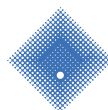


WU

ACHIEVEMENTS

2006



**VICTORIA
UNIVERSITY**

**A NEW
SCHOOL OF
THOUGHT**

MISSION

The mission of Victoria University is to transform the lives of individuals and develop the capacities of industry and communities within the western Melbourne region and beyond through the power of vocational and higher education.

OUR VALUES

VU adopts the following values to underpin and guide our future development and the day-to-day teaching, learning, research and other activities that make us a university:

- knowledge, 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 life;
- cooperation as the basis of engagement with local and international communities;
- integrity, respect and transparency in personal and collaborative action; and
- the pursuit of excellence in everything we do.

VU is committed to making these values real for the institution, its staff, students and stakeholders.

CONTENTS

VICE-CHANCELLOR'S MESSAGE	2
VICTORIA UNIVERSITY'S CHANCELLOR	3
A NEW SCHOOL OF THOUGHT	4
HISTORY	5
LOCATION	6
OUR STUDENT PROFILE	7
STUDENTS	8
STAFF	10
INDUSTRY AND PROFESSIONS	12
COMMUNITY	14
GOVERNMENTS AND THE PUBLIC	16
INCOME SOURCES AND OPERATING RESULTS	18

VICE-CHANCELLOR'S MESSAGE

2006 WAS A YEAR FOR RECOGNISING OUR PAST, SHAPING OUR FUTURE AND CONTINUING TO IMPROVE THE QUALITY OF OUR WORK.

We celebrated 2006 as our 90th year. The celebrations were a great success and VU published the book, *90 Years, 90 Legends*, to commemorate past students, staff and other legends of both VU and our predecessor institutions.

In looking to the future, we recognised that VU has been a university for the past 15 years, transforming itself from a local education provider into a global institution. In 2006, we set ourselves the task of making VU a quite distinctive university. Council approved the statement, *Making VU a New School of Thought*, based on five bold commitments that will be fully implemented by 2010. These are:

- to create 12 industry and community-focused roundtables that have a powerful voice in the creation of a distinctive VU;
- students spending 25 per cent of their learning on the job and in the community, ensuring they are job ready and community engaged;
- a renewed commitment to personalised learning programs, empowering students to tailor courses to meet their own circumstances;
- a fundamental restructuring of TAFE operations, placing VU at the forefront of education and training for skills shortages and new professions in Australia and abroad; and
- three major projects targeted at improving outcomes for western Melbourne in key areas of education, health (diabetes), and sport and exercise.

Our preoccupation with quality was evident throughout the year and was given an additional boost by the Australian Universities Quality Agency (AUQA). 2006 was VU's turn to be reviewed by AUQA and preparations for the audit visit helped us to make new improvements.

While we celebrated the past, planned the future and improved quality, VU also managed business 'as usual' across all areas of the strategic plan for the benefit of students, staff, community, industry and professions, and governments and the public.

In contrast to many institutions in 2006, VU met its student targets and increased VTAC preferences for both TAFE and higher education. We also weathered the difficulties created nationally for student services by the Commonwealth Government's Voluntary Student Unionism (VSU) legislation.

The quality of our teaching was also recognised. VU was granted \$1.87 million in the 2007 round of the Learning and Teaching Performance Fund in the category of Humanities, Arts and Education. The Fund rewards excellence in learning and teaching for undergraduate students in higher education.

A staff renewal program was implemented in higher education leading to the separation of about 70 academics over two years, providing a more balanced staffing profile. For the first time, every VU staff member was engaged in a personal Staff Performance and Development Plan with their supervisor. The second Voice It survey was also completed, providing data on staff views that will be invaluable in improving their working lives from 2007.

External relationships were strengthened with community, industry and professional groups, both locally and abroad. A high-level delegation from the University of Texas at El Paso (UTEP) helped to shape our thinking about effective work in the region. Key partnerships with the Australian Football League team, the Western Bulldogs, and healthcare provider Western Health were advanced and Council announced a commitment of \$15 million over five years for priority research projects as a lynchpin of the University's resolute determination to strengthen research.

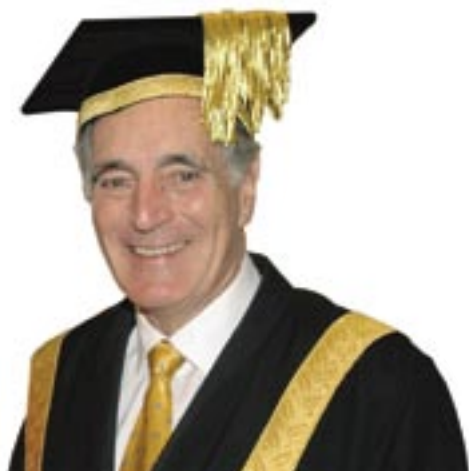
Meeting budget expectations was a particular challenge in the face of a shortfall in our international income and while adjusting to changes in federal funding. Managers across VU rallied to the effort, new budgeting practices were introduced and a good final outcome was assisted by year-end announcements of Commonwealth grants for VU, for teaching, structural adjustment and capital development.

2006 was undoubtedly a hard year, but Council members and countless staff and students were untiring in their support for the University's endeavours. Because of them, my own role as Vice-Chancellor continues to be deeply rewarding and I look forward to 2007.



ELIZABETH HARMAN
VICE-CHANCELLOR AND PRESIDENT

VICTORIA UNIVERSITY'S CHANCELLOR



THE HON. JUSTICE FRANK VINCENT AO QC
CHANCELLOR

Victoria University's Council is led by Chancellor the Hon. Justice Frank Vincent AO QC. In 2006, Council worked to reinforce the strategic and financial position of the University. Key objectives reached by Council included:

- managing the University's strategic direction in line with the implementation of the University Strategic Plan 2004–2008;
- approving the second cycle of Quality Improvement Reviews, in which every major department was measured against identified operational goals;
- ensuring funding was prioritised in strategic areas such as campus renewal, infrastructure, campus and course alignment, and research development;
- approving the statement, *Making VU a New School of Thought*, based on five bold commitments that will be fully implemented by 2010;
- playing an active role in the University's Australian University Quality Agency audit ensuring that the University Foundation was resourced to undertake a program of fundraising; and
- honouring many of the University's past high-achievers, as part of the University's 90th anniversary celebrations, at a celebration in June and the launch of a commemorative history, *90 Years, 90 Legends*.

A NEW SCHOOL OF THOUGHT

VICTORIA UNIVERSITY IS AN INSTITUTION WHERE CHALLENGING CONVENTIONAL THINKING IS NOT ONLY ENCOURAGED, IT'S EXPECTED. AS THE PRIMARY UNIVERSITY IN MELBOURNE'S WESTERN REGION, VU PRIDES ITSELF ON DELIVERING TEACHING, LEARNING AND ENGAGEMENT ACTIVITIES, WHICH ARE LOCALLY RELEVANT AND GLOBALLY SIGNIFICANT.

With dynamic research, 45,298 enrolled students and over 700 courses in higher education and TAFE, VU is a unique institution.

2006 was an important year in VU's evolution. As the University moves towards its centenary, VU is on the cusp of a major transformation. In 2006, VU announced five major commitments that will be implemented by 2010. These commitments will make VU distinct from any other university, firmly establishing VU as a *New School of Thought* by 2016. These commitments are the driving force for future teaching, learning, research and engagement activities at Victoria University.

They are:

- the creation of 12 industry and community-focused roundtables that have a powerful voice in the creation of a distinctive VU;
- students spending 25 per cent of their learning on the job and in the community, ensuring they are job ready and community engaged;
- a renewed commitment to personalised learning programs, empowering students to tailor courses to meet their own circumstances;
- a fundamental restructuring of TAFE operations, placing VU at the forefront of education and training for skills shortages and new professions in Australia and abroad; and
- three major projects targeted at improving outcomes for western Melbourne in key areas of education, health (diabetes) and sport and exercise.

These commitments demonstrate VU's determination to provide its students with an education that equips them with the essential foundations for their future, both in employment and in their communities. By our centenary in 2016, this vision will be a reality.



VU volunteers fronting the 2006 'Get a Clue at VU' Open Day campaign.

HISTORY

VU was established to serve the community, equipping its industrial workforce with practical, job-focused skills and knowledge

VICTORIA UNIVERSITY, AND ITS PREDECESSOR INSTITUTIONS, HAVE BEEN PROVIDING EDUCATION, RESEARCH AND TRAINING FOR OVER 90 YEARS. VU FIRST OPENED ITS DOORS IN 1916 AS THE FOOTSCRAY TECHNICAL SCHOOL. THE SCHOOL WAS BORN OUT OF A NEED FOR EDUCATION AND TRAINING IN THE WESTERN REGION OF MELBOURNE.

Like today, Australia then suffered a skills shortage, and was prone to import the skilled workers it needed. VU was established to serve the community, equipping its industrial workforce with practical, job-focused skills and knowledge – an approach to teaching and learning which remains today.

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 The 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, the University has now become one of Australia's largest universities, and is one of only five dual-sector universities offering both higher education and TAFE courses.

In 1990, there were 16,000 students enrolled at VU. Today, more than 45,000 students and 3000 staff across 11 local campuses and international sites make up what is one of the greatest international mixes at an Australian university.

The University has more than 9000 international students currently studying both onshore and offshore, from countries including India, Pakistan, Germany, Singapore, Malaysia, Bangladesh, Hong Kong, the People's Republic of China, Vietnam, Korea, New Zealand and Thailand.

Teaching and learning is delivered by three higher education faculties (Arts, Education and Human Development; Business and Law; and Health, Engineering and Science) and by four TAFE schools (Business and Service Industries; Human Services, Science and Technology; Further Education, Arts and Employment Services; and Engineering, Construction and Industrial Skills).

Building on their past, these faculties and schools maintain strong links with business and the local communities in which they operate, helping to ensure that VU provides meaningful and relevant courses to its students.



Junior school students using electronics equipment, c.1950s.

LOCATION

VU has 11 campuses and sites across Melbourne's western region and central business district

VICTORIA UNIVERSITY IS LOCATED IN THE WESTERN REGION AND CENTRAL BUSINESS DISTRICT OF MELBOURNE, VICTORIA, AUSTRALIA. VICTORIA IS AUSTRALIA'S SECOND MOST POPULOUS STATE.

Melbourne is regarded as the cultural capital of Australia and is consistently voted one of the best places to live in the world. The city of Melbourne is one of the world's most cosmopolitan cities, packed full of history, culture, sights, parklands, sport and entertainment. Melbourne is a multicultural city with around a quarter of Victorians speaking a language other than English at home.

OUR CAMPUSES AND SITES

Victoria University has 11 campuses and sites across Melbourne's western region and central business district. It also conducts offshore programs for students at sites in Malaysia, Bangladesh, the People's Republic of China, Hong Kong, Singapore, Thailand, Vietnam and Germany.

Footscray Park Campus, Melbourne, is VU's largest campus and almost a third of students are enrolled there. Overlooking the Maribyrnong River valley, it is the hub for higher education and will soon include a new \$54 million world-class exercise, science and sport precinct placing VU at the forefront of sports science.

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 TAFE students is enrolled at Footscray Nicholson Campus. TAFE programs offered include health and beauty at City King and a range of trades at Newport and Sunshine. Our other campuses offer programs from both TAFE and higher education, including sports administration, music, nursing and performance studies at Sunbury; public relations, languages and multimedia at St Albans; biotechnology, nutrition, food science and logistics at Werribee; and early childhood education, physical education and outdoor education at Melton.



OUR STUDENT PROFILE

VU conducts offshore programs at sites in Malaysia, Bangladesh, the People's Republic of China and Hong Kong

STUDENT POPULATION

TOTAL NUMBER OF STUDENTS: 45,298

TAFE: 25,093

HIGHER EDUCATION: 20,205

LOCAL STUDENT POPULATION (AUS): 34,442

OVERSEAS: 8876

TAFE–HIGHER EDUCATION RATIO

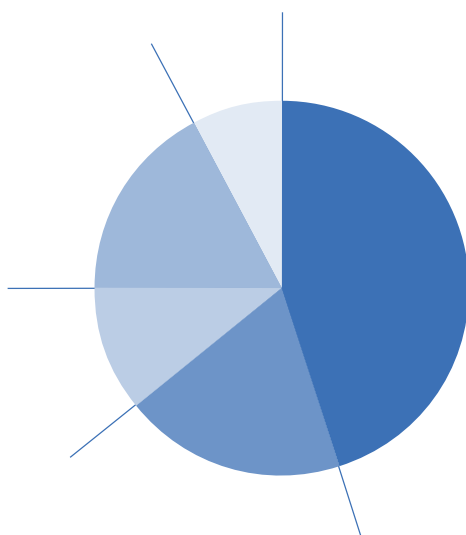
Vocational Education is classified as Certificate I to Certificate IV programs. Vocational Education Paraprofessional is classified as Diploma, Advanced Diploma and Graduate Certificate programs.

TAFE

Qualification Groups	Reportable SCH	Reportable EFTSL
Non-Award, School and Further Education	1,957,014	2,718.08
Vocational Education	3,618,429	4,541.42
VE Paraprofessional (Dip, AdvDip, Grad Cert)	3,269,820	5,025.60
Total	8,845,263	12,285.10

Higher Education

Qualification Groups	Reportable SCH	Reportable EFTSL
Non-Award and Enabling (included in Transition)	192,895	267.91
Postgraduate	1,604,981	2,229.14
Undergraduate	8,584,222	11,922.53
Total	10,382,098	14,419.57



VU STUDENT LOAD BY TYPE

- UNDERGRADUATE 11,922.53
- VE - PARAPROFESSIONAL 5,025.60
- VOCATIONAL EDUCATION (VE) 4,541.42
- TRANSITION (TAFE & HIGHER ED) 2,985.99
- POSTGRADUATE 2,229.14

STUDENTS

OBJECTIVE: TO INSPIRE STUDENTS TO LEARN, AND TO PROVIDE A FOUNDATION FOR THEIR CAREERS AND THEIR EFFECTIVE PARTICIPATION IN LOCAL AND INTERNATIONAL ARENAS

ENSURING OUR STUDENTS GET THE MOST FROM THEIR COURSES DOMINATES OUR THINKING ABOUT TEACHING AND LEARNING. AND IT SEEMS WE ARE GETTING IT RIGHT. VU STUDENTS CONTINUED TO EXCEL IN 2006. ONE OF OUR GREATEST SUCCESSES WAS HOLDEN APPRENTICE AND TAFE STUDENT KEVIN BAKER WHO WON THE 2006 AUSTRALIAN APPRENTICE OF THE YEAR AT THE AUSTRALIAN TRAINING AWARDS. ANOTHER WAS VU GRADUATE DR MARK BROPHY WHO WON A PRESTIGIOUS FULBRIGHT AWARD.

QUALITY TEACHING

In 2006, our courses proved very popular. Despite a sector-wide downturn in student recruitment, demand for our TAFE and higher education courses increased. In contrast to many institutions, VU met its student targets. We believe this is not only due to the quality of our courses, but also the quality of our teaching, to which students respond well.

Two-thirds of our research students' theses were classified as high quality by external examiners in 2006. These are among the best results in Australia.

In December, our teaching and learning achievements were recognised by the Federal Government. VU was awarded \$1.87 million from the Learning and Teaching Performance Fund, which rewards excellence in learning and teaching for undergraduate students in higher education.

In February, VU was presented with the 2005 Australian Tourism Award for Excellence in Tourism Education and Training. This is the third time Victoria University has won the award, having previously won it in 1998 and 2000.

Our high standard of teaching was also recognised by the prestigious Carrick Institute, Australia's national body for learning and teaching excellence, which awarded Associate Professor Steve Selig and Dr Dennis Hemphill teaching citations for Outstanding Contributions to Student Learning.

VU developed new approaches to the recruitment of onshore international students. This was in response to a national decline in international enrolments. Following this initiative, VU's AusAID and Home Government Scholars grew by 11 per cent in 2006.

REWARDING STUDENT EXPERIENCE

The Good Universities Guide 2007 gave VU the highest student rating for the development of generic skills. We also achieved the highest ranking for staff-to-student ratios and cultural diversity.

The diversity of VU's student population creates a rewarding student experience. This environment gives students the opportunity to develop the skills they need to work in socially and culturally diverse settings.

VU also recognises the needs of its Indigenous Australian students. In February, we established the Moondani Balluk Indigenous Academic Unit. The unit will assist Indigenous Australian students with a full range of student support services and deliver a new Bachelor of Arts in Indigenous Studies.

AWARD WINNING

2006 has seen VU students win dozens of awards and prizes as part of their courses, their research and in sport.

Vocational Education and Training in Schools (VETiS) student Mark Van den Oever was named the highest achieving student in the manufacturing industry. Mark was awarded the Prime Ministers Award for Skills Excellence (2006).

In sport, nearly 100 VU students competed at the Australian University Games, taking out the John White Spirit of the Games Award for the first time.

VU is proud to be able to provide a learning environment in which its students thrive. And in 2006, VU continued to deliver first-class services to our students despite the challenges presented by the introduction of Voluntary Student Unionism. A prime example was the opening of the first VU Learning Commons at City Flinders Campus, which will provide a seamless learning support service to students and academic staff in a facility that has the technology, flexibility and expertise to promote active learning in a relaxed, informal space.

*VU received the highest rating for cultural diversity in
The Good Universities Guide 2007*

FACTS AND FIGURES

In total, VU presented 12,395 awards (5387 higher education and 7008 TAFE) in 2006. A total of 70 students received doctorates, with 49 at PhD level. Course doctorates included our first Doctor of Applied Psychology. 1452 students received masters degrees, 16 by research.

439 awards were presented at ceremonies in Hong Kong and Malaysia, while many international students chose to travel to Melbourne to graduate. These included graduates from Bangladesh, Cambodia, Hong Kong, Indonesia, Malaysia, New Zealand, Oman, Papua New Guinea, Singapore, Thailand, United Arab Emirates and Vietnam.



2006 Australian Apprentice of the Year and VU TAFE student Kevin Baker.

STAFF

OBJECTIVE: TO ENGAGE STAFF IN A CREATIVE AND REWARDING LEARNING COMMUNITY FOR THE BENEFIT OF STUDENTS, STAFF AND OTHER STAKEHOLDERS

VU HAS OVER 3000 STAFF AT 11 CAMPUSES AND SITES ACROSS THE CITY OF MELBOURNE, MAKING US ONE OF THE LARGEST EMPLOYERS IN THE STATE OF VICTORIA.

Our staff are at the heart of VU and our success is directly linked to theirs. How well our staff perform and how effectively our organisation is run affects how well we deliver teaching and learning to our students, which is why we are constantly looking at ways to improve.

One way in which VU is addressing the VU—staff relationship is through the Voice-It staff survey. The survey was conducted in 2004 and then again in 2006. VU is among a small group of universities who are leading the way within the education sector by undertaking organisation-wide employee surveying on a broad range of issues. This rich source of information provides management with reliable and detailed data about staff perceptions of their working environment. Feedback this year showed:

- Teamwork – staff believe they have good working relationships with their co-workers, that their co-workers give them help and support and that they and their co-workers work well as a team;
- Job satisfaction – staff like the kind of work they do, it provides a feeling of personal accomplishment and satisfaction; and
- Leadership – staff showed a strong increase in confidence in all levels of leadership.

Running parallel to this project, VU improved organisational effectiveness and ensured staff performance remained high through a series of new workplace initiatives, staff renewal, and the implementation of a Staff Performance and Development Plan (SPDP) process.

WORKPLACE INITIATIVES

The SPDP is VU's first comprehensive institution-wide performance management process. The technology behind it is cutting edge and uses a web-based tool, enabling managers to facilitate discussions on staff performance.

VU is turning to processes like this, which introduce an element of accountability among supervisors and staff, to meet organisational objectives and to ensure staff are working to VU's values and goals.

How staff work and how they manage their workloads is very important at VU. In 2006, as part of the implementation of the Enterprise Bargaining Agreement, we established a workplace consultative committee, a parental leave working party and an academic workloads committee, ensuring our staff's working lives are well supported.

A staff renewal program was implemented in higher education leading to the separation of about 70 academics over two years, providing a more balanced staffing profile. We also made a series of key appointments at a senior level.

ENCOURAGING DIVERSITY

Victoria University celebrates diversity among its staff and students. In fact, the cultural and linguistic diversity of VU's staff and student community is among the highest in Australia.

In line with encouraging diversity at VU, we approved a new strategy for increasing the number of Indigenous employees. The aim is to increase the number of Indigenous employees in the University's workforce; accelerate the employment and development of Indigenous people across the full spectrum of positions at the University; and to establish VU as a supportive, culturally sensitive and significant employer of Indigenous people. The University aims to increase the number of Indigenous employees to two per cent of the total staff population by the end of 2013.

In 2006, the media publicised VU's research across Australia and around the world

STAFF ACHIEVEMENTS

VU staff excelled in 2006 across teaching, learning, research and in the media.

Vice-Chancellor Professor Elizabeth Harman sat on the board of numerous nationally significant bodies including the executive of the Australian Vice-Chancellor's Committee, the board of the Carrick Institute, the Victorian Vice-Chancellor's Committee and the New Generation Universities Group.

Notable books, showcasing the expertise of VU's staff, were published in 2006, including the watershed study into teenage sleep patterns, published online by Dr Dorothy Bruck, Associate Professor Danny Ben-Moshe's ground-breaking book, *Holocaust Denial in Australia*, and world-leading menopause expert Dr Lily Stojanovska's book, *Menopause for Dummies*, which forms part of the famous *Dummies* beginner guides.

Karen Jackson, Indigenous Services Programs Officer, was appointed a member of the new Victorian Aboriginal Heritage Council, as part of a group of Victorian Indigenous people who will advise the Victorian State Government on cultural heritage.

VU received extensive coverage in the Australian media for its research, teaching and engagement activities throughout the year, but a notable success was Dr John Orbell's research into cleaning birds injured in oil spills, which was covered internationally in Germany and Austria.

One of the highest honours went to Elleni Bereded-Samuel, a VU Community Partnerships Officer. Bereded-Samuel was named in the Victorian Government's 2006 Victorian Honour Roll of Women. The honour acknowledges the outstanding contribution of those women who have empowered other women and made significant contributions to their community.

In research, the Ministry of Education, China, appointed Professor Yanchun Zhang a member of the expert panel for the Cheung Kong Scholars Program. This prestigious program appoints distinguished professors to collaborate with top Chinese universities.



Victoria University lecturer Fiona Henderson (centre) with first-year students at Footscray Park Campus.

PHOTO: Courtesy of Newspix. PHOTOGRAPHER: Michael Potter.

INDUSTRY AND PROFESSIONS

OBJECTIVE: THROUGH STRATEGIC COLLABORATIONS CREATE NEW KNOWLEDGE AND APPLICATIONS FOR THE BENEFIT OF STUDENTS, STAFF, INDUSTRY AND THE PROFESSIONS, AND ENHANCE THE ECONOMIC BENEFIT AND SOCIAL DEVELOPMENT OF THE WESTERN REGION OF MELBOURNE

VICTORIA UNIVERSITY'S STRATEGIC COMMITMENTS PLACE INDUSTRY, ALONGSIDE COMMUNITY, AT THE HEART OF ITS ACTIVITIES. VU HAS AN INTERNATIONAL REPUTATION FOR HIGH-QUALITY ACTIVITIES, WHICH ARE BOTH LOCALLY RELEVANT AND GLOBALLY SIGNIFICANT, AS THE FOCUS FOR ITS TEACHING, LEARNING AND RESEARCH. THIS REPUTATION IS GROUNDED IN PARTNERSHIPS IN THE WESTERN REGION OF MELBOURNE AND WITH TARGETED NATIONAL PARTNERS.

LOCALLY RELEVANT, INTERNATIONALLY SIGNIFICANT

Our research links investigation with practical application. This focus ensures we can continue to stimulate the growth of Melbourne's west. It is also important for attracting high-quality students and staff who wish to ensure their work has a wide impact.

In 2006, VU invested the first part of its \$15 million in Priority Research and Innovation Projects (PRIP) in:

- Cultural Competence in Diabetes, to improve cultural competence in health service provision, using the multicultural diversity of western Melbourne as the exemplar;
- Creating Competitive Advantage in Logistics and Supply Chain Management, responding to western Melbourne's role as a state and national hub for transport and warehousing;
- Sustainable Water Use, addressing a major national challenge through research on the Werribee water catchment and its major water treatment plant; and
- The Global Knowledge Economy in the 21st Century, researching the challenges of particular regions to be effective within global developments.

The University continued to support relevant research in other areas. Fire is a growing challenge for Australia with increasingly hot and dry summers. In 2006, VU launched the Large Scale Experimental Building-Fire Facility, the first facility of its kind in Australia. The landmark facility was built with \$2 million of Federal Government funding under the Systemic Infrastructure Initiative, funded by the Department of Education, Science and Training.

2006 also saw the University gain further recognition from external research bodies. One example was a \$325,000 award to fund two pioneering projects into sleep, examining the effectiveness of smoke alarm signals for people with hearing impairments and for people who have consumed alcohol.



Professor Linda Zou is carrying out pioneering research into the removal of colour from recycled water.

PREMIER PARTNERSHIPS

VU prides itself on the partnerships it has established with industry, education, local government and in sport. It is these partnerships which enable us to effectively deliver projects which offer real value to the local community. We commissioned research into our stakeholder assessment of the value of our research and its usefulness to them which is now guiding our further development of research partnerships.

During 2006, our innovative partnership between VU and the Australian Football League team the Western Bulldogs was enhanced and further developed. A joint academic appointment was made and a number of student interns commenced work on a new project to provide focused sports science research into team performance. In total, significant progress was achieved across 13 defined partnership areas with the Bulldogs.

Diabetes is a major challenge for the region and a fast-growing national and international epidemic. This year VU also progressed its alliance with Western Health, other western region partners, and diabetes organisations for the establishment of the Australian Community Centre for Diabetes which will address the negative impact of diabetes on high-risk individuals, families, communities and the workforce.

VU continues to work with major employers in the west of Melbourne and beyond, delivering training, facilitating student work placements and undertaking joint projects. Relationships with major employers Toyota, Holden, Connex, Foxtel and Smorgon Steel were further developed in 2006.



Western Bulldogs player Will Minson coaches a Marian College student at a VU football clinic.

COMMUNITY

OBJECTIVE: 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

VICTORIA UNIVERSITY'S STRATEGIC COMMITMENTS PLACE THE COMMUNITY, ALONGSIDE INDUSTRY, AT THE HEART OF ITS FUTURE TEACHING, LEARNING AND RESEARCH. VU SERVES THE COMMUNITIES IN THE WESTERN REGION OF MELBOURNE, CHARACTERISED AS A DISADVANTAGED BUT GENTRIFYING AND CULTURALLY DIVERSE COMMUNITY, VIA ADULT COMMUNITY, FURTHER EDUCATION AND TAFE. VU IS COMMITTED TO BEING MORE EFFECTIVE AS A COMMUNITY AND REGIONAL CATALYST FOR IMPROVEMENT.

In 2006, VU established a key relationship with the University of Texas at El Paso (UTEP). Once treated in the American system as a second order, regional institution, UTEP is now a distinctive, successful and highly-awarded institution in the US. In April, a high-profile delegation from UTEP visited VU. This meeting saw a significant exchange of best practice and strategic operations to the benefit of both institutions. The knowledge gained through this visit framed VU's community engagement program for 2006 and will shape how VU builds community partnerships for the future.

VU's relationship with the community is an integral part of VU's past and future. This was formally celebrated in 2006.

90 YEARS OF ACHIEVEMENT

Victoria University celebrated its 90th birthday with the publication of the book, *90 Years, 90 Legends*, an inspirational account of VU's history told through profiles of 90 people dubbed VU Legends. The book profiles students, academics, principals and administrators, alongside those who contributed to the development and direction of VU from the gardener to the Governor-General. Included are those who helped to establish the Footscray Community Arts Centre in 1974, those who opened their homes to VU's first international students and those who served on VU's community committees.

Sportspeople like Ron Barassi and Andrew Gaze, and artists like Sir William Dargie, whose 1954 portrait of the Queen is still her favourite today, were also featured.

The 2006 graduation ceremonies were an important part of the University's 90th birthday celebrations with VU Legends delivering the occasional addresses at ceremonies in Melbourne. Honorary degrees were awarded to:

- Peter Thompson for his role as one of Australia's greatest sportsmen and for his contribution to golf; and
- James Ronald Court for his outstanding achievement, service to the community, and his ongoing 40-year relationship with VU.



Vice-Chancellor Professor Elizabeth Harman (centre) with VU Legends holding copies of the book, *90 Years, 90 Legends*.

VU celebrated its 90th birthday in 2006 with the publication of the book, 90 Years, 90 Legends

COMMUNITY PARTNERSHIPS

Establishing new community partnerships, which shape our future, is just as important as recognising those who contributed to our past. In 2006, VU fostered several valuable community partnerships – locally and internationally.

A key event was VU's part in the opening of the \$1.8 million Visy Cares Youth Hub in Sunshine, an initiative aimed at enhancing young people's futures. The hub will deliver educational, employment, health and justice services support to young people aged 12-24 in the area. It is the result of a partnership between government, local business and not-for-profit organisations including VU.

Our work with schools forms a major part of our community engagement program.

This year, the program was boosted by the launch of the Access and Success in the West project which will build VU's engagement with local schools now and into the future. It will work with TAFE schools, higher education faculties and other centres to enhance the learning opportunities of young people in the west of Melbourne.

Further progress was made towards the creation of a new Australian Technical College at Sunshine. It will open in 2007 as a result of a partnership between VU, Sunshine College, the Australia Industry Group and local employers. The college will increase young people's participation in trade occupations across the region and assist in increasing key skills shortages.



The Hon. Justice Frank Vincent AO QC, Chancellor of VU, speaks at the Visy Cares Youth Hub launch.

GOVERNMENTS AND THE PUBLIC

OBJECTIVE: TO MEET THE PUBLIC ACCOUNTABILITIES OF THE UNIVERSITY THROUGH EXEMPLARY GOVERNANCE AND EFFECTIVE MANAGEMENT OF RESOURCES

POSITIVE FINANCIAL OUTCOMES FOR VU WERE ACHIEVED IN 2006. MEETING BUDGET EXPECTATIONS WAS A PARTICULAR CHALLENGE IN THE FACE OF A SHORTFALL IN INTERNATIONAL INCOME (STUDENTS) AND WHILE ADJUSTING TO CHANGES IN FEDERAL FUNDING. MANAGERS ACROSS VU RALLIED TO THE EFFORT, NEW BUDGETING PRACTICES WERE INTRODUCED AND A GOOD FINAL OUTCOME WAS ASSISTED BY YEAR-END ANNOUNCEMENTS OF COMMONWEALTH GOVERNMENT GRANTS FOR VU – FOR TEACHING, STRUCTURAL ADJUSTMENT AND CAPITAL DEVELOPMENT.

BRAND SUCCESS

The repositioning of Victoria University as a *New School of Thought* was the major strategic focus for 2006 following the launch of its new name and brand in 2005. The new brand is the most significant change to the University's public image in a decade and its success is vital to repositioning the University in a crowded education sector.

Following a series of targeted marketing and communications campaigns, VU's brand is now one of the most visible in Australia's higher education market.

The strength of the brand was proven in 2006 through a series of student recruitment campaigns, which contributed to an increase in VTAC preferences and VU meeting its DEST targets. This was achieved during a sector-wide dip in student recruitment.

One of VU's most successful marketing campaigns, '*Get a clue at VU*', which showcased the new brand, was used to promote its Open Day in 2006. VU also established a strong relationship with *The Age* newspaper, agreeing to an exclusive 12-month advertising contract, which secured the University a permanent space on the front page of the newspaper's *MyCareer* supplement for 2007. *The Age* commended VU on the application of its brand and its innovative advertising.

QUALITY ENHANCEMENT

Ensuring the quality of the processes which govern VU are maintained is essential to VU achieving its strategic goals. In a challenging funding environment, VU's drive for long term viability was further enhanced in 2006 by the implementation of robust financial management practices and approaches that provide greater accountability and focus on continued future sustainability.

VU also underwent a major five-year audit by the Australian Universities Quality Agency (AUQA). Preparation for this involved a systematic review and enhancement of all quality, risk and business practices. VU prepared an extensive Performance Portfolio, and hosted the AUQA Audit Panel at four offshore VU locations and two campuses in the west of Melbourne. The Panel, chaired by Professor Michael Rowan, spoke to almost 300 staff, students and external stakeholders.

GOVERNANCE IMPROVEMENTS

In December 2005, the first meeting of the Education and Research Board took place. VU was the first of the four Victorian dual-sector universities to create a joint Board for the governance of teaching, learning, training and research. In 2006, VU established the Board's eight sub-committees. The Board commenced a substantial program of work. An end-of-year assessment indicated that it had met its inaugural program of objectives.

In December 2006, the Department of Education, Science and Training (DEST) congratulated the University on successfully complying with the Higher Education Workplace Reform Requirements (HEWRRs) and the National Governance Protocols. Compliance with these ensures that VU receives its share of 7.5 per cent additional funding from DEST in 2007.

In 2006, VU approved an \$80 million investment in new facilities

ENHANCING INFRASTRUCTURE

VU made a significant contribution to the infrastructure of the western region of Melbourne through a series of investments in new facilities and buildings. 2006 saw an investment of \$80 million in new facilities approved by VU's Council.

The University began planning a major construction project on the Footscray Park Campus. The site will include a Learning Commons facility, providing enhanced access for students and the broader community to state-of-the-art learning facilities, and a Sports Science Laboratory Precinct.

At the Sunbury Campus, the new Music Building was opened. This will be an outstanding resource for the Sunbury community providing access to instruments, music studios and professional support.

The launch of the Problem-Based Learning (PBL) studios, with the support of Engineers Australia, at Footscray Park Campus was also a major achievement for 2006. The custom-designed facility cost \$1.98 million and will teach students how to solve real-world problems working in teams. Learning will be supported by potential employers and industrial partners.

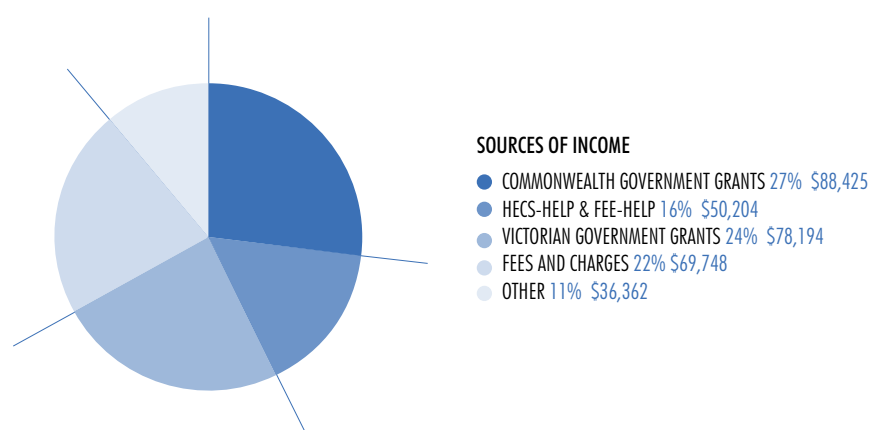


VU student Monet Hawkins pictured in VU's new music facilities at Sunbury Campus.

INCOME SOURCES AND OPERATING RESULTS

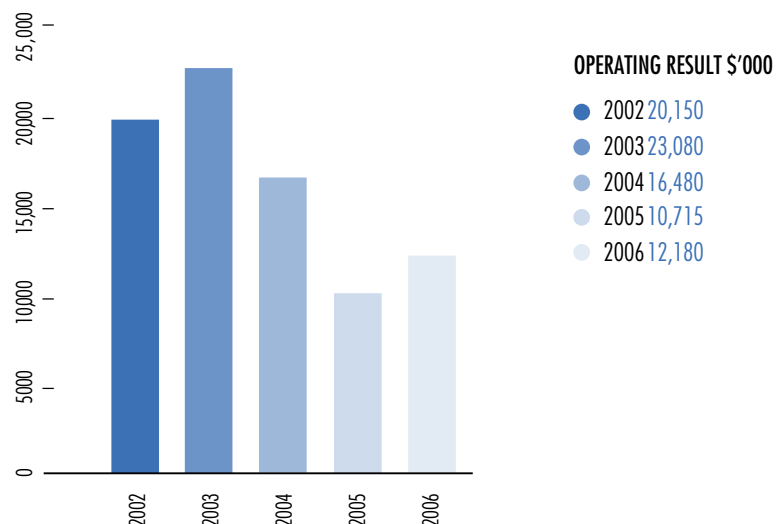
INCOME SOURCES FOR THE PERIOD 2002–2006

Commonwealth Government funding continues to be the main source of funding for the University, closely followed by Victorian Government Grants, and Fees and Charges as illustrated below.



Note: 'Other' income is comprised of investment, consultancies and contract research (non DEST), HECS-Help upfront student payments, sale of goods, property leases, childcare fees, deferred government superannuation fees and other miscellaneous income.

OPERATING RESULTS FOR PERIOD 2002–2006



WWW.VU.EDU.AU



**VICTORIA
UNIVERSITY**

**A NEW
SCHOOL OF
THOUGHT**