAFE colleges in Melbourne's western suburbs, Victoria University of Technology was established by legislation of the Victorian Parliament. It was renamed Victoria University in 2005.

OBJECTS

The objects of the University as provided by the Victoria University Act 2010 include:

- to provide and maintain a teaching and learning environment of excellent quality offering higher education at an international standard
- to provide vocational education and training, further education and other forms of education determined by the University to support and complement the provision of higher education by the University
- to undertake scholarship, pure and applied research, invention, innovation, education and consultancy of international standing and to apply those matters to the advancement of knowledge and to the benefit of the wellbeing of the Victorian, Australian and international communities
- to equip graduates of the University to excel in their chosen careers and to contribute to the life of the community
- to serve the Victorian, Australian and international communities and the public interest by:
 - i. enriching cultural and community life
 - ii. elevating public awareness of educational, scientific and artistic developments
 - iii. promoting critical and free enquiry, informed intellectual discourse and public debate within the University and in the wider society.
- to use its expertise and resources to involve Aboriginal and Torres Strait Islander people of Australia in its teaching, learning, research and advancement of knowledge activities and thereby contribute to:
 - i. realising Aboriginal and Torres Strait Islander aspirations

- ii. safeguarding the ancient and rich Aboriginal and Torres Strait Islander cultural heritage.
- to provide programs and services in a way that reflects principles of equity and social justice;
 - to confer degrees and grant diplomas, certificates, licences and other awards
 - to utilise or exploit its expertise and resources, whether commercially or otherwise
 - to develop and provide educational, cultural, professional, technical and vocational services, and, in particular, to foster participation in post-secondary education for people living or working in the Western Metropolitan region of Melbourne.

COUNCIL

The Council is the governing body of the University and has the general direction and superintendence of the University. The Council has established a number of standing committees to assist it in its work. They are:

- Chancellor's Committee (the Chancellor's Committee has two sub-committees to assist specific activity: the Nominations Committee and the Remuneration Committee)
- Audit and Risk Committee
- Resources Committee
- Strategy Committee.

Membership of these standing committees consists primarily of members of Council. During the calendar year 2010, Council met six times. In addition, it held one weekend retreat. The standing committees generally met on a monthly or bimonthly basis.

Details about Council including minutes of meetings are published on the University's website: www.vu.edu.au/about-vu/governance/council

EDUCATION AND RESEARCH BOARD

There is one University statutory board, the Education and Research Board, which is required by the Act or subordinate legislation to provide advice to Council on academic matters. In 2010 the Education and Research Board met 10 times and the Executive Committee of the Board met five times.



Staff of the Footscray Technical School in 1916. Centre front: foundation principal Arch Hoadley.

HISTORY

Victoria University opened its doors in 1916 as the Footscray Technical School. It was established to serve the community of Melbourne's western region, equipping its industrial workforce with practical, job focused skills and knowledge.

At the time, there was a real need for local education and training. Like today, Australia then suffered a skills shortage and was prone to import the skilled workers it needed.

Over the next 50 years, Footscray Technical School grew rapidly, and it quickly became one of Australia's leading providers of tertiary education, being renamed Footscray Institute of Technology (FIT) in 1968.

In 1990, Victoria University of Technology was established, formed out of an amalgamation of FIT and the Western Institute. In 1998, the Western Melbourne Institute of TAFE amalgamated with Victoria University of Technology.

Renamed Victoria University in 2005, it has become one of Australia's largest universities, and is one of only five dual-sector universities offering substantial numbers of both higher education and vocational education (TAFE) courses.

The distinctiveness of Victoria University and its transformational role in improving the lives of people and communities, particularly in the Western Metropolitan region of Melbourne, is recognised in the Victoria University Act 2010 which commenced operation on 1 September 2010.

VU, including its predecessor institutions, has now been providing education, research and training for over 90 years.

In 1990, there were 16,000 students enrolled at VU. Today, more than 53,900 enrolled students and 4500 staff, including casual and sessional staff, across 10 local campuses, as well as international sites, make up what is one of the greatest international mixes at an Australian university.

One of the strengths of Victoria University and its predecessor institutions has been their close links with the communities they serve. Today, VU continues to maintain strong links with business and the local communities in which it operates, helping to ensure that the University continues to provide meaningful and relevant education programs.



Wayne Kayler-Thomson, CEO Victorian Employers' Chamber of Commerce and Industry.

social inclusion strategy, which aligns closely with government commitments to increase participation rates in post-secondary education.

Workforce Futures

Effective vocational education is more than just providing skills and trade training – it needs to be an evolving response to the changing demands of local and global economies, including the needs of businesses and their personnel.

The University's Workforce Futures project was established to meet these changing needs. Its success is shown by VU's positioning as a preferred provider for enterprise clients through programs such as Central Melbourne Skills Store, Skills for Growth, and enterprise-based training with the Australian Taxation Office and City West Water.

VU is also recognised as a national leader in new knowledge in trades pedagogy and vocational education workforce development through the University's Work-based Educational and Research Centre (WERC).

Improving opportunities and aspirations in the west

Making VU gave rise to three ongoing major initiatives that support engagement with local communities.

The University's Access and Success program established VU as a leader in University-school partnerships; the Australian Community Centre for Diabetes (ACCD) established a unique university-community partnership around diabetes prevention and management for culturally diverse communities; and SportWest, a collaboration that aims to develop a world-class sports and active living precinct in Melbourne's west, will attract investment to the west and build civic pride (see page 33).

MAKING VU LEGACY

The mainstreaming in 2010 of the many Making VU projects has placed the University in a strong position to compete in the higher education contestable market that commences in 2012. It also supports the Making VU goal that the University be recognised as a distinctive and excellent tertiary provider by its centenary in 2016.

Further information:

Professor Brian King
Pro Vice-Chancellor Industry and Community
+61 3 9919 5348
brian.king@vu.edu.au

Making VU 2016: A Statement of Purpose, endorsed by the University's Council early in 2008, set out a long-term vision for the University. The work of the Making VU Program office concluded in 2010, but its legacy continues as an overall University direction being consolidated by the implementation of the University's Education Strategy (2010), and by a series of ongoing programs and activities.

The legacy includes an agenda of unlocking student potential, addressing industry and community needs, and contributing to Melbourne's west while acknowledging that the University operates in a rapidly changing global environment.

MAKING VU ACHIEVEMENTS

Industry and community clusters

Our commitment to engaging and partnering with industry and the community has resulted in a reorientation – around 11 industry and community clusters – of the way VU conceptualises and resources its educational profile (see pages 10 and 11).

During 2010 a suite of new cluster-based course initiatives – integrated educational programs – commenced along with a program of externally focused industry and community initiatives.

Learning in the Workplace and Community (LiWC)

The University's commitment to embed Learning in the Workplace and Community (see page 26) as part of all onshore courses – 25% of assessment – is consistent with a global trend that is taking student learning beyond the campus and into actual or virtual workplaces and community environments.

VU is widely recognised as a leader in LiWC, with other Australian universities following suit.

Strategies for student success

The Making VU program provided VU with the tools and framework to develop a better understanding of student needs, to deliver appropriate services and support, and to measure success.

Commitment to the program is sustained by the publication, *Diversity and Performance of the Student Population at VU*, plus the University's Student Experience Strategy, and tools such as the Balanced Student Scorecards and the International Student Barometer.

The program has prompted a major initiative in the provision of language, literacy and numeracy support across the University's six faculties. This is also a critical element in the University's

"I am impressed that Victoria University has embarked upon the Making VU Program with its emphasis on listening to the voice of industry as it reviews its courses and consults with us about developing a highly skilled workforce. In a complex and rapidly changing business climate, the Victorian Employers' Chamber of Commerce and Industry [VECCI] values strategic relationships with educational providers such as VU which assist our pursuit of economic sustainability for our community in Victoria."

Wayne Kayler-Thomson
Chief Executive Officer
VECCI, Melbourne

CAMPUSES & SITES



North-east view of VU's new \$68 million Sport and Learning Precinct, which opened at Footscray Park Campus in 2011.

Victoria University is located in Melbourne, Australia. Melbourne is regarded as the cultural capital of Australia and is consistently voted one of the best places to live in the world.

It is one of the world's most cosmopolitan cities, with much to offer in culture, parklands, sport and entertainment. It is multicultural, and around a quarter of the population speaks a language other than English at home.

Victoria University has 10 campuses and sites across Melbourne's western region and central business district. It also conducts offshore programs for students at sites throughout Asia and in Germany (see page 14).

Footscray Park Campus is VU's largest campus and almost a quarter of students are enrolled there. Overlooking the Maribyrnong River valley, it is the region's hub for higher education. A \$68 million world-class Sport and Learning Precinct – which will place VU at the forefront of sports science – opened at the campus in early 2011.

City Flinders Campus is opposite Melbourne's historic Flinders Street Station and offers a range of business degrees and art, design and multimedia programs. Our City Queen site houses the Law School in the heart of Melbourne's legal district.

The greatest number of vocational education (TAFE) students are enrolled at Footscray

Nicholson Campus. Vocational education programs in health and beauty are offered at City King Campus and a range of trade programs at Newport and Sunshine campuses.

St Albans Campus offers programs such as nursing, languages, multimedia and early childhood studies. Werribee Campus offers programs such as biotechnology, nutrition, food science and logistics.

Further education programs offered by the multi-campus VU College prepare students for entry to vocational education and higher education, as well as enabling their full participation in the workplace and community. These include general education, English as a Second Language, and foundation and transition courses.

VU also offers VET in School (VETiS) programs to students at secondary schools across Melbourne. During 2010, 2733 secondary school students participated in 38 VU VETiS programs at 85 schools.

The University has also invested significantly in partnerships for education. Examples include our contribution to the redevelopment of Whitten Oval (home of the Western Bulldogs Football Club) and its use as an education facility, and our partnership with Western Health and the University of Melbourne to build a \$51.6 million Teaching Training and Research facility at Sunshine Hospital (due to open in 2011) are examples.

CAMPUS DEVELOPMENT

VU has a strategy of developing strong campuses accessible to all students, but particularly to the residents of Melbourne's west.

Development is focused on our three city campuses, as well as our Footscray, Sunshine, St Albans and Werribee campuses. Activity at Melton Campus is focused on vocational education (particularly the early years) and it is anticipated that the University will close its Newport Campus when the new Construction Futures building at Sunshine Campus is completed in 2013.

Priorities for future development are set out in our 2010 Campus Futures Strategy. Immediate priorities include:

- The Construction Futures Project at Sunshine Campus
- A new Learning Commons at Footscray Nicholson Campus
- The Sport and Health Project at St Albans Campus
- Relocation of Boat Building (from Newport Campus) to the Williamstown Heritage Port
- General upgrade of teaching spaces and classrooms on all campuses.

In 2010, master plans for St Albans and Sunshine campuses were completed, as was a landscape master plan for Footscray Park Campus. The future of Werribee Employment Precinct, which

includes Werribee Campus, was the subject of considerable discussion involving local and State governments and various government agencies. The University was an active participant in these discussions and is seeking to optimise the role of the University in the development of the precinct.

Hume Anglican Grammar School used our Sunbury Campus as its site during 2010. The University will discuss the future of this campus with the State Government during 2011.

Given our shortage of capital for reinvestment in our facilities and information systems and technology, the University approved the sale of a number of non-core properties in 2010. These included:

- The Old Williamstown Post Office
- A block of residential apartments in Footscray
- Surplus land at VU's Student Village in Maribyrnong
- A commercial car park in the Melbourne CBD
- Surplus land at Sunshine Campus.

Some sales have been completed and others will proceed during 2011.

Further information:

Jon Hickman
Deputy Vice-Chancellor
Capital and Management Services
+61 3 9919 4013
jon.hickman@vu.edu.au

COURSE CLUSTERS

Harvester Technical College – a partnership between Victoria University and Sunshine College – is the first vocational secondary college in Melbourne’s west, providing Year 10, 11 and 12 students with pathways to trade careers.

2010 COURSE CLUSTERS

In 2010 the clusters comprised:

- Cultural and Creative Industries
- Education and Transition
- Engineering and Infrastructure
- Financial and Economic Services
- Health
- Human Services
- Law and Legal Services
- Management and Marketing Services
- Sports and Recreation
- Tourism and Hospitality
- Transport and Logistics

A fundamental tenet of Victoria University’s Making VU 2016 strategy (see page 6) is that all VU courses should be industry and community focused. The University’s courses are organised into 11 Industry and Community Clusters of similar types of industries, professions and disciplines spanning vocational and higher education.

The Cluster initiative enables VU to:

- Ensure its course profile is educationally appropriate and financially sustainable.
- Design and align its courses to provide pathways that meet the needs of students as they enter and exit courses across the Further Education, Vocational Education and Higher Education spectrum.
- Build productive staff partnerships and collaborations across organisational units and sectors.
- Respond in an agile and flexible way to changing government imperatives and industry needs.

- Enhance, develop and manage engagement relationships and partnerships with enterprises, governments, education providers, non-government organisations (NGOs) and communities.

CLUSTERS RESPOND TO WORKFORCE NEEDS

Since 2008, VU’s Industry and Community Round Table and Cluster discussions have provided a better understanding of the industries in which our graduates will work, contribute to and lead. The knowledge and associated insights are helping us to produce graduates who are well prepared for – and well-grounded in – the realities of today’s workforce.

During 2010, this ongoing collaborative approach with industry and the community has enabled Clusters to:

- re-design existing courses and develop new courses to produce graduates that match industry needs
- identify potential training opportunities

- target research to add value to industry
- provide high-quality information to inform industry decision-making
- increase the number of mutually beneficial agreements and partnerships with industry.

CLUSTERS AND WORKFORCE FUTURES

Understanding future workforce needs is a strong imperative for VU. Our courses are designed to prepare graduates with the types of skills and knowledge required to adapt and contribute to the changing workforce. Clusters acknowledge the:

- impact of changing demographics
- impact of the increasing global mobility of the workforce, including migration
- new skills required for new jobs not yet invented
- impact of ‘profession creep’ as industries professionalise and specialise.

Changes to workforce needs also highlight the importance of lifelong learning.

WHO BENEFITS?

Students: by providing the opportunity for students to acquire skills and qualifications acknowledged by industry and community employers as matching the needs of the changing nature of jobs and workforce demands.

Industry and Community: by influencing the University’s overall course profile – courses and curricula – to meet their needs.

The University: by offering an integrated suite of courses and pathways; by being responsive to industry and community labour market trends; and by producing graduates that are both work and future-ready.

Further information on Industry and Community Clusters:

Professor Brian King
Pro Vice-Chancellor Industry and Community
+61 3 9919 5348
brian.king@vu.edu.au

FACULTIES & SCHOOLS

The teaching and learning areas of the University are grouped into higher education and vocational education faculties, and the Victoria University College, which provides preparatory, bridging and support programs, as well as Victorian Certificate of Education (VCE) courses.

Faculties are further divided into schools offering specialist areas of study.

HIGHER EDUCATION

Faculty of Arts, Education and Human Development

School of Communication and the Arts
School of Education
School of Sport and Exercise Science
School of Social Sciences and Psychology

Faculty of Business and Law

School of Accounting
School of Economics and Finance
School of Hospitality, Tourism and Marketing
Victoria Law School
School of Management and Information Systems
Victoria Graduate School of Business

Faculty of Health, Engineering and Science

School of Biomedical and Health Sciences
School of Engineering and Science
School of Nursing and Midwifery

VOCATIONAL EDUCATION

Faculty of Workforce Development

School of Business and Finance
School of Community Services
School of Creative Industries
School of Enterprise
School of Health
School of Sport and Science

Faculty of Technical and Trades Innovation

School of Engineering and Electrotechnology
School of Construction Industries
School of Industry Skills Training
School of Information and Communication Technology
School of Personal Services
School of Hospitality

FURTHER EDUCATION

Victoria University College

School of English Language and Preparatory Programs and Services
Teacher Development Unit
School of General Education Programs and Services
School of Youth, VCE and Community Education Programs and Services
School of Learning and Support Services

COURSES AT VICTORIA UNIVERSITY

Courses offered range from VCE (secondary school Years 11 and 12) to certificate courses (I, II, III and IV), diplomas, advanced diplomas, associate degrees, bachelor degrees, graduate certificates and diplomas, masters by coursework and/or research, and doctoral studies. The multi-sector nature of the University allows for a unique opportunity for articulation or pathways between vocational and higher education courses.

Further information:

Professor Gregory Baxter
Pro Vice-Chancellor Teaching and Learning
+61 3 9919 5256
gregory.baxter@vu.edu.au

www.vu.edu.au/higher-ed-and-tafe



VU INTERNATIONAL

The Office of the Vice President International oversees the operations of Victoria University International (VUI) and the Centre for International Development (CID).

VUI provides assistance and support to international students wishing to study in Melbourne, from the time of enquiry through to graduation. Within VUI, the International Student Support team organises activities to assist international students once they accept their offer to study at VU.

CID is responsible for the development and maintenance of VU's offshore commercial business activities, collaborating with key areas of the University. The centre manages the overall relationship between the University and our international partner campuses. It ensures that VU plans and implements successful and sustainable growth for its offshore international business activities.

www.vu.edu.au/international-students

ONSHORE COURSES

Victoria University offers international students studying in Melbourne the opportunity to enrol in more than 350 courses in English language, vocational education and training – also referred to as Technical and Further Education (TAFE) – and higher education. Qualifications range from certificates and degrees to PhDs, and are offered in a broad range of disciplines.

OFFSHORE AND OFFSITE PARTNERS AND PROGRAMS

Victoria University is one of the largest Australian providers of offshore education. We have the edge over many Australian institutions in that we have an extensive network of international partner campuses across Asia, Europe and Australia. VU has a 20-year history of teaching VU programs at our offshore/offsite partner campuses.

As well as having the opportunity to complete an Australian qualification in their home country, our offshore students also have the ability to transfer to Melbourne to complete part or all of their qualification. Offshore courses range from certificates in English language, diplomas and bachelor degrees to graduate certificates, graduate diplomas and masters programs.

Victoria University's offshore and offsite campuses are situated in:

Sydney Education Centre of Australia

China Beijing–Beijing Jiaotong University
Beijing–Central University of Finance and Economics
Chengdu–Sichuan University
Jinan–Shandong Jianzhu University

Kaifeng–Henan University

Shenyang–Liaoning University

Zhengzhou–Henan College of Finance and Taxation

Germany Angell Business School

Hong Kong Chinese University of Hong Kong

India Ganpat University

Malaysia Sunway University College (Kuala Lumpur)
Sunway University College (Johor Bahru)

Singapore Litan Hall
Singapore Institute of Commerce

Vietnam Hanoi University

[www.vu.edu.au/
international-students/
vu-your-country/
partner-institutions](http://www.vu.edu.au/international-students/vu-your-country/partner-institutions)

STUDY ABROAD AND EXCHANGE

With more than 90 active student exchange agreements across Europe, North America, Latin America, Asia and the South Pacific, Victoria University students have significant opportunities to immerse themselves in a different culture as part of their studies. To encourage and support our students to participate in offshore study opportunities the University offers study grants.

[www.vu.edu.au/current-students/
student-exchange-program](http://www.vu.edu.au/current-students/student-exchange-program)

Further information:

Andrew Holloway

Vice-President International

+61 3 9919 1271

andrew.holloway@vu.edu.au



KEY INDUSTRY AND COMMUNITY PARTNERS



VU's new \$8 million Sports Teaching, Training and Research facility at Whitten Oval, home of the Western Bulldogs Football Club.

WORKING IN PARTNERSHIP

Victoria University is committed to working in partnership with a diverse range of organisations. Our partners are concentrated in Melbourne's west, but extend state-wide, nationally and internationally, encompassing enterprises, communities, governments, non-government organisations (NGOs), tertiary institutions and secondary schools, and industry peak bodies.

Our partnerships take many forms – formal and informal, local and global – and are of mutual benefit. Such partnerships are characterised by innovation, agility and transparency.

Within each of VU's Industry and Community Clusters we have partnerships with all types and sizes of organisations to ensure that VU's full range of academic offerings is current and relevant to the needs of industry and community.

We define our industry and community partnerships and relationships into four main categories: education providers, enterprise, NGOs and communities, and government.

Our engagement is soundly grounded in the University's core activities of learning and teaching and research.

A formal approach to partnerships has existed at VU since 2004 and is co-ordinated by the Office for Industry and Community Engagement (OICE) within the portfolio of the Pro Vice-Chancellor Industry and Community.

OICE provides the University with a management framework as the basis for a strategic approach to partnerships.

Partnerships are managed by VU-assigned Partnership Managers who nurture the relationships to ensure they deliver real value to both or all partners.

In 2010, the development of templates for the management of agreements between VU and its partners has provided the University with stronger accountability and a governance and management framework for current and future partnerships.

Broad program partnerships

Partnerships that encompass a broad program of strategically aligned connections and collaborations with whole organisations include our lead partners, such as:

- Western Bulldogs
- City West Water
- Western Health
- Victoria Employer Chamber of Commerce and Industry (VECCI)
- Leadwest.

With these partnerships we develop Strategic Partnership Agreements (SPAs) that include activity schedules such as shared use of teaching and training facilities; capacity building opportunities for the community and region; joint external applications for research funding; workplace learning opportunities for students; and provision of industry experts.

Faculty and Cluster partnerships

Partnerships emanating from specific connections to Faculties or Clusters include:

- Australian Industry Group (AIG)
- Adult Multicultural Education Service (AMES)
- Linfox
- Le Cordon Bleu
- Malthouse Theatre
- Footscray Community Arts Centre
- Local government authorities
- Local schools in our region.

Activities include jointly-badged qualifications; collaborative research programs; contracts for skills assessment, training and development; shared use of facilities; shared use of contacts' networks; mentoring support; and provision of academic merit prizes.

Localised and personal relationships

The vast majority of VU's engagement takes place at a localised or personal level – within a school, institute or department. It is estimated that the VU community has well over 3000 connections to external stakeholders. It is not possible to provide a precise quantification of these connections because it is fluid and changes daily. Three examples include:

- Western English Language School; which connects newly arrived migrant youth to VU College's School of General Education Programs and Services

- Western Jets; which link into the School of Sports and Exercise Science
- Local businesses researching trade waste; which link to VU's Institute of Sustainability and Innovation.

Such relationships often involve activities that arise from referrals and recommendations; community-based action projects; joint recreational opportunities; industrial experience tours for staff and students; and shared use of facilities for research.

INDUSTRY

We provide a broad range of services designed to address the needs of industry. Our industry programs include consultancy, contract research, training and support services that can be tailored to suit particular industry sectors. Our flexibility in approaching the challenges faced by industry allows for the development of innovative business solutions.

COMMUNITY

VU has developed mutually beneficial relationships with a wide range of external partners. Our objective is to embrace the diversity and dynamism of the University's local communities, and to assist these communities to build their capacity to meet local, national and international challenges.

Further information:

Professor Brian King
Pro Vice-Chancellor Industry and Community
+61 3 9919 5348
brian.king@vu.edu.au



INNOVATION AND COMMERCIAL DEVELOPMENT

The Office for Innovation and Commercial Development undertakes a wide range of activities to support and add value to business, industry, government and community organisations.

Through established partnerships, we work collaboratively on specialised consultancies, training solutions, multidisciplinary contract research and the development of innovative technologies. By providing a range of initiatives, investment opportunities and services, we support organisations to grow.

We offer industry skills training with specific expertise in workforce development, technical and trades innovation and learning support services.

The University's researchers also work to develop novel intellectual property with the potential for commercial development with interested industry partners or investors.

Victoria University's contract research and consulting services are tailored to suit specific projects. This enables all sizes and types of organisations to address their particular research and development requirements.

Organisations can also use the University's equipment and infrastructure to conduct their own tests and experiments.

Our services and activities include:

- Access to a wide pool of talent, equipment and infrastructure
- Access to external grants and funding
- Collaborative research
- Commercialisation of products and services
- Contract research
- Executive training
- Fee-for-service education

- Industry consulting across all disciplines
- Innovative solutions to workplace challenges
- Learning resource development
- Licensing
- New product development
- Patent acquisition
- Project management
- Spin-out company formation
- Strategic alliances
- Technology transfer
- Testing
- Training and learning needs analysis
- Workforce development.

Further information:

Tina Rankovic
Director Innovation and Commercial Development
+61 3 9919 5316
tina.rankovic@vu.edu.au

www.vu.edu.au/industry-and-community

RESEARCH

Victoria University's research and research training benefits the community, industry and government on a local, national and global level. Our research staff and students are part of a vibrant research community consisting of University institutes, research centres and faculty research units.



VU's fire research facility at the CFA's Fiskville training centre near Ballarat.

RESEARCH INITIATIVES

ISEAL – Working towards global leadership

Our new Institute of Sport, Exercise, and Active Living – opened in 2009 – has a team of almost 100 committed staff, including professors who have come from all over the world.

With the goal of becoming a world-leading research institute, a priority for ISEAL is to develop strong partnerships with leading national and international sporting and health bodies. Partnerships have been established with the Australian Sports Commission (ASC) and one of its divisions, the Australian Institute of Sport (AIS). Collaborative projects with these two bodies are already underway, including co-investment in research staff and joint applications for research funds.

IDEAS – A new research institute

VU's mission to transform the lives of individuals and develop the capacities of industry and communities in western Melbourne and beyond through the power of vocational and higher education is reflected in the University's significant financial commitment to establish the Institute for Diversity, Educational Access and Success (IDEAS), currently under development.

IDEAS' research will focus on developing new ways to improve educational, socio-cultural and economic outcomes for diverse, low socioeconomic status and under-represented communities, such as those in Melbourne's west.

2010 AWARDS

Berwyn Clayton, Director of the Work-based Education Research Centre, was awarded the National Centre for Vocational Education Research VET Researcher of the Year for 2011. The award recognised Clayton's outstanding lifelong contribution to research in Australia's vocational education and training (VET) sector.

Dr Caroline Symons from the School of Sport and Exercise Science was awarded the Victorian Health Promotion Foundation (VicHealth) Professor David Hill Award for Knowledge and Translation. The award was in recognition of Symons' innovative research study, 'Come Out to Play – The Sports experiences of Lesbian, Gay, Bisexual and Transgender (LGBT) people in Victoria University'. This is the first research of its kind to identify barriers to participation in sports faced by LGBT Victorians.

Dr Bo Zhou from the Institute for Sustainability and Innovation received a 2011 Endeavour Research Fellowship Award to undertake a

project at Nanjing University of Technology in China. The Endeavour awards are part of the Federal Government's internationally competitive, merit-based Australian Scholarships program, which provides high-achieving individuals with the opportunity to undertake study, research or professional development.

Dr Itamar Levinger from the School of Sport and Exercise Science received the Young Investigator Award at the 2010 Wingate Congress of Exercise and Sport Sciences in Israel. Dr Levinger presented two papers at the congress: 'Insulin signalling, metabolic risk factors and aerobic fitness in middle-aged men and women'; and 'The effects of acute exercise on undercarboxylated osteocalcin in patients with type 2 diabetes'.

RESEARCH CENTRES

Centre for Environmental Safety and Risk Engineering (CESARE)

Centre for Strategic Economic Studies (CSES)

Centre for Tourism and Services Research (CTSR)

Centre for Telecommunications and Micro-Electronics (CTME)

Work-based Education Research Centre (WERC)

Centre for Applied Informatics (CAI)

INSTITUTES

Institute for Sustainability and Innovation (ISI)

Institute for Logistics and Supply Chain Management (ILSCM)

Institute for Sports, Exercise and Active Living (ISEAL)

RESEARCH GROUPS

Australian Community Centre for Diabetes (ACCD)



RESEARCH MATTERS

The Faculty of Arts, Education and Human Development undertook a community-based study called 'Don't Go There: Young People's Perspectives on Community Safety and Policing', which was jointly funded by the University and Victoria Police. Researchers Michele Grossman and Jenny Sharples found strong indications that a collaborative approach by police working alongside young people will reduce any tendency to violence and crime. A key outcome of the study was the development of a consultative model, 'Listen and Learn', for police–youth community partnerships to be set up across Victoria. This model draws on the success of similar programs in Canada, the USA and the UK.

A VicHealth-funded study by senior research fellow Karen Adams led to the development of an Aboriginal television cooking series, the publication of a specialised cookbook and the distribution of children's dinner plates depicting healthy food portions. Adams worked with Victoria's Wathaurong Aboriginal

Co-operative to promote traditional cooking methods, improve access to healthy foods, and help close the health gap between Aboriginal and non-Aboriginal people.

VU's Centre for Strategic Economic Studies and China's National Development and Reform Commission's Energy Research Institute collaborated on the study, 'More Sustainable Energy Use in China: Economic Structure and the Application of New Technologies Project'.

This research analysed the transition process to a low carbon economy and identified policies and implementation strategies for improving energy efficiency.

Professor Glenn McConell received a National Health Medical Research Council (NHMRC) project grant valued at more than \$0.5 million to examine how exercise increases insulin sensitivity in muscle. Outcomes from the research have the potential to play a major role in the battle against diabetes, which is Australia's fastest growing chronic disease.

Researchers at the Centre for Applied Informatics, headed by Professor Yanchun Zhang, are working on a project that will improve success rates and reduce the mortality and health risks of patients during surgery and while being treated in intensive care units.

RESEARCH TRAINING

In 2010, there was a 12% increase in the number of VU students studying higher degrees by research. Most of this growth was a result of increased enrolments by international students supported by their home country governments and through VU international postgraduate research scholarships. At the end of 2010, 41% of our postgraduate research student population were international students.

In 2010, two research student scholarship recruitment rounds were held. An unprecedented number of high-quality applications were received in the main October 2010 round.

Postgraduate student satisfaction with their research training continues to be positive and improving, with current research experience satisfaction being at or above national benchmarks.

The Council of Australian Postgraduate Associations granted VU five stars for the provision of resources to support its postgraduate research students – VU was one of only seven Australian universities to be given this maximum rating.

The Australian Learning and Teaching Council awarded Professor Ron Adams its national award for postgraduate education support for his 'Demystifying the Thesis' suite of programs for research students and supervisors.

2010 enhancements in research training included broadened and improved student and

supervisor induction programs; the introduction of an intensive writing retreat; and peer or early career researcher-led writing circles initiatives.

Postgraduate student researchers were employed for the first time as part of VU's students as staff program to support the Office for Postgraduate Research in various projects and administration.

A record 92 research degrees were completed in 2010.

INTERNATIONAL RESEARCH AND POSTGRADUATE RESEARCH

In 2010, eight of our research students and academics received internationally competitive Endeavour Awards to pursue research-related activities. This Australian Government scholarship program provides opportunities for high-achievers from the Asia-Pacific, Middle East, Europe and Americas to undertake study, research and professional development in Australia and abroad. Our successful overseas Endeavour Award holders represent Trinidad and Tobago, Vietnam, Brazil, Bangladesh, India and the UK.

Further information:

Professor Warren Payne
Pro Vice-Chancellor
Research and Research Training
+61 3 9919 5930
warren.payne@vu.edu.au

www.vu.edu/research

In 2010, there was a 12% increase in the number of VU students studying higher degrees by research.



MEETING WORKFORCE NEEDS

WORK-BASED COURSE DELIVERY

VU is successfully positioned to meet the skills needs of businesses and communities in Melbourne's west, delivering a range of services including workforce development planning, skills recognition and customised training – onsite, on campus and online. We provide cost-effective solutions that add value to our clients' businesses.

In 2010, VU achieved outstanding results in work-based course delivery. Enterprise-based enrolments (16% of delivery) were increased in courses representing a large range of industry sectors and workplaces, including Toyota, Metropolitan Fire and Emergency Services Board, City West Water, Brimbank City Council, Wyndham City Council, Maribyrnong City Council and Spotless.

Our collaboration with Salvation Army Employment Plus in 2010 won a national LearnX Award – the premier award for learning professionals – for best flexibly-delivered front line management program.

We have partnered with the Metropolitan Fire and Emergency Services Board (MFB) to deliver the Senior Station Officer Leadership Program. VU and MFB staff collaborated on the delivery of this program, which is aligned to a Diploma of Management. In 2011, VU and the MFB will also offer the Commander Leadership and Engagement Program, which will provide credit into a Graduate Certificate of Management.

Through VU's partnership with Victoria Legal Aid, employees commenced Certificate II-level training in 2008, progressed to diploma qualification in 2010, and will continue to higher levels in 2011.

Our training partnership with City West Water continues, and through its success has led to working with other water utilities on an accelerated technical officer cadetship model.

SKILLS RECOGNITION

VU continues to be a leading provider of skills recognition services. Over the last three years the University has increased its skills recognition service provision by almost 200%, and this represented 12% of all delivery in 2010.

We have developed innovative approaches to skills recognition, including the use of online tools. VU is one of a small number of Australian providers authorised to undertake offshore skills assessment of tradespeople seeking to migrate to or work in Australia. Supporting the 457 Visa program, we have been conducting skills assessments for first-class welders, fitters, metal fabricators, motor mechanics, cooks and chefs from China, India, Fiji and The Philippines.

SPECIALISED SERVICES TO BUSINESSES

VU continues to achieve significant results in the provision of specialised workforce development services to businesses. Over the last two years the VU-led Central Melbourne Skills Store has

serviced more than 2000 people using the Skills Navigator, a free service for businesses and individuals seeking recognition for their skills and advice on further learning.

Skilling Business, a strategic consortium of VU and the Australian Industry Group, has provided free workforce development consultancy services to more than 120 small and medium businesses, evaluating their training needs as part of the Victorian Government's Skills for Growth initiative.

In conjunction with the EPIC Industry Training Board, VU facilitated 34 SMEs (small to medium enterprises) to access staff training in ITIL service management training – an international ICT standard – and then progress to the Certificate III in Computer Support via RPL for the skills they demonstrated on the job.

A campaign to promote career pathways and the recognition of skills in the existing logistics workforce has seen significant outcomes for industry groups such as Linfox, Kmart and Viking.

We are proud of our collaboration with Hotel Sofitel Melbourne, sharing responsibility for hospitality training at Academy Sofitel, located at Hotel Sofitel in the CBD. The academy offers accredited learning programs to hospitality professionals working or aiming to work in Melbourne's fine dining venues.

ONE-STOP SHOP FOR EMPLOYERS OF APPRENTICES

VU is experiencing an increase in apprenticeships and traineeships, reflecting strong demand in enterprise-based traineeships. VU operates Jobs Plus, an apprentice service centre supporting more than 5300 employers across Australia. With Jobs Plus and group training partners such as the WPC Group, VU is able to offer employers all the support they need to recruit, employ and train apprentices and trainees.

TRANSFORMING APPRENTICESHIP LEARNING

VU supports a variety of learning needs in industry from entry-level trainees through to executive MBAs. We deliver both accredited and non-accredited courses to provide workplaces with flexible training.

In 2010, the Victorian Government introduced competency-based completions for apprenticeships. In response, VU developed the program TradeApps, providing flexibility for students to complete their training earlier in order to deliver productivity gains to employers. TradeApps includes work-based task learning so that students gain relevant experience and are assessed on real-life projects.

We are continuing to work with employers to help them understand the implications of competency-based completion.

Full-time diploma students at VU are also involved in industry-connected project work. Building Studies students now work in a 6-star sustainable portable building operating as a Building Practice Firm that engages with external clients for all aspects of building, from design through project-management to completion.

WORKPLACE LITERACY AND NUMERACY

In 2010, VU College delivered workplace language, literacy and numeracy programs to three companies, receiving acclaim for meeting the specific needs of each enterprise.

Williamstown naval shipbuilding company BAE Systems approached VU to help new employees gain OH&S compliance for working in confined spaces. This led to a broader training program that included reading, writing and oral communication skills in relation to OH&S requirements of completing logbooks and safety checklists, and effective participation in team meetings.

In 2010, VU developed a program for Yarraville sugar manufacturing company Sugar Australia to improve the efficiency, productivity and safety of production line employees. We also delivered a program that focused on oral communication skills of supervisors and managers working in the conference and events unit of hospitality provider RACV Club in Melbourne's CBD.

MEETING EMERGING WORKFORCE NEEDS: TRENDS TO 2010

Over the last three years, VU has significantly improved its performance against all key indicators. Its work with industry has been widely recognised and has resulted in the following increases in delivery:

- Delivery of diploma and other and higher-level VET qualifications – up 5%
- Work-based delivery – up 35.7%
- Delivery to mature-age learners – up 18.5%
- Skills recognition services – up 197% (to 12% of all delivery)

Further information:

Professor Anne Jones
Deputy Vice-Chancellor and Director TAFE
w+61 3 9919 5466
annet.jones.vu.edu.au

LEARNING IN THE WORKPLACE AND COMMUNITY

Victoria University has made a commitment to ensuring that Learning in the Workplace and Community (LiWC) is a universal feature of all courses as part of its development as a distinctive university.

LiWC is an umbrella term that encompasses the many models and integrative approaches to teaching, learning and assessment that involve learning in and through the workplace and community. These LiWC models and approaches may include, but are not limited to:

- projects in or for a workplace or community
- practical and clinical placements
- fieldwork
- apprenticeships
- traineeships or internships.

AIM

The key aims of LiWC activities are to:

- deepen students' knowledge of practice in realistic workplace and community contexts
- further develop their employability and generic skills and make a significant contribution to graduate career and work readiness.

Students are given early exposure to LiWC activities related to their field of study to confirm their career choice or to enhance their understanding of where their choice of studies can lead.

BENEFITS

Learning in the Workplace and Community:

- enriches student learning through practice and greater connections between theoretical knowledge and application in workplace and community contexts
- provides students with a range of activities that enables them to develop essential work skills such as teamwork, communication and interpersonal skills
- enhances students' job, career and future readiness through greater engagement with industry and communities
- encourages teaching staff to develop creative and innovative approaches to learning, teaching and relationship building through collaboration, knowledge sharing and engagement with industry and communities
- builds sustainable relationships that are based on reciprocity and mutual benefit for students, staff, industry and community groups.

FLEXIBILITY

Faculties develop LiWC models to ensure they suit the specific needs of their discipline and course learning outcomes, their students, and the industries and communities with which they engage. Faculties may develop a range of LiWC activities that students can undertake over the duration of their course, as their knowledge and experience develops.

Further information:

Judie Kay
Associate Director
Learning, Work and Career Development
+61 3 9919 4052
judie.kay@vu.edu.au

www.vu.edu.au/learning-in-the-workplace

VU FOUNDATION AND DEVELOPMENT OFFICE

Victoria University encourages a culture of giving to, and support for, education in Australia. It receives a wide range of support from industry, community, alumni and friends of the University.

This support takes many forms, such as work placement opportunities for students, mentoring, volunteering and, importantly, financial support for scholarships, research and other key VU projects.

At VU we manage our resources carefully so that we can achieve our goal of providing high-quality training and education to students from a diverse range of backgrounds and experiences.

The Victoria University Foundation and the Development Office actively encourage donations to support the University in these endeavours.

The Victoria University Foundation is a trust established to help preserve, develop and maintain University standards, services and facilities. It provides funding for scholarships and other projects, including for the Australian Community Centre for Diabetes (ACCD) and the Institute for Sport, Exercise and Active Living (ISEAL).

The Development Office assists VU to deliver educational programs of excellence by building a community of loyal, committed and engaged alumni, donors and friends.

Further information:

Ros Casey
Director of Development and Executive Director of the VU Foundation
+61 3 9919 1160
ros.casey@vu.edu.au

SCHOLARSHIPS

Our scholarships are designed to help students on low incomes and those who have experienced other social and financial disadvantages. Victoria University offers a large number of equity and merit scholarships – often in association with other organisations – for undergraduate and vocational and further education (TAFE) students in financial need. Postgraduate research and coursework students have access to a range of research scholarships. Many external organisations also provide scholarships for VU tertiary students.

In 2011, VU will continue its successful Achievement Scholarships program. Every eligible secondary school in the western

region of Melbourne (currently 50) is offered two scholarships annually. One for the highest achieving Year 12 student enrolling in an undergraduate degree (\$5000 per year for up to four years); and one for the highest achieving Year 12 student enrolling in a vocational education (TAFE) course (\$2000 per year for up to two years).

2010 VU-funded Equity Scholarships

Number of scholarships:

- higher education – 251
- TAFE – 206
- postgraduate – 5

Total value of scholarships: \$482,000

Further information:

Nadia Foster
Scholarships Co-ordinator
+61 3 9919 5567
nadia.foster@vu.edu.au

www.vu.edu.au/courses/scholarships

ALUMNI RELATIONS

All graduates of Victoria University and its forerunner institutions are alumni of VU. The University also welcomes students, staff, former staff and friends of the University as members of its broader alumni community.

As financial members of the VU alumni community, alumni receive a wide range of benefits, such as invitations to personal and professional development events and library access.

Alumni from related fields of study, work and/or geographic location meet to share ideas, organise events and socialise.

There are chapters in Melbourne as well as in many countries across Asia.

Further information:

Sarah Banks
Alumni Relations Manager
+61 3 9919 1987
sarah.banks@vu.edu.au

www.vu.edu.au/alumni



STUDENTS

In 2010, Victoria University had 53,935 enrolled students at our onshore campuses and studying our programs at partner institutions offshore.

STUDENT EXPERIENCE

During 2010, the VU Student Experience Strategy continued to provide an action framework to enhance the student experience at VU. Informed by the Bradley Review, various student population studies and the results of the biennial Student Barometer survey, the strategy was developed to ensure our multi-sector profile and diverse student population are at the centre of all recommended actions. The strategy contains six guiding principles:

1. Provide engaging courses and pathways that meet student needs
2. Extend learning and teaching approaches that put the student at the centre
3. Recognise and respond to student diversity
4. Strengthen student relationships and partnerships through engagement
5. Foster environments that enable active student learning
6. Assist students to make informed decisions about their education and careers

ACHIEVEMENT SCHOLARSHIPS

In 2010 we started a new annual program of merit scholarships known as VU Achievement Scholarships. Each secondary school in the western region council areas of Brimbank, Hobson's Bay, Maribyrnong, Melton, Moonee Valley and Wyndham were offered two scholarships: one for the highest achieving Year 12 student enrolled in a VU undergraduate degree (\$5000 per year for up to four years); and one for the highest achieving Year 12 student enrolled in a VU vocational education (TAFE) course (\$2000 per year for up to two years).

As a result, 65 scholarships were awarded in partnership with almost 50 secondary schools.

STUDENT LEADERSHIP

Two significant student leadership events were introduced in 2010 to recognise and further develop student leaders. The inaugural Student Leadership Conference saw the participation of almost 100 VU students from a diversity of backgrounds and courses.

The inaugural Student Leadership Awards were held to recognise the contributions of student leaders from across the University.

STUDENTS AS STAFF

Our Students as Staff program was launched in August 2010 to provide increased opportunities for student employment on campus and to build VU-student relationships, engagement and connectedness. The program encourages and trains current VU students to work at VU while studying, and assists VU departments to access motivated students who can fulfil a wide range of roles on campus.

VU has set a target to employ 1000 students as staff by the end of 2011. Students who have participated in the program report a greater sense of connection with university life, an improvement in their studies, a greater understanding of how the University works, and the development of skills that will enhance their employment opportunities following graduation.

CALLISTA STUDENT MANAGEMENT SYSTEM

Significant preparation was made for our new Callista Student Management System to go live in April 2011. Callista will be accessible online 24 hours a day, seven days a week. Students will be able to enrol, add or remove units of study, pay fees, print invoices and view their academic results.

COMMUNICATION TECHNOLOGIES

We continued to enhance our communications with students by upgrading the MyVU Portal, with new personalised channels for students to access their information, including personal details, graduations, exams, timetables, scholarships and other online facilities.

During 2010, a range of social networking tools for communicating with students was introduced, including Facebook, Twitter, YouTube and Flickr. A student relationship management tool is also being rolled out across the University. When integrated with Callista, we will have a greater understanding of our students by tracking interactions with both current and prospective students, and greater service delivery points via online chat, guided assistance and web enabled information/services.

OUTSTANDING STUDENTS

Barbara Renou received the Chief Justice's Medal for Excellence and Community Service during her Bachelor of Laws (Graduate Entry) graduation ceremony in December 2010. A prisoner advocate and educator, Renou has worked for the Prisoner's Legal Service since its inception, first as a volunteer and now as a paralegal advocate. An integral part of her work has been delivery of legal education services to prisoners.

Just two weeks into his summer clerkship with law firm Slater & Gordon, Kot Monoah was offered a permanent role at their Sunshine office. Monoah was born in southern Sudan, but was forced to flee to Ethiopia with his family at four years of age. When war broke out three years later his family walked for months through the deserts of Africa to reach Kenya, where he lived in refugee camps for 12 years. In 2004, his family arrived in Australia and Monoah enrolled in a Bachelor of Law at VU the following year. He was admitted as a solicitor in October 2010.

Outstanding mathematics postgraduate research student Dr Eder Kikianty represented VU in the Australian and New Zealand Three-Minute Thesis Competition Finals at the University of Queensland in September 2010. At her December graduation, Kikianty received the University Medal, a Vice-Chancellor Citation and a Peak Award for her work on mathematical inequality.

Ngan Bui completed a Bachelor of Arts in Vietnam in 1980 and a second arts degree in 1996. In 2001, having received a Rudolf Steiner Scholarship, Ngan came to Australia on a student visa where she studied anthroposophy and early childhood education. In 2008, she enrolled in the Liberal Arts program at VU, and successfully completing her diploma in 2009. She is now completing first year of a Bachelor of Arts. An exemplary student, in July 2010 Ngan received an outstanding achievement award for dedication to her studies and enthusiasm for learning.

Diploma of Youth Work graduate Victoria McLure was a finalist in the Victorian Vocational Student of the Year category at the 2010 Victorian Training Awards, as well as being named VU's 2010 Outstanding Vocational Student of the year. McClure is a member of the Youth Affairs Council of the Australian Youth Affairs Group. She received a 2010 Young Citizen of the Year award by the Central Goldfields Shire.

Layton Hawkes, a graduate of VU's Diploma of Games Development, won best interactive/video game and best tertiary multimedia production for 'Gemma and the Living World' at the 2010 Australian Teachers of Media (ATOM) awards for professional and student producers of film, television and multimedia.

GRADUATIONS

In 2010, VU presented 14,336 awards: 5525 higher education; and 8811 vocational and further education (TAFE). A total of 81 students received doctorates, with 70 at PhD level. Eleven students received their master degree by research.

We also awarded three honorary degrees, honoris causa, to Dr Ken Latta PSM, Dr Lindsay Fox AC and The Hon. Dr Lynne Kosky.

Eighteen graduation ceremonies were held in total during 2010: 16 at Flemington Racecourse, Melbourne; one at Sunway Pyramid Resort, Kuala Lumpur; and one at the Peninsula Hotel, Beijing.

Further information:

Colin Macdonald
Director Student Engagement
+61 3 9919 4970
colin.macdonald@vu.edu.au



STAFF

VU remains a major employer in Melbourne's west with over 4600 continuing, fixed-term, casual and sessional staff employed during 2010, a slight increase over 2009.

LEADERSHIP AND MANAGEMENT

The continued work with leadership development at all levels of the organisation has further mobilised an empowered leadership culture, resulting in more internal movement into leadership positions. The development of a new Highly Effective and Less Effective Behaviour Statements program is supporting the implementation of our Leadership and Management Capability framework. There continue to be high levels of participation across a comprehensive range of leadership

programs. Following a successful pilot program with senior managers in 2009, a 360-degree feedback exercise – feedback from senior and junior work colleagues – took place with managers in several organisational areas.

A Managers Toolkit – a 'quick access' online portal of key resources for day to day use by staff and managers – was launched in May, 2010. Based on the lifecycle concept of employees, students and operations, the tool has effectively streamlined access to key policies and processes.

WORKFORCE PLANNING

A workforce strategy, Jobs at VU: Our Workforce Future, was released in March, 2010 to provide a roadmap for VU's projected growth up to 2016 as well as initiate three key projects during the second half of 2010. These included: a review of general staffing and workplace practices (Integrated Services for the Future); a review of VU professors to develop and align the capabilities of these staff with the directions and needs of the University; and a review of VU College and the expansion of student services in language, literacy and numeracy.

HONORARY APPOINTMENTS

Building on a 70% increase in the number of honorary appointments during 2009, there was a further 20% increase in 2010, reflecting VU's increasing capacity for formal relationships with distinguished people from outside the University who add value to VU's teaching, research, professional and vocational activities. These appointments also foster co-operative arrangements and directly support our engagement framework in strengthening links between VU and other national and international universities, business, professional, vocational, industrial and cultural communities.

HUMAN RESOURCES

A new HR Information System with an enhanced web self-service functionality, and enhanced workflow capability and management reporting was implemented in November 2010.

Further development of our Staff Performance and Development Planning framework has resulted in more than 95% of staff now working towards and regularly reviewing an individual performance and development plan.

A biannual staff climate survey was run for the fourth time in October 2010 with participation rates (56%) the highest yet. Results will indicate those areas of the University that need improvement in staff engagement and how to make the workplace more productive and collaborative.

STAFF EQUITY AND DIVERSITY

The ongoing development and implementation of VU's gender equity initiatives for female staff as part of Women's Leadership and Empowerment schemes have increased the number of women in senior leadership positions across the University.

A Discrimination, Harassment and Bullying Contact Officer Network for Staff was launched in November 2010. The contact officers are volunteer staff with an interest in fostering an inclusive work environment and culture in which all staff are treated with dignity, courtesy, respect and consideration and a commitment to fairness and workplace health and safety.

This network is just one example of how large numbers of staff volunteer to undertake a role in the workplace over and above their day to day job. First aiders, fire wardens, OHS representatives and records champions are other examples.

OHS

VU's innovative and comprehensive workplace health promotion program that includes WorkHealth checks for staff, students and the wider Melbourne western region community, is highly regarded by WorkSafe Victoria and is featured as a case study on the WorkSafe website.

STAFF ACHIEVEMENTS

A program that takes the dread out of writing a thesis scooped a prestigious national 2010 Australian Learning and Teaching Council (ALTC) award for Adjunct Professor Ron Adams from the Faculty of Arts, Education and Human Development. Adams is the first VU staff member to receive the national award for a Program that Enhances Student Learning. He was honoured for his work supporting postgraduate students with his program, 'Demystifying the Thesis', which is now offered at other universities nationally and internationally.

All VU seven VU nominations for ALTC Citations for Outstanding Contributions to Student Learning were also successful. Recipients included Dr Kerry Dickson, Ms Angela Dressler, Dr Mark Vicars, Dr Gill best, Dr Darko Hajzler and Ms Lily Wong.

MEDIA

The University received widespread media coverage this year for groundbreaking research in several critical areas – attacks on international students, homophobia in sport, police-youth relations and weight loss. Our teachers and students continued to receive media acknowledgement for outstanding achievements. These included several students reaching finals in the Victorian Training Awards and the national WorldSkills competition and award-winning programs such as Students as Staff and peer mentoring.

Media Contact: Chris White, General Manager, Communications and Marketing Services
+61 3 9919 4322; chris.white@vu.edu.au

Further information:

Karen Fitzpatrick
Director Human Resources
+61 3 9919 4940
karen.fitzpatrick@vu.edu.au

Master craftsman Bill Pride teaches traditional boat building at Newport Campus.

LOCAL AND GLOBAL ENTERPRISES AND COMMUNITIES



At Victoria University we believe that it is critical to build and maintain relationships with the communities in which we operate. These include commercial enterprises, governments, non-government organisations and education providers. These relationships help to strengthen and inform the relevance, quality and impact of our learning, teaching and research activities.

We demonstrated our commitment to engagement in 2010 through a wide range of local and global collaborative activities.

COMMUNITY GATEWAYS

VU is a leading member of Melbourne's western region, a growing and diverse community that encompasses a broad range of cultures and people, including migrant and refugee populations.

Our VU Community Gateways project was launched in May 2010 to offer ready access to career and study support and services for individuals and groups in the municipalities of Banyule, Brimbank, Darebin, Hobsons Bay, Hume, Moreland, Maribyrnong, Melton, Mooney Valley and Wyndham. Community Gateways counsellors are currently situated at the Learning Store at Highpoint Shopping Centre with the support of VU partner The GPT Group (managers of Highpoint) and the Westpac Bank.

EDUCATIONAL PARTNERSHIPS

Since 2007, VU and the University of Texas El Paso (UTEP) have built a successful partnership that is widening access to learning for students and the communities they represent, and promoting internationalisation of the curriculum. In 2010 the partnership involved student and staff exchanges for the first time.

VU's Institute for Logistics and Supply Chain Management (ILSCM) and industry-leader Linfox Australia Linfox signed a Memorandum of Understanding in 2008 to jointly enhance supply chain and logistics capability across Australia. Since that time, ILSCM has been working closely with Linfox to provide quality professional development for staff at operational, management and executive levels. Outcomes for 2010 included:

- VU's Diploma of Logistics being run in several states in direct delivery and through distance education through Linfox College
- VU collaborating with Linfox's Operations Training division to provide the Certificate IV in Transport and Logistics (Warehousing and Storage)
- Federal Government recognition of the partnership with a \$41,000 grant for the development of an e-learning interactive DVD, which will form a key learning tool for the Diploma of Logistics.

With more than 15,000 employees, Linfox operates more than 1.8 million square metres of warehousing and nearly 5000 vehicles across 11 countries.

LEARNING IN THE WORKPLACE AND COMMUNITY

Learning in the workplace and community (LiWC) is a key feature of all courses at VU. It offers benefits and opportunities for students, industry and community organisations.

VU has gained recognition as a leader in LiWC, and other Australian universities are now following suit.

SPORTWEST CONSORTIUM

SportWest is a community outreach initiative for a collaborative sport precinct within the Maribyrnong municipality. Initial partners with VU included the Western Bulldogs Football Club and Maribyrnong Secondary College, which offers a specialist sports program to students.

But with recent investments of close to \$300 million in the region in sport and recreation education, training, research and infrastructure, and billions more slated for investment over the next 20 years, other locally-based organisations have become involved in developing SportWest, such as Lead West, Western Health, the Victorian Racing Club, the Department of Education, the Victorian Employers' Chamber of Commerce and Industry Groups Australia.

SportWest is expected to emerge as a nationally and internationally recognised sporting hub, attracting new business to the west, creating new jobs, and bringing in business investment and educational opportunities.

VU's Institute of Sport, Exercise and Active Living (ISEAL), is playing an integral role in the development of SportWest.

BHERT AWARDS AND NATIONAL RECOGNITION

VU was the recipient of multiple Business/Higher Education Round Table (BHERT) Awards in 2010. The awards recognise outstanding achievements in collaboration between business and higher education in the fields of research and development, and education and training.

VU received the following distinguished awards:

- Outstanding Collaboration with a Regional Focus: The Institute for Logistics and Supply Chain Management (ILSCM) was recognised for its collaboration and partnership with Port of Melbourne, and the Victorian Government's Department of Transport Essential Services Commission.
- Best Community Engagement Collaboration: awarded to VU's Connected Lives pilot project, funded by The Victorian Health Commission (VicHealth) and supported by Telstra. The project aimed to improve the social connectedness and wellbeing of young Victorians living with multiple disadvantages, particularly disability and geographical, cultural and socioeconomic factors.
- Honourable mention: VU International received an honourable mention for its catalytic role in establishing an innovative student safety program that aims to find creative ways for promoting safe living to international students studying and living in Melbourne.

Further information:

Professor Brian King
Pro Vice-Chancellor Industry and Community
+61 3 9919 5348
brian.king@vu.edu.au



GOVERNMENTS AND THE PUBLIC

An artist's impression of the Construction Futures building to be built at Sunshine Campus – construction begins in 2011.

The objective of VU's Governments and the Public portfolio is to meet the University's public accountabilities through exemplary governance, effective management and leadership. Below are many of the portfolio's achievements in 2010.

FINANCIAL AND CAPITAL MANAGEMENT

Sustainability

During 2010, the Auditor-General reported that Victoria University had a moderate financial sustainability risk. VU is aware of this situation and since 2008 its financial strategy has been directed towards addressing it.

The goal of the University Council is to generate an annual underlying surplus of more than 5% of revenue and in 2010 this target was achieved (2010 actual 7.7%). This surplus is to be invested in measures that enhance the quality of the University's staff and assets.

2010 financial reports

The underlying operating surplus for the entity 2010 was \$22.28 million and the reported surplus was \$34.19 million. The reported surplus brings to account one-off capital revenues and is thus not a good measure of our underlying financial situation.

Capital expenditure in 2010 was \$72.38 million.

The year saw major capital expenditures on:

- the Learning Commons and Exercise and Sports Science buildings at Footscray Park Campus (\$68.52 million)
- the Teaching, Training and Research building at Sunshine Hospital – a partnership with Western Health and the University of Melbourne (\$8.00 million)
- new facilities for hospitality training at Footscray Nicholson Campus (\$3.36 million)
- a new student management system targeted for completion in mid 2011 (\$40.22 million).

Operating revenue

Student-related revenue is forecast to grow by 3.76%, notwithstanding some pressure on both domestic and international student revenue.

From 2012, enrolments in higher education will be fully contestable and VU (and other universities) are foregoing the Commonwealth Government fee contribution for a portion of our students in 2011 to establish a greater presence in the market. In 2011 the revenue foregone as a consequence of this strategy will be of the order of \$10 million, but the offsetting benefit is that we will move into the 2012 competitive market on a firmer basis than would otherwise have been the case, by having students in the 'pipeline'.

Operating expenditure

Labour-related expenditure is forecast to grow by 3.50%, and expenditure on other items, largely goods and services, is forecast to grow by 8.50%.

2011 capital budget

VU's capital development program is making the University a major player in strengthening capital and ICT infrastructure in Melbourne's west. The 2011 capital expenditure budget is \$99.85 million.

Significant building projects to commence in 2011 include:

- a Construction Futures building at Sunshine Campus to facilitate the closure of our outdated Newport Campus
- a boat building facility at Williamstown
- a new Learnings Commons at Footscray Nicholson Campus
- a sports, recreation and health facility at St Albans Campus
- upgrade of general purpose classrooms on all campuses.

In 2011, we will continue to invest heavily in information systems and technology with around \$30 million set aside for this purpose. This is a consequence of our information systems and technology experiencing significant underinvestment over a number of years.

Further information:

David Colliver
Chief Financial Officer
David.Colliver@vu.edu.au

GOVERNANCE

New Chancellor

Mr George Pappas commenced as Chancellor at the beginning of 2010. Under his leadership the University Council implemented a number of reforms to its operations, including streamlining the Council and Committee agenda papers, supplemented by a Council Portal – a newly-instituted online repository. A limit on the number of discussion items at each Council meeting has allowed Council to engage in deeper discussion on issues of major strategic importance to the University.

New Vice-Chancellor

One of the most important governance roles of the Council is to select the University's Vice-Chancellor. Given the impending retirement of Vice-Chancellor Professor Elizabeth Harman at the end of 2010, Council formed a selection committee in the first half of 2010 to seek a replacement. The committee was successful in appointing Professor Peter Dawkins as the University's next Vice-Chancellor.

Professor Dawkins has had a distinguished academic career, both nationally and internationally. Commencing his tertiary studies in the field of economics he subsequently undertook a wide range of roles incorporating teaching, research, management and leadership at universities in the UK and Australia.

Most recently he has held high-level leadership roles with the Victorian Government, first as Deputy Secretary of Treasury and later as Secretary to the Department of Education and Early Childhood Development. These roles allowed Professor Dawkins to further demonstrate his leadership in education policy and practice in Victoria and nationally.

Council size

One impact of the Victorian State Government's Review of University Acts in 2010 was the requirement for University Councils to reconsider their size and composition. The VU Council's size of 22 members was required to be reconstituted within the new Act's prescribed range of 14 to 21 members. After significant debate, Council resolved to move towards reducing the size of Council to 14 members, a size that would retain the present balance between the groups within the Council composition, but allowing a tighter and more efficient Council to operate.

Further information:

Dr Rob Brown
Pro Vice-Chancellor Institutional Services
+61 3 9919 4005
rob.brown@vu.edu.au

HONORARY DOCTORATES

Victoria University's highest honour, Doctor of the University, *honoris causa*, is bestowed on recipients in recognition of their valuable contributions to society or outstanding achievements.

In 2010, VU awarded three honorary doctorates to: Dr Ken Latta, Dr Lindsay Fox and The Hon. Dr Lynne Kosky. Their outstanding contributions and achievements are briefly described below.



Dr Lindsay Fox, AC

Doctor of the University, *honoris causa*

In June 2010, Victoria University conferred Dr Lindsay Fox with a Doctor of the University, *honoris causa*, in recognition of his outstanding achievements in business, particularly the transport and logistics industry; for his contribution to the community through his sustained efforts to reduce unemployment across Australia; and for his ongoing campaign to prevent suicide.

Dr Fox started his trucking business in Melbourne in 1956 with one vehicle, delivering soft drinks in summer and fuel in winter. Today, the massive Linfox Logistics operates nearly 5000 vehicles across 10 countries. More than 15,000 employees deliver sophisticated supply chain services.



The Hon. Dr Lynne Kosky

Doctor of the University, *honoris causa*

In December 2010, Victoria University admitted Dr Lynne Kosky to the degree of Doctor of the University, *honoris causa*, in recognition of her distinguished service to the State of Victoria through her community work and subsequent political career. Dr Kosky made a significant contribution to education by championing reforms in the TAFE sector and through her leadership and support for reform and innovation in the school sector.

She represented the Victorian electorate of Altona for more than 14 years and served as a Minister overseeing education for 10 years in successive State Governments.



Dr Ken Latta PSM

Doctor of the University, *honoris causa*

In June 2010, Dr Ken Latta, recently retired as Chief Executive Officer and Chief Officer of the Metropolitan Fire and Emergency Services Board, and a former member of the Victoria University Council was awarded the Doctor of the University, *honoris causa*.

The award was in recognition of his significant contributions to the advancement of the vocational education sector, his advocacy and support for the establishment and development of Victoria University, and his achievements in the emergency services sector.

LEARNING AND TEACHING STATISTICS

ENROLLED STUDENTS	2008	2009	2010
Total	49,445	51,349	53,935
- Higher education	20,858	22,492	24,058
- TAFE (vocational and further education)	28,587	28,857	29,877
Living in western Melbourne region	21,846	23,871	24,985
- Higher education	6,816	7,093	7,612
- TAFE	15,030	16,778	17,373
Higher education female	11,293	12,278	13,203
Higher education male	9,565	10,214	10,855
TAFE female	13,068	13,571	13,683
TAFE male	15,519	15,286	16,194
Indigenous	274	212	229
- Higher education	39	46	64
- TAFE	235	166	165
Disability	1,496	1,321	1,522
Non-English-Speaking Background (NESB)	19,607	20,818	23,292
- Higher education	8,597	9,171	9,904
- TAFE	11,010	11,647	13,388

COURSE ENROLMENTS	2008	2009	2010
Higher education undergraduate	17,313	18,611	19,861
Higher education postgraduate	4,312	4,628	4,712
TAFE undergraduate	35,272	35,871	39,143
TAFE postgraduate	242	423	147
Apprenticeships	2,871	2,736	2,526
Traineeships	1,309	1,520	1,513
International	13,740	14,770	15,413
- Offshore international higher education	3,211	3,398	3,816
- Offshore international TAFE	6,373	6,450	6,584
- Onshore international higher education	2,909	3,327	3,486
- Onshore international TAFE	1,247	1,595	1,527
VETiS	2,185	2,508	2,733
VETiS programs	39	44	38

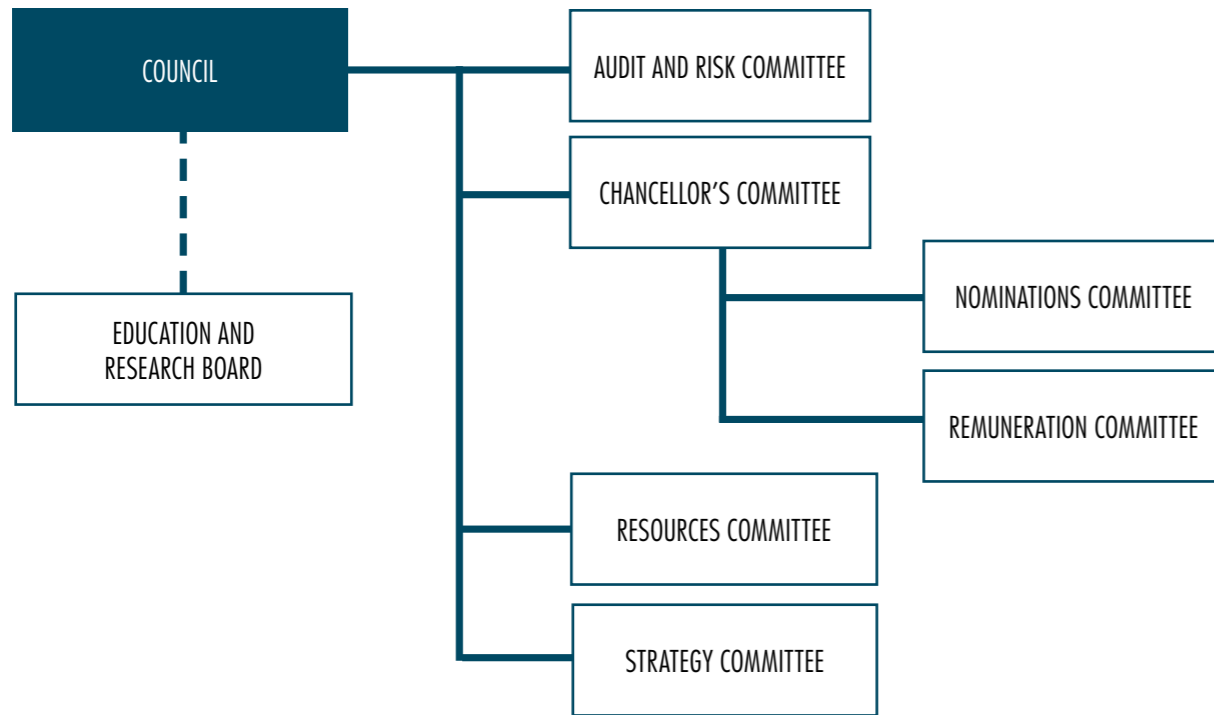
VETiS Programs Analysis is based on number of TAFE National Courses with VET in Schools enrolments, determined by Fund source.

COURSE ENROLMENTS	2008	2009	2010
By onshore campus			
- City Flinders	3,519	5,224	5,199
- City King	2,493	2,578	2,693
- City Queen	1,137	1,419	1,334
- Footscray Nicholson	5,649	6,268	7,185
- Footscray Park	11,158	12,320	13,734
- Industry/workplace	6,855	5,174	5,130
- Internet	370	334	314
- Melton	896	949	789
- Newport	2,756	3,185	3,273
- St Albans	5,804	6,430	7,835
- Sunbury	1,435	1,117	32
- Sunshine	3,532	4,237	5,306
- Werribee	3,622	3,739	4,226
VU funded Equity Scholarships			
Total number of scholarships	593	355	462
- Higher education	359	243	251
- TAFE	234	107	206
- Postgraduate	n/a	5	5
Total \$ of scholarships	593,000	375,000	482,000
Awards presented	11,582	15,321	14,336
- Higher education	4,922	5,201	5,525
- TAFE	6,660	10,120	8,811
- Doctorates	88	72	81
- Masters by research	8	5	11
- Honorary degrees	2	4	3

STAFF	2008	2009	2010
Total ^A	2,518	2,532	2,607
- Academics	641	620	641
- General	1,308	1,361	1,393
- TAFE teaching	542	523	547
- Senior management	27	28	26

^A Includes continuing and fixed-term staff only. Does not include casual and sessional staff.

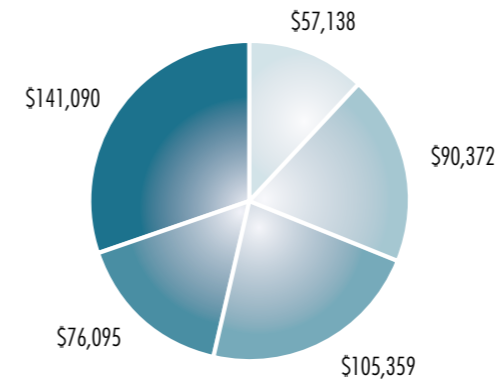
GOVERNANCE STRUCTURE



INCOME SOURCES AND OPERATING RESULTS

INCOME SOURCES FOR 2010

Commonwealth Government funding (including HECS-Help) continued to be the main source of funding for the University, followed by Victorian Government Grants, and Fees and Charges as illustrated below:

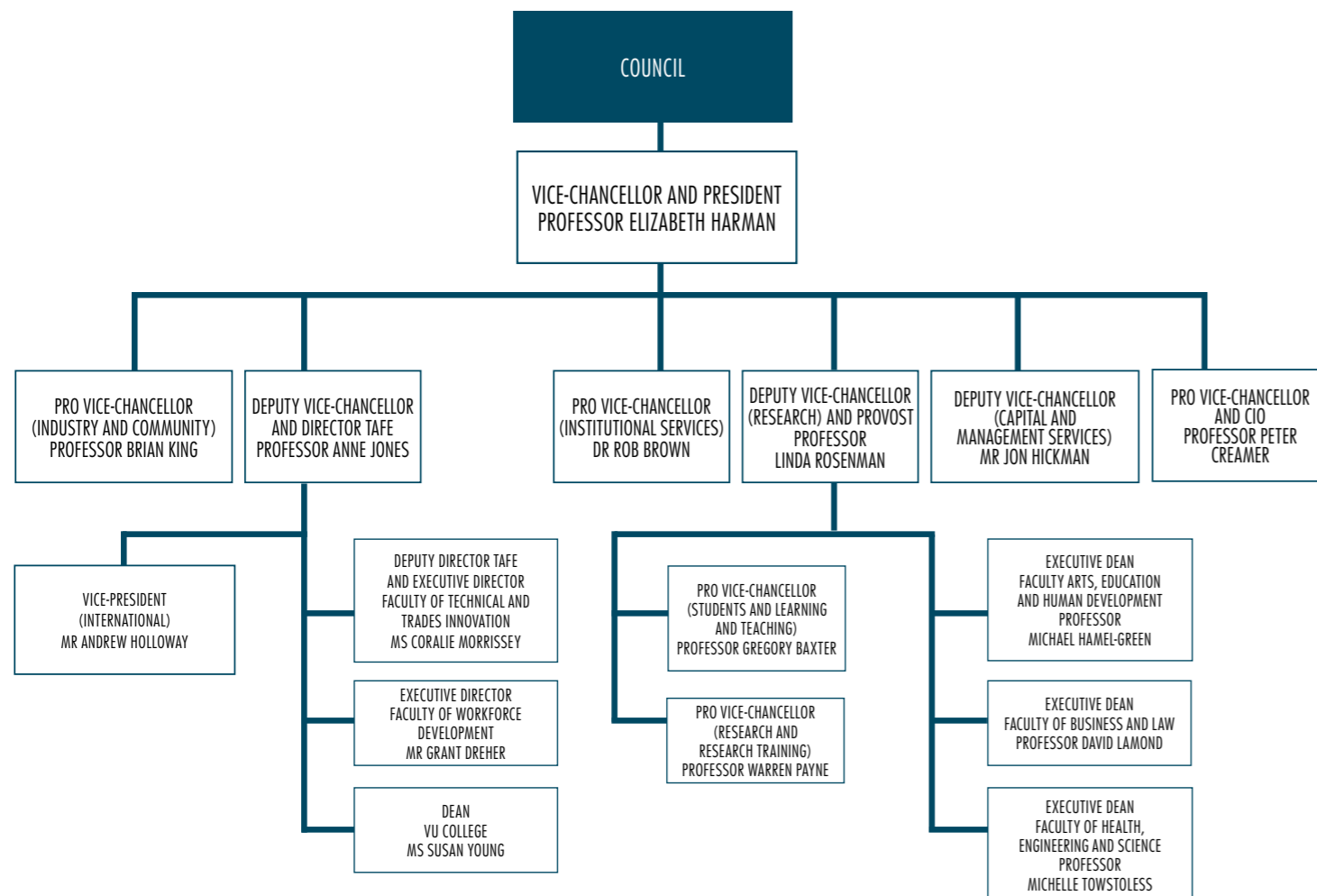


SOURCES OF INCOME \$'000

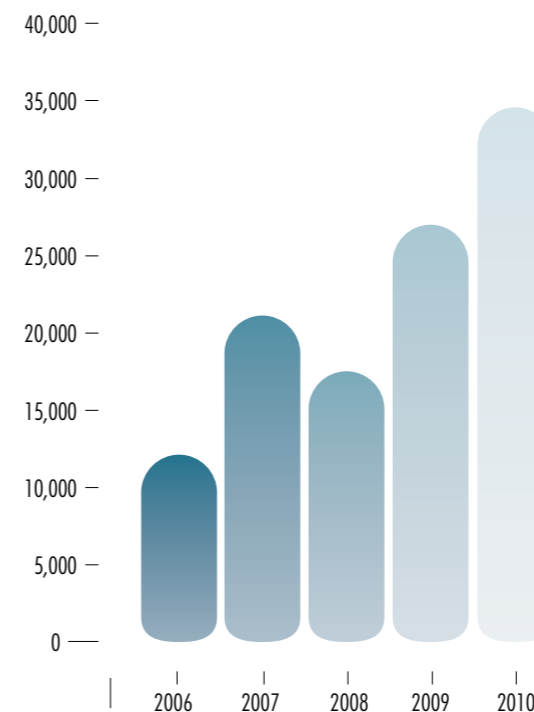
- Commonwealth Government Grants - 31% \$141,090
- HECS-HELP & FEE-HELP - 16% \$76,095
- Victorian Government Grants - 20% \$105,359
- Fees and Charges - 20% \$90,372
- Other - 13% \$57,138

Note: 'Other Income' is comprised of investment, consultancies and contract research (non DEEWR), sale of goods, property leases, childcare fees, deferred government superannuation, fees and other miscellaneous income.

OPERATIONAL STRUCTURE



OPERATING RESULTS FOR THE PERIOD 2006-2010



OPERATING RESULT \$'000

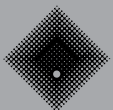
- 2006 \$12,180
- 2007 \$21,112
- 2008 \$17,417
- 2009 \$26,999
- 2010 \$34,229

OPERATIONAL AND BUDGETARY OBJECTIVES 2010

This analysis of the achievements of the University's operational and budget objectives is prepared to satisfy the requirements of FRD 22B.

BUDGETARY OBJECTIVE	OUTCOME
<p>Reinvesting in the future – this requires the University to implement strategies to ensure it is able to generate not only a reported surplus but an underlying operating surplus. This also includes meeting VU targeted KPIs.</p>	<p>The University generated a strong reported operating surplus of \$34.19 million (7.3% margin – includes deferred government superannuation contributions); on an underlying basis the result was \$22.28 million (5.2% margin compared to a target margin of 4.9%).</p>
<p>Living within our means – In order to be self sustainable, the University will endeavour to fund ongoing operating activities from the current year's operating revenue and not from accumulated surpluses or reserves.</p>	<p>The University's underlying result is the best indicator of this objective. As mentioned above, the University delivered an underlying margin of 5.2%, which was slightly above the target margin of 4.9%.</p>
<p>Differentiating our University – the budget will support activities that derive directly and immediately from the Making VU 2016 strategy, including a 'fit for purpose' course profile focused on VU strengths and 'fit for purpose' staffing. The budget will also support the development of school compacts and broader social inclusion initiatives.</p>	<p>Social Inclusion: we currently have a participation rate of 22.13% of low SES students and receive the following Higher Education Partnerships and Program Funding as a consequence: Participation – \$1.51 million Partnership – \$0.36 million</p>
<p>Teaching and Learning Support – that adequate financial support be provided to ensure VU is able to build its teaching and learning capabilities, including the commitment to produce 'work ready' graduates through learning in the workplace and community.</p>	<p>A number of learning and teaching projects have been supported across a wide range of activities, including: sustainability, internationalisation, flexible delivery, graduate capabilities and LiWC. Curriculum development has focused on LLN, better integration of diploma courses with degrees and LiWC (now 88% compliant).</p>
<p>Research Support – that adequate financial support be provided to support momentum gained in building VU research capacity to improve VU's current performance and ranking in the Australian sector. This includes the development of a new Sports, Exercise and Active Living Institute, and the Institute for Diversity, Educational Access and Success.</p>	<p>The Institute for Sports, Exercise and Active Living has an expenditure of \$1.5 million, and the Institute for Diversity, Educational Access and Success has an expenditure of \$0.5 million. Total expenditure in Priority Research Innovation Projects (PRIP) in 2010 was \$2.2 million.</p>
<p>Capital and Other Strategic Infrastructure – the budget will provide additional support to ensure VU is able to invest in much needed capital upgrades and maintenance, and to ensure VU is able to support strategic initiatives aligned to the Making VU 2016: Statement of Purpose.</p>	<p>Expenditure on major building and other strategic initiatives equalled \$72.38 million. Significant expenditure is foreshadowed for the period 2010–2014, which is necessary to ensure the University is able to provide state-of-the-art technology, teaching and research facilities.</p>
<p>Assigned financial accountability – the budget will ensure revenue and expenditure targets are clearly disaggregated, and that officers responsible for meeting revenue and expenditure targets are held accountable for delivery of those targets</p>	<p>Clear revenue and expenditure targets were set for each organisational unit and responsible officers. Extensive performance monitoring was undertaken throughout the course of 2010. Systems and reporting improvements were implemented to better inform and streamline the process.</p>

NOTE: Victoria University's *Wall to Wall – VU Annual Report 2010* is a companion to Victoria University's *2010 Annual Report*. Together, these publications contain all disclosures within the State Government of Victoria's 2010 annual reporting compliance requirements.



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