

◀ WALL TO WALL ▶

VU ANNUAL REPORT 2009



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.

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, Taungorong 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.

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VICTORIA UNIVERSITY'S CHANCELLOR



CHANCELLOR
GEORGE PAPPAS

Victoria University welcomes Mr George Pappas as the new Chancellor of the University. Mr Pappas began his role as Chancellor on 1 January 2010.

Mr Pappas has wide-ranging experience across the commercial, government and university sectors. He is well known for his extensive contributions to the wider community, including icons of Melbourne's western region such as the Western Bulldogs Football Club. In the role of Chairman of the Committee for Melbourne, he has demonstrated a great level of support for higher education.

Mr Pappas will lead the University into the next decade and play a key role in ensuring that the University continues to build strong partnerships and relationships in Melbourne's west and more widely across Melbourne and Australia.

VICE-CHANCELLOR'S MESSAGE



VICE-CHANCELLOR AND PRESIDENT
PROFESSOR ELIZABETH HARMAN

2009 was a year in which Victoria University made choices that will be vital to its future success and sustainability as a multi-sector institution. We bade farewell to some of the most senior officers of the University and continued to work hard to place ourselves in the best possible position for a market-driven future in Higher and Vocational education.

In August, our Chancellor of eight years, the Hon Justice Frank Vincent AO QC, retired from his role heading VU's Council on the same day he retired from the Victorian Supreme Court of Appeal. In December, Mr George Pappas was announced as VU's new Chancellor from 1 January 2010.

Our research performance has continued to improve over 2009 as we focussed on building our priority area research and postgraduate training capabilities. We achieved a success rate above the national average in round 1 of the ARC Linkage Project Funding, with four of seven applications successful. In April Senator the Honourable Kim Carr (Federal Minister for Innovation, Industry, Science, and Research) launched our new postdoctoral program.

Also in April, VU launched its new Achievement Scholarships for students in schools across the West for 2010. Two students from each of the fifty schools will be granted scholarships. These will go to the two highest achieving students from each school, one each for Vocational and Higher Education.

VU has been active throughout 2009 in growing the range of other scholarships we offer. In July, the Victorian Premier announced that the State Government would give \$300,000 to our East Timor Scholarships Fund. Our long-standing commitment to building capability in Timor Leste was further recognised with the awarding of an Honorary Doctoral Degree to His Excellency, President Jose Ramos-Horta.

This year also saw the very special celebration of our 10th year in partnership with Liaoning University. VU is one of the largest Australian university providers of programs in China and we were pleased to award Professor Cheng Wei, President of Liaoning University, with an Honorary Doctorate for his outstanding contribution to education.

In July, we signed a Memorandum of Understanding with Northwest University in China to assist closer collaboration between our two universities. The relationship was launched with the exhibition 'A New Silk Road', which featured the artworks of students from Northwest University and VU.

VU again demonstrated its growing network of local and international partners with the signing of a major new agreement with Le Cordon Bleu, a global culinary education organisation that will partner with us in the delivery of courses in Melbourne.

Over 2009, VU worked hard to articulate and streamline courses and campuses from the broad legacy with which we began to a more focussed and planned vision underpinning investments for VU's future. These include our \$62.5m investment in the Learning Commons and Exercise and Sports Science Precinct at our Footscray Park Campus, which will provide world-class facilities for our students, and improvements to our Footscray Nicholson Campus to enhance our spaces for hospitality programs.

In November, we received notice that one of our Round 3 Education Investment Fund bids had gotten through to Stage 2 of the application process. If we win, the bid will see us with a major new building and construction training facility at Sunshine, specialising in green skills and integrated foundation and language skills with trades training.

In 2009, we implemented a number of choices made in 2008 concerning our capital development program. We announced the 2010 closure of our Sunbury Campus and the reinvigoration of our Melton site as a vibrant, community education centre. The choice to consolidate our education programs at our St Albans Campus proved right, with an 86% rise in first preferences.

Over 2009, a huge effort was made across VU to address the challenges of making VU sustainable. We know that there is still work ahead and will be revisiting expenditure options in 2010.

This year we brought in a new enterprise budgeting process and at the same time sought considerable savings, calling on heads of schools and faculties to apply effective leadership over their individual budgets. It has been a tough process but will leave the University in a stronger place in 2010.

We have by now shown that we can perform in a competitive market. Skills Victoria data confirms that VU fared well in the first stage of TAFE contestability in Victoria – proof of our sound strategy. VU's market share increased from 10% in 2008 to 16% in contestable delivery since July 2009.

In December as part of its statewide review of higher education legislation, the State Government reviewed our old governing Act and foreshadowed a new Victoria University Act 2009. The new Act will reaffirm our role in the west and beyond.

In 2009, VU sped up the mainstreaming of our Making VU Program, introduced in 2007 as a major University-wide program to achieve the University's goals for 2016. The program will continue through to the end of 2010, by which time we will have strongly positioned ourselves as an innovative and sustainable New School of Thought.

I look forward to working with staff, students, industry, community, and members of the University Council in the coming year.

Professor Elizabeth Harman
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 University Act in force at the time of publication include:

- development of an institution with excellence in teaching, training, research and scholarship, with particular emphasis on technological development and applications of knowledge;
- provision of high-quality educational, research, residential, social, recreational, sporting and other facilities;
- promotion, advancement and transmission of knowledge and its practical application by research and other means;
- the dissemination by various means of the outcomes of research and the commercial exploitation of the results of that research;
- provision of a wide range of programs and courses of study in post-secondary education, including courses of instruction or training relevant to a trade or other skilled occupation, and facilitation of articulation between programs;
- participation in commercial ventures and activities;
- conduct of teaching, research, consultancy and development activities within and outside Australia;
- fostering of the general welfare and development of all enrolled students;
- conferring of prescribed degrees and the granting of prescribed diplomas, certificates and other awards;
- offering of opportunities for development and further training to teaching and other staff of the University;
- promotion of critical inquiry within the University and general community;

- development and provision of educational, cultural, professional, technical and vocational services to the community and, in particular, the fostering of participation in post-secondary education for persons living or working in the western metropolitan region of Melbourne;
- provision of programs and services in ways that reflect principles of equity and social justice; and
- development and carrying on of a university providing such appropriate and accessible academic and other programs, courses of study and research activity as the Council considers necessary for the attainment of the foregoing within Victoria and elsewhere.

COUNCIL

The Council is the governing authority of the University and has responsibility for the 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 2009, Council met six times. In addition, it held two weekend retreats. The standing committees generally met on a monthly or bimonthly basis.

EDUCATION AND RESEARCH BOARD

There is one University statutory board, the Education and Research Board, that is required by the Act or subordinate legislation to provide advice to Council on academic matters. In 2009 the Education and Research Board met 10 times. The Executive Committee of the Board met nine times.

HISTORY



Victoria University first 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.

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 51,000 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.



A NEW SCHOOL OF THOUGHT



Endorsed by the University's Council early in 2008, 'Making VU 2016: A Statement of Purpose' sets out a long-term vision for Victoria University (VU). During 2009 the Making VU Program has delivered the first phase of this strategy through seven innovative projects.

Making VU is an aspirational work program designed to unlock student potential, meet future industry and community needs and contribute to Melbourne's west.

VU operates in an environment characterised by global changes that are affecting industries and communities as well as teaching practice. Students are expecting more tangible outcomes from their learning, such as being well positioned to embark on career opportunities – they want to be job, career and future ready. And, being located in Melbourne's west, VU is well positioned to make a difference.

Our partnerships with industry and community provide a strong foundation for supporting students. These connections produce opportunities that give students an important edge as they embark upon their chosen careers. An extensive program of roundtable consultations brings together internal and external experts across eleven clusters (see page 10) and is providing us with invaluable insights that are shaping the future of our students. These insights have been supplemented by the VU Student Population Study, which has provided us with an accurate view of who our students are, their diversity and performance.

Our commitment to embedding Learning in the Workplace and Community (LiWC – see page 26) in all courses is consistent with a global trend that is taking student learning beyond the classroom and into actual or virtual workplaces and community environments. We are fortunate that VU has a long history of successful work-integrated learning. We are building on this success and implementing LiWC across all courses in vocational, further and higher education. In fact, VU has committed to ensuring all onshore courses offer a 25 per cent LiWC assessment component from 2010.

These initiatives continue to gather pace and are becoming embedded in University practice, as the Making VU Program delivers Making VU 2016: A Statement of Purpose.

2009 MAKING VU MILESTONES

- Mainstreaming of the Making VU projects that prepare the University for the emerging contestable education market.
- More than 100 leaders of industry and community organisations participated in roundtables that will inform and shape future courses at VU. The roundtables affirm the University's commitment to active external engagement.
- The Access and Success program received a Vice-Chancellor's Citation for Outstanding Engagement for its multi-focal commitment to establishing collaborative relationships with the community, industry, and secondary schools to support student participation in further study, training and employment.



- VU established a partnership with Le Cordon Bleu International, involving major infrastructure development at the Footscray Nicholson Campus. The initial qualification, an Associate Degree in Culinary Management, is an excellent example of cross-sectoral collaboration.
- Open Day 2009 attracted over 10,000 prospective students, parents and staff, and was a launching pad for Learning in the Workplace and Community.
- Implementing Strategies for Student Success was a priority throughout 2009. A series of campus-based open forums attracted over 1000 students and 300 staff, providing valuable input from the wider university community.
- VU's Australian Community Centre for Diabetes (ACCD), in collaboration with the Diabetes Association – Victoria, produced detailed maps of the diabetes epidemic in Melbourne's west, highlighting an alarming prevalence of diabetes in the region. ACCD is working to address this issue in partnership with key stakeholders, local health providers and representatives from CALD communities.
- VU's Work-based Education Research Centre (WERC) secured more than \$600,000 in external research funding and won several awards for its research output and industry engagement activities.

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"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-Thompson
Chief Executive Officer
VECCI, Melbourne

CAMPUSES AND SITES



Victoria University is located in 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. It is one of the world's most cosmopolitan cities, with much to offer in 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.

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, Melbourne, is VU's largest campus and almost a quarter of students are enrolled there. Overlooking the Maribyrnong River valley, it is the hub for higher education. Near completion is a \$62.5 million world-class exercise, science and sport precinct, which will place 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 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 2009, 2508 secondary school students participated in 44 VU VETiS programs at 79 schools.

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COURSE CLUSTERS



A fundamental tenet of Victoria University's Making VU: A New School of Thought strategy, is that VU courses should be industry and community focused. All courses have now been organised into 11 industry and community clusters, or groupings, of similar types of industries spanning vocational and higher education.

OUR CLUSTERS

Financial and Economic Services

Tourism and Hospitality

Law and Legal Services

Management and Marketing Services

Cultural and Creative Industries

Education and Transition

Health

Human Services

Sports and Recreation

Engineering and Infrastructure

Transport and Logistics

UNDERSTANDING INDUSTRY

In 2008, VU began holding industry and community roundtable discussions to better understand the nature of the industries in which their graduates worked, and to use that knowledge to produce graduates who are well-prepared for – and well-grounded in – the realities of the workforce.

This is enabling VU to:

- design its courses to produce the graduates industry wants
- discover 'dislocations' in industry to spot potential training opportunities
- target research to add value to industry
- provide high-quality information to inform industry decision-making
- be more attractive to industry when negotiating agreements and partnerships



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.

Victoria University: by being seen as offering an integrated suite of courses across entire industry supply chains; by being responsive to industry and community labour market trends; and by producing graduates that are both work and future-ready.

UNDERSTANDING THE WORKFORCE OF THE FUTURE

The need to understand the workforce of the future has been a strong imperative across all roundtables. This has covered not only the skills and knowledge required to do jobs, but also the nature of the changing workplace and its staff.

These include:

- the impact of the ageing population
- the impact of the increasing global mobility of the workforce, including migration
- identifying new skills required for new jobs not yet invented
- the impact of 'profession creep' as industries professionalise and specialise

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FACULTIES AND 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
- The 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 Hospitality
- School of Community Services
- School of Creative Industries
- School of Enterprise
- School of Finance and Library
- 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 Communications Technology
- School of Personal Services

FURTHER EDUCATION

Victoria University College

- School of General Education
- School of Youth, VCE and Community Education
- School of English Language and Preparatory Programs
- School of Learning and Support Services
- Centre for Innovation in Learning and Teaching

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.

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VU

INTERNATIONAL



Victoria University International (VUI) is the link between international students, the University's six faculties, and international partners and cohorts.

It offers international students a range of unique study options in Australia and around the world.

VUI's commitment to internationalisation begins at the community level and is enhanced by its engagement and partnerships with institutions and organisations from around the world.

www.vu.edu.au/internationalstudents

ONSHORE COURSES

VU offers international students onshore courses in vocational education and training also referred to as Technical and Further Education (TAFE), English language training and higher education. Courses range from certificates to degrees to PhDs.

OFFSHORE AND OFFSITE PARTNERS

One of the biggest advantages Victoria University has is its number of offshore campuses. It offers onshore students a great learning opportunity and a chance to explore the world by doing a semester abroad. Few universities can offer their students such a choice of offshore study opportunities.

Courses range from diplomas and degrees to graduate diplomas and masters programs.

Offshore and offsite partners include:

Sydney – Education Centre of Australia

Beijing – Beijing Jiaotong University

Beijing – Central University of Finance and Economics

Chengdu – Sichuan University

Freiberg – Angell Business School

Hanoi – Hanoi University

Jinan – Shandong Jianzhu University

Johor Bahru – Sunway University College

Kaifeng – Henan University

Kuala Lumpur – Sunway University College

Shatin – The Chinese University of Hong Kong

Shenyang – Liaoning University

Singapore – Singapore Institute of Commerce

The Hague – The Hague University of Applied Sciences

Zhengzhou Henan – Henan College of Finance and Taxation

www.vu.edu.au/partner-institutions

STUDY ABROAD AND STUDENT EXCHANGE

VU has over 75 exchange agreements with education institutions throughout Asia, Europe and the Americas. Domestic students can complete part of their studies at an overseas institution, and international students can complete part of their studies at one of VU's campuses in Australia.

www.vu.edu.au/study-abroad-and-exchange

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LEARNING AND TEACHING STATISTICS

ENROLLED STUDENTS	2007	2008	2009
Total	47,119	49,448	51,280
– Higher education	20,929	20,861	22,423
– TAFE (vocational and further education)	26,190	28,587	28,857
Living in western Melbourne region	21,550	21,843	23,876
– Higher education	6,864	6,813	7,098
– TAFE	16,686	15,030	16,778
Higher education female	11,171	11,293	12,244
Higher education male	9,758	9,568	10,179
TAFE female	12,889	13,068	13,571
TAFE male	13,301	15,519	15,286
Indigenous	173	274	212
– Higher education	44	39	46
– TAFE	129	235	166
Disability	1,247	1,496	1,322
Non-English-Speaking Background (NESB)	19,421	19,606	20,755
– Higher education	8,734	8,596	9,108
– TAFE	10,687	11,010	11,647

COURSE ENROLMENTS	2007	2008	2009
Higher education undergraduate	17,208	17,315	18,575
Higher education postgraduate	4,317	4,317	4,595
TAFE undergraduate	31,904	35,272	35,871
TAFE postgraduate	192	242	423
Apprenticeships	2,615	2,871	2,671
Traineeships	1,395	1,309	1,492
International	11,893	13,743	14,681
– Offshore international higher education	3,281	3,212	3,316
– Offshore international TAFE	4,789	6,373	6,450
– Onshore international higher education	2,818	2,911	3,320
– Onshore international TAFE	1,005	1,247	1,595
VETIS	1,839	2,185	2,508
VETIS programs [†]	32	39	44

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

COURSE ENROLMENTS	2007	2008	2009
By onshore campus			
– City Flinders	3,917	4,423	5,226
– City King	2,551	2,493	2,578
– City Queen	1,163	1,140	1,424
– Footscray Nicholson	5,908	5,649	6,265
– Footscray Park	10,709	11,159	12,330
– Industry/workplace	4,564	6,855	5,174
– Internet	337	371	335
– Melton	836	896	950
– Newport	2,830	2,756	3,185
– St Albans	6,140	5,804	6,437
– Sunbury	1,813	1,435	1,119
– Sunshine	3,405	3,532	4,237
– Werribee	3,541	3,622	3,738
VU funded Equity Scholarships			
Total number of scholarships	493	593	355
– Higher education	280	359	243
– TAFE	213	234	107
– Postgraduate	n/a	n/a	5
Total \$ of scholarships	493,000	593,000	375,000
Awards presented	11,793	11,582	15,321
– Higher education	5,363	4,922	5,201
– TAFE	6,430	6,660	10,120
– Doctorates	66	88	72
– Masters by research	11	8	5
– Honorary degrees, honoris causa	2	2	4

STAFF	2007	2008	2009
Total ^Δ	2,372	2,518	2,532
– Academics	609	641	620
– General	1,220	1,308	1,361
– TAFE teaching	516	542	523
– Senior management	27	27	28

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

KEY INDUSTRY AND COMMUNITY PARTNERS



WORKING IN PARTNERSHIP

Victoria University is committed to working in partnership with a diverse range of organisations.

Our engagement strategy is framed around developing capabilities of our students and region. It is concentrated in Melbourne's west, but extends internationally, encompassing industry, community, government, schools, and regional and industry peak bodies. Within each of VU's Industry and Community clusters (see page 10) we have partnerships with all types and sizes of organisations so VU's full range of academic offerings is current and relevant to the needs of the clusters.

VU defines its industry and community partnerships and relationships into four main categories. Its engagement is soundly grounded in the University's core business of teaching, training and research. Partnerships are managed by VU-assigned relationship managers who nurture the relationship and ensure it delivers real value.

The first category of partnerships encompasses a broad program of strategically aligned connections and collaborations with the whole of organisations.

Our lead partners in this category include The Western Bulldogs, City West Water, Western Health, the Office of Knowledge Capital, Victoria Employer Chamber of Commerce and Industry (VECCI), and Leadwest. We have Memorandums of Understanding (MOUs) with each 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.

Our second category is relationships emanating from connections to faculties.

These partnerships are defined by MOUs and tend to connect to some, but not all VU faculties. Some examples are the Australian Industry Group (AIG), the Adult Multicultural Education Service (AMES), Linfox, Le Cordon Bleu, the Malthouse Theatre, Footscray Community Arts Centre, local government authorities and local schools in our region. Relationship 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.

Relationships developed within VU at a school, institute or department level are in the third category.

These relationships may engage at a whole-of-school level but do not necessarily extend to the faculty. Our partners in this category include The Western English Language School, which connects newly arrived migrant youth to VU College's School of General Education Programs and Services; the Western Jets, which link into the School of Sports and Exercise Science; and local businesses researching trade waste, which link to VU's Institute of Sustainability and Innovation.

These relationships may have activity around referrals and recommendations; community-based action projects; joint recreational opportunities; industrial experience tours for staff and students; and shared use of facilities for research.



The fourth category recognises that many VU relationships commence through a personal connection, usually with a particular activity as a catalyst.

This form of relationship is in early development. As VU's relationship manager works to define mutual goals, the relationship becomes more strategic. This relationship includes connections between teaching staff and local business, such as student apprenticeship placements with local building firms.

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INDUSTRY

Victoria University provides a broad range of services designed to address the needs of industry.

Our industry engagement 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.

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COMMUNITY

Victoria University has developed mutually beneficial relationships with a wide range of external partners.

VU's 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.

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INNOVATION AND COMMERCIAL DEVELOPMENT



The Office for Innovation and Commercial Development undertakes a wide range of knowledge transfer activities to deliver impact and value to business, industry, government and community organisations.

Through established partnerships, it works collaboratively on specialised consultancies, training solutions, multidisciplinary contract research and the development of innovative technologies for the benefit of all sectors of society.

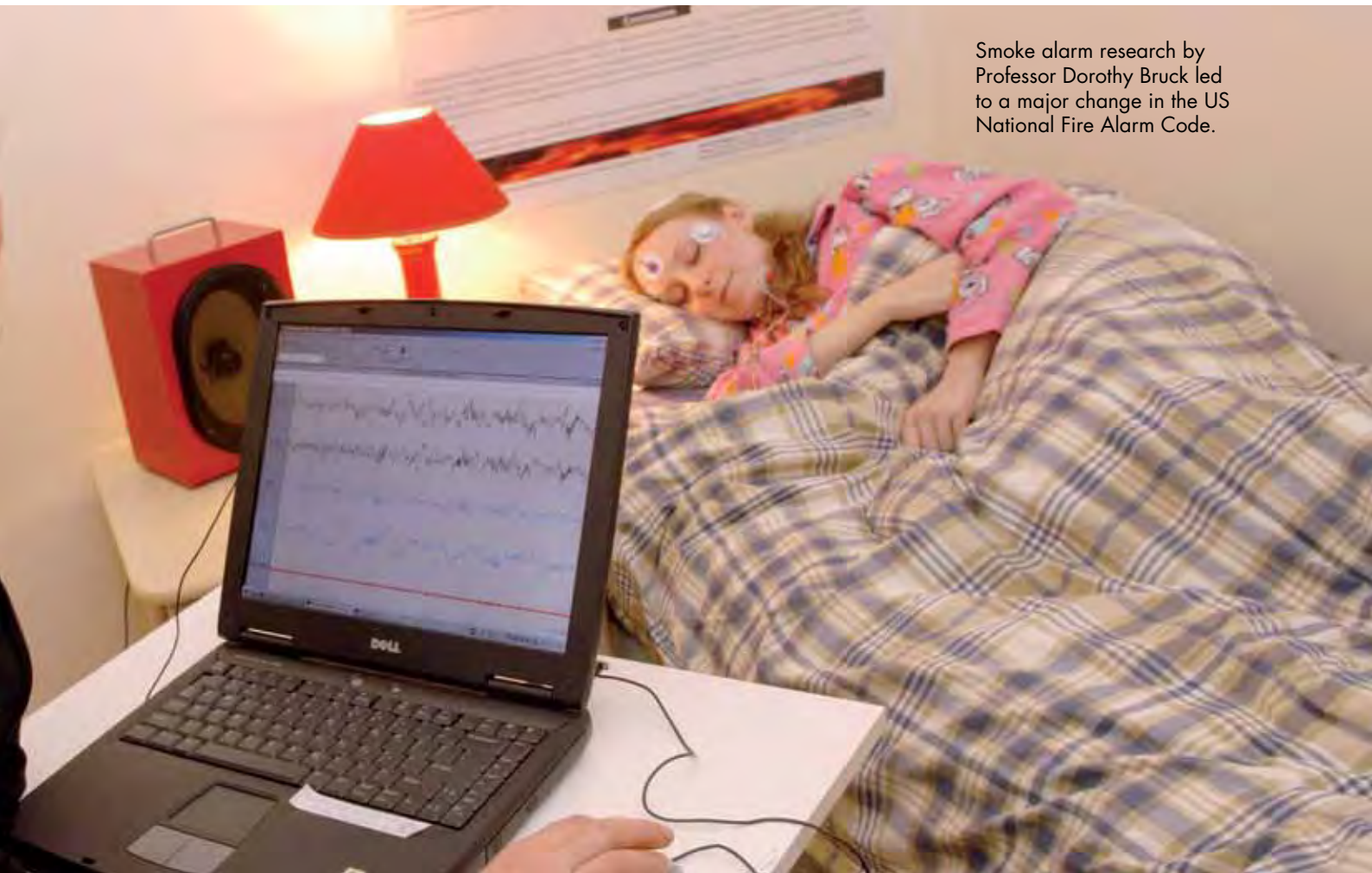
Additionally, Victoria University's researchers work to develop novel intellectual property with the potential for commercial development with interested industry partners or investors.

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

Smoke alarm research by Professor Dorothy Bruck led to a major change in the US National Fire Alarm Code.



- New product development
- Patent acquisition
- Project management
- Spin-out company formation
- Strategic alliances
- Technology transfer
- Testing
- Training and learning needs analysis
- Workforce development

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Professor Stephen Gray's membrane research will lead to more efficient water recycling.

RESEARCH



Victoria University emphasises research and research training that is of relevance to the community, industry and government – both nationally and internationally, but particularly in the western region of Melbourne.

Our research focuses on excellence that permits multidisciplinary inquiry in addition to providing opportunities for new researchers to find support and encouragement from mentors and peers.

Victoria University researchers develop solutions to particular issues, either by using their own expertise or by contributing to team projects involving other faculty staff, research units, and any of five research centres, four University institutes and two research groups.

INSTITUTES

Institute for Community, Ethnicity and Policy Alternatives (ICEPA)

Institute for Sustainability and Innovation (ISI)

Institute for Logistics and Supply Chain Management (ILSCM)

Institute for Sports, Exercise and Active Living (ISEAL)

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)

RESEARCH GROUPS

Centre for Applied Informatics (CAI)

Australian Community Centre for Diabetes (ACCD)



VU researchers are making technological breakthroughs in photonics.

KEY RESEARCH ACTIVITIES

- Active participation in the Advanced Membrane Technologies Research Cluster – which brings together a range of Australia’s leading scientists – to develop the next generation of membrane technology to deliver Australia a safe and sustainable water resource.
- The Pharmaceutical Industry Program, within the Centre for Strategic Economic Studies (CSES), is currently investigating the economics of the pharmaceutical industry in both a global and Australian context. The research expertise developed has led to CSES becoming an influential participant in the Pharmaceutical Benefits Scheme policy processes.
- VU’s health science research, teaching and training was recently boosted by a \$35.6 million government grant towards a Teaching, Training and Research facility at Western Health’s Sunshine Hospital. The facility will allow research activities and provide integrated clinical training schools for high-quality clinical training for nursing and allied health students of Victoria University and medical students of the University of Melbourne.
- The Australian Community Centre for Diabetes, an alliance of community partners, is hosted by Victoria University to address a clearly identified need for better health outcomes in the western region, particularly with diabetes.

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Dr Nicoleta Dragomir is undertaking fibre optics research.

ENGAGED RESEARCH

Victoria University provides quality research training and undertakes specialised and cross-disciplinary research that is recognised in Australia and overseas. We actively pursue opportunities to collaborate with other researchers and organisations to develop innovative technologies that can also be commercialised and transferred for use by business, industry and the broader community.

Awards

Professor Nagendra Shah from the School of Biomedical and Health Sciences won the California Dairy Research Foundation's 2009 William C. Haines Dairy Science Award in recognition of his significant contribution to dairy science.

The US National Fire Protection Association awarded Professors Dorothy Bruck and Ian Thomas the 2009 Harry C. Bigglestone Award for Excellence in Communication of Fire Protection Concepts for their paper, 'Comparison of the Effectiveness of Different Fire Notification Signals in Sleeping Older Adults'.

Work-based Education Research Centre researchers received the lion's share of awards at the 12th Annual Australian Vocational Education and Training Research Association Conference. Award recipients: Geri Pancini and Rob McCormack (best paper); Mark O'Rourke (best paper runner up); Berwyn Clayton (highly commended); Regan Harding (new researcher award).

Appointment

Professor Jill Astbury was appointed to the Australian Government's prestigious Australian Health Ethics Committee. A principal committee of the National Health and Medical

Research Council, it sets and maintains standards of ethical conduct in health and medical research.

Research matters

The Federal Minister for Innovation, Industry, Science and Research, Kim Carr, launched VU's Postdoctoral Fellowship Program. The program reflects VU's commitment to investing in the human capital needed to sustain an effective research and innovation capability. There are currently 19 VU Postdoctoral Fellowship appointments.

The Centre of Strategic and Economic Studies (CSES) led a conference at its City Flinders Campus to explore major issues relating to the Global Financial Crisis' affect on key government strategies, particularly climate change. Participants included Dr Luci Ellis, Head of Financial Stability, Reserve Bank of Australia; Professor Frank Lichtenberg; Professor Courtney C. Brown, Columbia University Business School; Professor Peter Sheehan, Director CSES; and Tim Colebatch, Economics Editor of The Age newspaper.

A School of Education research team received a grant from the Department of Education and Early Childhood Development to monitor literacy and numeracy in two Victorian regions. The project will evaluate a pilot program offering a multifaceted approach to literacy and numeracy in low socio-economic status school communities.

Stefan Schutt from the Work-based Education Research Centre and Dr John Martino from the School of Education received a VicHealth grant for their study, 'Connected Lives: deploying virtual worlds, the Internet and free media software to enhance the social connectedness of young people isolated by disability, geography and socio-economic disadvantage'.



Professor Nagendra Shah's research in probiotics has attracted the attention of the global dairy industry.

Dr Karen Adams from the Australian Community Centre for Diabetes received a grant from VicHealth to investigate healthy eating and food security issues with Victorian Aboriginal Communities.

Professor Terry De Lacy of the Centre for Tourism and Services Research won a major AusAID Australian Development Grant Award over three years for his research, 'Applying innovative sustainability science to develop effective climate change adaptation policies and strategies for the South Pacific Island tourism sector to protect and grow local livelihoods'.

Major Commonwealth Department of Health and Ageing grants were awarded to: the Institute for Community, Ethnicity and Policy Alternatives for the project, 'Promoting using ICT for Chronic Disease Self-Management by Culturally and Linguistically Diverse Communities'; and the Australian Community Centre for Diabetes for the project, 'Bilingual health educators – training and resourcing for working with immigrant and refugee women with or at risk of developing type 2 diabetes', and a second project, 'Peer model for chronic disease prevention', which is aimed at chronic disease prevention in Melbourne's west metropolitan Indigenous population.

Research impact

Research conducted at VU by Professors Dorothy Bruck and Ian Thomas, and Dr Michelle Ball on the waking effectiveness of different sound frequencies has led to a major policy change to the US National Fire Alarm Code on smoke alarm warning sounds in all residences occupied by people with hearing loss and in all commercial sleeping rooms.

Research training

There was a 33 per cent growth in 2009 of higher degree by research students. During the year VU engaged proactively with international bilateral research training programs in Malaysia, Indonesia, Vietnam, Saudi Arabia and Iran, which contributed to a one-third growth in the number of international students. VU also signed a new research training bilateral agreement with Chile.

A prestigious CSIRO PhD scholarship was awarded to Prasad Inamdar to study in the School of Engineering and Science in conjunction with CSIRO's Land and Water Highett Laboratories on the project, 'Strategies for retrofitting storm water harvesting systems in existing urban areas'.

PhD candidates Annett Finger and Nicole Filby from the Ecology and Sustainability Unit in the School of Engineering and Science received grants from Holsworth Wildlife Research Endowment (ANZ Trustees Foundation). Ms Finger's project is the first to investigate trace metals in the blood of little penguins along the Victorian coastline. Ms Filby's study is on the impact and management of the dolphin-swim industry in Port Phillip Bay.

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MEETING WORKFORCE NEEDS



VU is successfully positioned to meet the workforce needs of businesses and communities in Melbourne's West, developing and delivering highly customised, innovative and flexible training.

In 2009, VU achieved outstanding results in work-based delivery. It recorded 4657 enterprise-based enrolments in courses representing a vast range of industry sectors and work places such as Toyota, Metropolitan Fire Brigade, Australian Taxation Office, Linfox, City West Water, Western Water, Brimbank City Council, Wyndham City Council and the Federation of Australian Muslim Students and Youth.

VU continues to be a leading provider in skills' recognition. The University increased its number of student contact hours (SCH) in Recognition of Prior Learning (RPL) and Recognition of Current Competencies (RCC) programs by more than 125 per cent over the past three years from 300,000 to 700,000. VU assessed the prior learning of Australian Taxation Office middle and senior managers in 2009, leading to 282 staff emerging with 371 qualifications in leadership, management, business administration and small business.

VU's collaboration with Salvation Army Employment Plus in 2009 won a national LearnX Award – the premier award for learning professionals – for best flexibly-delivered frontline management program. At Barry Plant Real Estate, VU has an exclusive agreement to deliver on-site and on-campus real estate and property services courses to hundreds of new and existing employees across Victoria.

SPECIALISED SERVICES TO BUSINESSES

VU achieved significant positive results providing specialised workforce development services to businesses. In 2009, 600 people accessed Skills Store through VU, a free service for businesses and individuals seeking advice options in vocational education and training, and opportunities to gain recognition for their skills.

Skilling Business, a strategic consortium of Victoria University and the Australian Industry Group, provided free workforce assessments to more than 120 small and medium businesses to evaluate their training needs as part of the Victorian Government's Skills for Growth initiative. More than 3000 employees and many participating businesses were identified as eligible for Government-funded training.

In October 2009, VU launched a retrenched workers' initiative funded by Skills Victoria. More than 200 recently retrenched workers undertook further training to secure future employment. VU continues to deliver this valuable service in 2010.

VU has also been innovative in on-site assessments. The University collaborated with the Australian Government, through Trades Recognition Australia, to conduct formal skills assessments for temporary working visa applicants. Commonly known as the 457 Visa, VU has been conducting skills assessments for first-class welders, fitters, metal fabricators, motor mechanics, cooks and chefs from China, India, Fiji and The Philippines.

Shiavello Group has taken advantage of VU's on-site assessments to allow their apprentices to fully develop their skills in real-life situations. This allows Schiavello apprentices to share their learning together. This program earned a runner-up place in the Australian Apprenticeships' Minister's Award for Excellence in 2009.

ONE-STOP SHOP FOR EMPLOYERS OF APPRENTICES

VU has overseen an increase in student numbers in apprenticeships and traineeships, reflecting strong demand in enterprise-based traineeships in particular.

In 2009, VU, in collaboration with the WPC Group and Jobs Plus, delivered flexible training for the pilot project, Build our Future, a 'one-stop shop' program for employers of apprentices in the building and construction industry.



FROM APPRENTICE TO MASTERS

VU supports a variety of learning needs in industry from entry-level trainees through to executive MBAs. It delivers both accredited and non-accredited courses to provide workplaces with flexible training. VU has 62 VE courses that offer pathways to Higher Education. In 2009, more than 250 students participated in non-accredited courses, and then continued into accredited diploma and postgraduate qualifications such as Masters in Education and Masters in Business Administration.

Through VU's partnership with Victorian Legal Aid, employees commenced Certificate II-level training in 2008, progressed to diploma qualification in 2010, and will continue to higher levels in 2011. VU's training partnership with City West Water earned first place in the Australian Apprenticeships' Minister's Award for Excellence for its Technical Officer Development program. The program, an accelerated cadetship, is completed over five years. It includes Certificate III Business qualifications through an Australian apprenticeship, and a Diploma in Engineering Technology through VU. There is also an option to complete a VU Advanced Diploma.



Dr Anne Jones, VU Deputy Vice-Chancellor and Director TAFE (left) with Ms Trisha Clarke, Deputy Commissioner (Compliance) of the Australian Tax Office (center) with Dr Damira Lopes, Associate Director, Workforce Development at the ATO staff graduation ceremony.

TAFE MEETING EMERGING WORKFORCE NEEDS: TRENDS TO 2009

Over the last three years, VU has significantly improved its performance against all key indicators. Its work with industry has been widely recognised and resulted in increases in Student Contact Hours (SCH) in 2009 in the following:

- Apprentices – up 8.3 per cent to 1.3 million
- Higher level VET – up 24.4 per cent to 4.1 million
- Work-based (by enrolment) – up 35.7 per cent to 1.3 million
- Mature age – up 18.5 per cent to 500,000
- Recognition of Prior Learning (RPL)/Recognition of Prior Competencies (RPC) – up 125.9 per cent to 700,000
- Pre-apprentices – up 59.9 per cent to 300,000

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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 embedded in all courses across the University to enhance the student experience and enable students to become work, future and career ready.

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 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

The key aims of LiWC activities are to deepen students' knowledge of practice in realistic workplace and community contexts; to further develop their employability and generic skills; and to make a significant contribution to graduate work and career 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.

FLEXIBILITY

Faculties develop LiWC to ensure they suit the specific needs of their discipline and learning outcomes, 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.

ASSESSMENT

A minimum of 25% of course assessment will be based on LiWC activities. This may include individual or team project reports, reflective journals or diaries, practical demonstrations, and oral or written presentations.

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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, financial support for research and other key VU projects, and much more.

Universities make a significant, measurable and growing contribution to the Australian economy and VU encourages a shared commitment to the growth of the university sector.

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 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 Access and Success and the Australian Community Centre for Diabetes.

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

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SCHOLARSHIPS

Our scholarships are designed to help students on low incomes or who suffer from other financial disadvantages.

In 2010, VU launched a new program of Achievement Scholarships. Every eligible secondary school in the western region of Melbourne (currently 49) is offered two scholarships

annually. One for the highest achieving Year 12 student enrolling in an undergraduate degree (\$5000 per year for a 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).

Postgraduate research and coursework students have access to a range of research scholarships. Victoria University offers a large number of equity and merit scholarships – often in association with other organisations – for vocational and further education students (TAFE) in financial need.

Many external organisations also offer scholarships for VU tertiary students.

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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.

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STUDENTS



In 2009, Victoria University had 51,280 enrolled students, both onshore and offshore. Below are some of VU's key initiatives and achievements in relation to the learning, living and support of students in 2009, as well as some of VU's many outstanding student achievements.

STUDENT EXPERIENCE

In 2009, VU developed the VU Student Experience Strategy to provide an action framework for enhancing the VU student experience. Informed in part by the Bradley Review, it 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

The strategy was informed by the Student Segmentation Study completed in 2008, which examined the diversity of the student

body over 2003–2007 and how that diversity and other factors influence student outcomes as measured by progression rates.

The strategy was also informed by the results of the 2008 Student Barometer Survey (5500 student respondents – over 10% of the student population: 1 in 3 international students; 1 in 10 domestic students) to provide an indication of the student experience across the dimensions of arrival/orientation, learning, living and support.

The University now has a more refined understanding of its student population and experience. Faculties and service areas are developing action plans to respond to the results of these activities in order to enhance the student experience.

OTHER STRATEGIC ACHIEVEMENTS

Significant preparation was made for the new Callista Student Management System to go live in April 2010. 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 results.

Phase 3 of VU's Web Redevelopment Project saw the launch in December of a new web-based Course Finder. The Course Finder allows prospective students to easily find accurate and comprehensive information for more than 600 courses offered by VU.

Student accommodation options were expanded with the opening of Victoria Place, a 41-apartment student residence close to Footscray Park Campus.



OUTSTANDING STUDENTS

VU student and cross-country champion Liam Adams, 23, was named Male Athlete of the Year at the 2008 Australian University Sport Awards in Sydney on 18 May. Australian University Sport represents more than one million students at 42 member universities.

East Timorese masters' student Ego Lemos won the Best Original Song Composed for Screen at the 2009 APRA Screen Music awards. His winning song is the title track of the award-winning film, *Balibo*.

Bachelor of Business – Marketing student Samantha Mackley was named outstanding new leader by the International Centre for Peer-Assisted Study Sessions (PASS) at the University of Missouri in the USA. She was recognised as one of Australia's best new peer mentors for her volunteer work to help struggling classmates.

A team of first-year paramedic students was commended by the Department of Justice's Office of the Emergency Services Commissioner for a fold-out card designed to assess patients with hearing or speech impediments. The group received a Victorian Safer Communities Award commendation for the project, which is designed to help paramedics and other health care workers.

TEACHING

VU received \$1.856 million in the 2009 round of the Federal Government's Learning and Teaching Performance Fund, which rewards excellence in learning and teaching for undergraduate students in higher education.

Professor John Breen, Director of VU's Centre for Tourism and Services Research, won the prestigious national Business and Higher Education Round Table award for Best Entrepreneurial Educator of the Year. The prize was for his involvement in supporting and developing entrepreneurial activity in secondary school students in Melbourne's west through the inaugural 'I Plan A Business' competition.

2009 saw the first graduates of Australia's first tertiary-accredited Muslim leadership course. An initiative of the Federation of Australian Muslim Students and Youth (FAMSY), the 'Believe Achieve Inspire Leadership Program' is co-delivered by FAMSY and VU to develop the next generation of Australian Muslim community leaders.

GRADUATIONS

In 2009, VU presented 15,321 awards: 5201 higher education, including Melba Conservatorium of Music, and 10,120 vocational and further education (TAFE). A total of 72 students received doctorates, with 52 at PhD level. Five students received their master degree by research. VU also awarded four honorary degrees, *honoris causa*, to Professor Cheng Wei, His Excellency Dr Jose Ramos Horta, The Hon. Ralph Willis and Mr John Doherty.

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STAFF



VU's Wellness Improvement Plan encourages staff to be active and take free WorkHealth check-ups.

VU remains a major employer in Melbourne's west, employing around 4500 staff, including casual and sessional staff. Below are some of the many staff-related achievements during 2009.

SUSTAINABILITY

Resources and comprehensive support were provided to administer the staff separation programs implemented as part of the plan for a Sustainable VU. Support included career planning and career transition services, managers' briefings and change resource kits. These programs will continue into 2010.

A highly successful career empowerment program was offered to employees remaining at VU to assist them in clarifying their career options. The program was implemented as one initiative under the emerging developmental opportunities framework, which focuses on career and professional development opportunities for staff.

LEADERSHIP

The Leadership and Management Capability Framework (LMCF) was launched in August and is progressively being rolled out. Progress was made in aligning LMCF with all of VU's leadership and management development programs, including the Emerging Leaders and Transitions programs.

Linked closely to the LMCF was a review of the University's Staff Code of Conduct and the development by staff from across the University of an 'expected behaviours' framework. This

framework articulates how staff may uphold the University's values in their interactions with fellow staff, students and the VU community.

A 360-degree program was piloted for 30 senior managers over three months. Managers were provided with information about their leadership from multiple sources in order to raise levels of self-awareness and to put in place individual development plans.

There was also a focus on enhancing communication with VU leaders with the establishment of regular Friday Forums that offered excellent opportunities for information sharing.

EQUITY AND DIVERSITY

VU's first integrated Equity and Diversity Strategy for Students, Staff and Community was approved in March. The strategy focuses on improved representation of equity groups in staff and student profiles, and the creation of a diverse and collaborative working and learning environment free of discrimination, harassment and inequity.

Childcare Worker Traineeships for Indigenous Australians were established as part of the University's Yanneit Employment Strategy, which provides opportunities for Indigenous Australians to gain continuing employment through vocational training and education.

HUMAN RESOURCES

A more contemporary partnerships model is being implemented between the Human Resources department and other business areas of the University to better support the organisation in achieving its strategic objectives.



SESSIONALS

Communication with sessional staff has continued to improve and resources are committed through the Quality Teaching and Learning Committee to further improve sessional staff satisfaction, and the progression and retention rates of their students.

VU hosted a high-profile National Colloquium at which current practices around the appointment, management, development, support and recognition of sessional staff were shared and strategies for sustainable sessional staffing practices developed.

OHS

The VU Wellness Improvement Plan continued to co-ordinate a series of wellness initiatives across the University, including walking programs, an illness management program and free WorkHealth health checks. VU is also committed to a new WorkSafe initiative aimed at assisting and supporting the University in achieving high performance in the prevention and management of workplace injuries.

STAFF

'A National Game – The History of Australian Rules Football', co-written by VU sports lecturers Robert Hess and Bob Stewart, VU doctoral graduate Gregory de Moore and Matthew Nicholson (University of Ballarat) broke new ground as the first book to examine in detail the national development of Australian Rules football. It was joint winner of the Australian Society for Sport History 2009 book award.

VU's Community Engagement Officer, Elleni Bereded-Samuel, was appointed to the Board of the Special Broadcasting Service (SBS), the country's national multicultural and multilingual public broadcaster. This is the first time that SBS has had an independent panel appoint merit-based members to its board of directors.

Associate Professor Andrew Smallridge and Associate Professor Maurie Trehwella were awarded the Royal Australian Chemical Institute's 2009 Green Chemistry Challenge Award for their invention of a cleaner process for the production of ephedrine, a widely used pharmaceutical. VU is negotiating with a multinational pharmaceutical company interested in constructing an ephedrine-manufacturing plant using this technology.

MEDIA

The media unit continued to promote our excellent research and teaching programs. The intense media focus on the attacks on international students from India presented the tertiary education sector with some challenges. VU was able to contribute to the debate in a positive way, as well as produce highly regarded materials as part of its safety program for international students.

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LOCAL AND GLOBAL ENTERPRISES AND COMMUNITIES



In 2009 Victoria University demonstrated its commitment to raising its profile through a wide range of collaborative industry and community engagement activities with various local and global enterprises and communities.

The examples outlined below are not a complete list of these activities, but an indication of the depth and breadth of VU's engagement with its stakeholders.

INDUSTRY

Collaboration

VU and the Western Bulldogs Football Club offered five one-year Sport Science Cadetships – in Exercise Physiology, Biomechanics, Motor Learning and Skilled Performance/ Motor Control, and Strength and Conditioning – for students undertaking the Exercise Science and Human Movement degree.

VU showcased the importance it places on work safety by being the Safe Work Australia Week Safety Partner for 2009.

The Victorian Government's Skill Up program retrain workers who are retrenched or made redundant due to major industry downturn or workplace closure. VU College provided course guidance counselling and vocational and industry recognised training to employees of Pacific Brands (Bonds).

VU partnered with the Salvation Army – Employment Plus to deliver a flexible and innovative program to their front-line management staff.

Leadership

VU, in partnership with local councils, ran the Victorian Employers Chamber of Commerce and Industry's Carbon 101 Briefings throughout Melbourne's west and facilitated gatherings of local businesses to learn from business leaders who are on the journey to environmental sustainability. These were funded through the Federal Government's Enterprise Connect program, Envirohub.

The National Work Integrated Learning (WIL) portal streamlines for industry and community organisations the dissemination of information regarding WIL opportunities for educational institutions. VU is the lead institution of 34 partner universities across Australia that support and are committed to the project.

VU launched the first edition of its 'Industry Talk' newsletter, aimed at apprentices, trainees, employers and teachers. Published quarterly and distributed to more than 7000 members, it includes articles about significant achievements, innovative ideas and general good news.

Partnerships

VU partnered with the Australian Industry Group to form Skilling Business, an independent provider for the Skills for Growth: Workforce Development Program, an initiative of the State Government's Securing Jobs for your Future strategy. Skilling Business' specialists work closely with small and medium enterprises to identify their strategic priorities, assess the skills of their existing workforce and develop a customised training plan to place staff into accredited vocational education and training.



VU actively supports the rapidly growing community in Melbourne's west, which encompasses a broad range of cultures.

The Institute for Sustainability and Innovation (ISI) maintained its strong links with the water industry. Seven Victoria water authorities, four State Government departments, VicWater (Victoria's water authorities association), Orica and Water Quality Research Australia meet twice a year at ISI's industry advisory board meetings. The number of ISI industry-funded research projects increased with partners such as Orica, Siemens, Alia Water, United Utilities Australia, Toyota, Schweppes and Clean TeQ. Strong collaborative research links with CSIRO and Dairy Innovation Australia have also been maintained.

COMMUNITY

Victoria University's heart is in the western suburbs of Melbourne. The University is a leading member of a growing and diverse community, encompassing a broad range of cultures and people, including a large immigrant and refugee population.

Engagement

The collaboration between VU and City West Water has transformed the training of technical officers within the water industry. The program was awarded the Australian Government's Minister's Award for Excellence 2009.

As part of its successful Learning in the Workplace and Community (LiWC) model, VU staff and students continued to deliver sport and physical recreation activity programs to local school and community groups. This included the industry award-winning Adapted Physical Education and Adapted Aquatics programs for children and adults with a disability attending local special schools.

Leadership

Victoria Police established the Victoria Police/Indian Western Reference Group to help international students, particularly Indian students, become aware of crime in Melbourne's western region. VU played an important role in facilitating networks with the local Indian-Australian community and international students.

Victoria Police's New and Emerging Community Liaison Officer project is a major new initiative to strengthen relationships between police and new and emerging communities in Victoria. VU's Community Engagement Co-ordinator has actively taken part in the steering committee advising Victoria Police.

Social inclusion

VU was awarded the tender to deliver the New Enterprise Incentive Scheme (NEIS) in a partnership arrangement with AMES Job Services Australia throughout the Westgate Region in Melbourne's west.

Since 2007, VU and the University of Texas El Paso (UTEP) have been building a partnership to widen access to learning for both students and the communities they represent, and to promote internationalisation of the curriculum.

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GOVERNMENTS AND THE PUBLIC



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 2009.

FINANCIAL AND CAPITAL MANAGEMENT

Sustainability

Under the guidance of University Council, VU implemented operational changes to place it on a path toward achieving an underlying budget surplus sufficient to ensure the University's capacity to invest in its future growth. Changes included a consolidation of small units and courses; substantial ramping up of training and collaborative opportunities for front-line management staff; staff change plans across several areas of University activity; and improvements to finance systems to facilitate the implementation of new bottom-up budget development strategies (see below). These have led to a significant turnaround in the University's forecast budget outcome for 2010.

2010 budget

The 2010 budget was developed using a very different methodology, processes and tools relative to previous years. Traditionally, the budget was framed through the deduction of non-transparent, ad-hoc, 'top slice' faculty revenue. Subsequent expenditure allocations across teaching, student, staff and corporate support activities were usually based on prior-year

experience and marginal analyses. For 2010, changes have been made to ensure a better alignment of the budget to corporate strategies and to gain a deeper understanding of the cost and revenue drivers of core segments of VU business. Transparency has improved and better systems have streamlined the budget process and provided greater detail of proposed expenditures. A key benefit will be the capacity to enhance accountability for budget outcomes at revenue and cost centre level.

Capital planning

VU's capital development program is making the University a major player in strengthening capital and ICT infrastructure in the west of Melbourne. VU's plan to consolidate its three city campuses, two Footscray campuses and its campuses in Sunshine, St Albans and Werribee were largely realised with the implementation of the University Council's decisions regarding Sunbury and Melton Campuses. Higher education courses from both campuses have been relocated to St Albans, Footscray Park or Footscray Nicholson Campuses, with some vocational and further education courses remaining at Melton Campus. Student accommodation at Sunbury Hall remains available until the end of 2010. VU is retaining ownership of Melton Campus as a vocational education community campus that will accommodate several community facilities and agencies. The sports hall will continue to be available to local schools and community groups.

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An artist's impression of the new \$62.5m Learning Commons and Exercise and Sports Science Precinct at Footscray Park, due to open in late 2010.

GOVERNANCE

Chancellor retirement and appointment

Justice Frank Vincent, AO, retired on 21 August as VU's long-serving Chancellor. This coincided with his retirement from the bench of the Supreme Court. He was appointed as Chancellor on 1 January 2001. As head of the University Council, Justice Vincent oversaw considerable change in the strategic direction of the University as it has moved to differentiate itself in order to create a unique and relevant learning and research environment. He steered the Council through the often difficult challenges of University funding so as to ensure a sustainable and growing institution.

Mr George Pappas was announced as the incoming Chancellor of Victoria University on 7 December. Mr Pappas has wide-ranging experience across the commercial, government and university sectors. He is well known for his extensive contributions to the wider community, including western region icons such as the Western Bulldogs Football Club. In the role of Chairman of the Committee for Melbourne, he demonstrated a great level of support for higher education. Mr Pappas will lead the University into the next decade and play a key role in ensuring that the University continues to build strong partnerships and relationships in Melbourne's west and more widely across Melbourne and Australia. Mr Pappas took over from the Acting Chancellor, Commissioner Dianne Foggo, on 1 January 2010.

State review of Acts

VU worked closely with the State Government in the review of Victorian Higher Education Legislation announced in February 2008. The objective was to align core governance and operational provisions across the Victorian higher education sector. Changes in the new legislation will strengthen many areas of multi-sector university activity, including the scope and nature of multi-sector operations, as well as some freeing up of capacity to undertake commercial activity. The new legislation is expected to come into force at the beginning of 2011.

Senior staff transition

VU farewelled a number of senior staff in 2009, including:

- Senior Deputy Vice-Chancellor – Education Services, Professor Richard Carter (retired)
- Senior Deputy Vice-Chancellor – Education Programs, Professor John McCallum (to lead the Health Evidence and Advice Branch of the NHMRC in the role of Senior Scientist Public Health)
- Pro Vice-Chancellor – Students, Dr Stephen Weller (to become Deputy Vice-Chancellor – University Services at James Cook University)
- Director – Office of the SDVC, Professor Rodger Eade (retired).

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HONORARY DOCTORATES



Dr JOHN DOHERTY
Doctor of the University, *honoris causa*

In June 2009, Victorian Magistrate Mr John Doherty, was awarded the Doctor of the University, *honoris causa*, in recognition of his service to Melbourne's west, principally through his work in the justice system and his work with young offenders. He is acknowledged as a leading advocate of diversionary justice in Australia.

Mr Doherty has been a magistrate for almost 20 years. For six of those years he was based in Sunshine as the magistrate in charge of the western suburbs. During this time he was responsible for many new initiatives designed to assist young offenders to start afresh and avoid a potentially lifelong involvement with the judicial system.

Recognising the transformative potential of education, Mr Doherty has been particularly keen to encourage young offenders to return to education. As a demonstration of this philosophy, he established the Visy Cares Youth Hub in Sunshine, which delivers educational, employment, health and justice services support to young people aged 12–24.

Mr Doherty believes that courts, working in partnership with community organisations, can help promote a sense of support and empowerment within the community. He is a member of the Horn of Africa Advisory Committee, which supports the education, training and employment needs of newly-arrived refugees and migrants from the Horn of Africa.

He is also involved with RecWest and ReLink, organisations that provide sport and recreation opportunities for children and youth; is a member of the AFL Advisory Board; and Chair of the Western Region Football League Appeals Tribunal.



THE HON. RALPH WILLIS
Doctor of the University, *honoris causa*

In June 2009, Victoria University recognised the contribution of The Hon. Ralph Willis for his service as a federal politician, including his role in the economic advancement of Australia, and for his considerable efforts supporting the community in Melbourne's west, with the conferral of the Doctor of the University, *honoris causa*.

Ralph Willis held the federal seat of Gellibrand in Melbourne's western suburbs for 26 years, retiring at the 1998 election. During that quarter-century, he held five different portfolios in the Hawke and Keating Governments, most notably as Treasurer in 1991 and again between 1993 and 1996.

As a committed advocate for the people of Melbourne's west, he supported Victoria University from its beginning. He became actively involved with the new University, including becoming a member of the Advisory Group for the Workplace Studies Centre, a research unit in the Faculty of Business and Law. Today, he continues to support the University as a director of the Victoria University Foundation.

One of Mr Willis' outstanding achievements for the western region was him being instrumental in the building of the Western Ring Road. The Ring Road – the most cost-beneficial major road ever to be built in Australia – is today an icon for the western region, and has given the people and industry of the west a renewed sense of the region's economic capacity.

Since retiring from politics, Mr Willis continues to serve the local community. He is currently Chair of Western Health and LeadWest, both important partners of VU.

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 2009, VU awarded four honorary doctorates to: Mr John Doherty; The Hon. Ralph Willis; His Excellency, Dr José Ramos-Horta; and Professor Cheng Wei. Their outstanding contributions and achievements are briefly described below.



HIS EXCELLENCY DR JOSÉ RAMOS-HORTA, PRESIDENT OF THE DEMOCRATIC REPUBLIC OF TIMOR-LESTE
Doctor of the University, *honoris causa*

On 24 July 2009, His Excellency, Dr José Ramos-Horta, President of the Democratic Republic of Timor-Leste, was admitted to the Doctor of the University, *honoris causa*, for his outstanding commitment to human rights.

For 24 years, Dr José Ramos-Horta dedicated his life to denouncing the Indonesian occupation and annexation of his homeland of Timor-Leste. His determined pursuit of justice for Timor-Leste – always with dignity, humility and forgiveness – earned him worldwide recognition as an exponent of peace in the struggle for justice and human rights.

The establishment of an independent Timor-Leste in 2002 owes much to his commitment to free his country.

In 1996, Dr Ramos-Horta received the Nobel Peace Prize, an honour he shared with fellow countryman, Bishop Carlos Filipe Ximenes Belo. The Prize recognised 'sustained efforts to hinder the oppression of a small people'.

Victoria University is privileged to have an ongoing relationship with Dr Ramos-Horta. In 2001, he was appointed Distinguished Visiting Professor at VU, an honorary position conferred on those who have achieved national or international eminence in their field.

VU has a strong interest in the Asia-Pacific region, particularly Timor-Leste, where it supports international and local projects in community development and the development of both vocational and higher education.



PROFESSOR CHENG WEI, PRESIDENT OF LIAONING UNIVERSITY
Doctor of the University, *honoris causa*

In October 2009, Victoria University admitted Professor Cheng Wei, President of Liaoning University, to the Doctor of the University, *honoris causa*, for his commitment to transnational education and his outstanding efforts in building bridges between the people of China and Australia.

Professor Cheng has long recognised that education has a major role to play in globalisation and in the rapidly growing exchange of ideas, people and products across national borders.

In 1999, he established the Asia Australia Business College at Liaoning University in Shenyang China. VU is a major partner of the college, delivering a range of programs in English language and business.

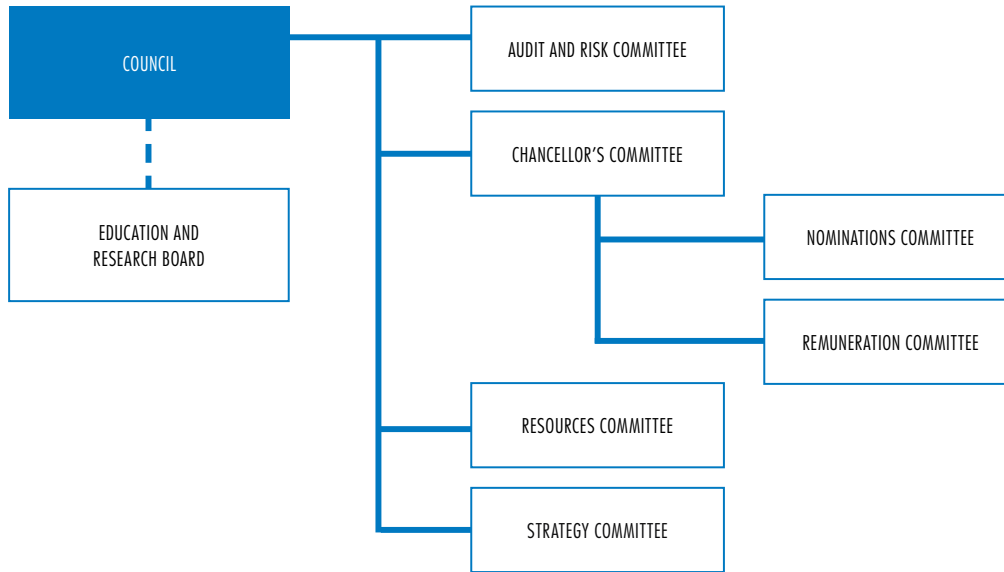
Each year, 3000 students study these programs either in Shenyang or at VU in Melbourne. The college now has the largest group of international enrolments at Victoria University.

Liaoning University is acknowledged as one of China's most important universities. Since Professor Cheng became president, the number of international students enrolled at the university has grown to become the largest of all universities in northeast China.

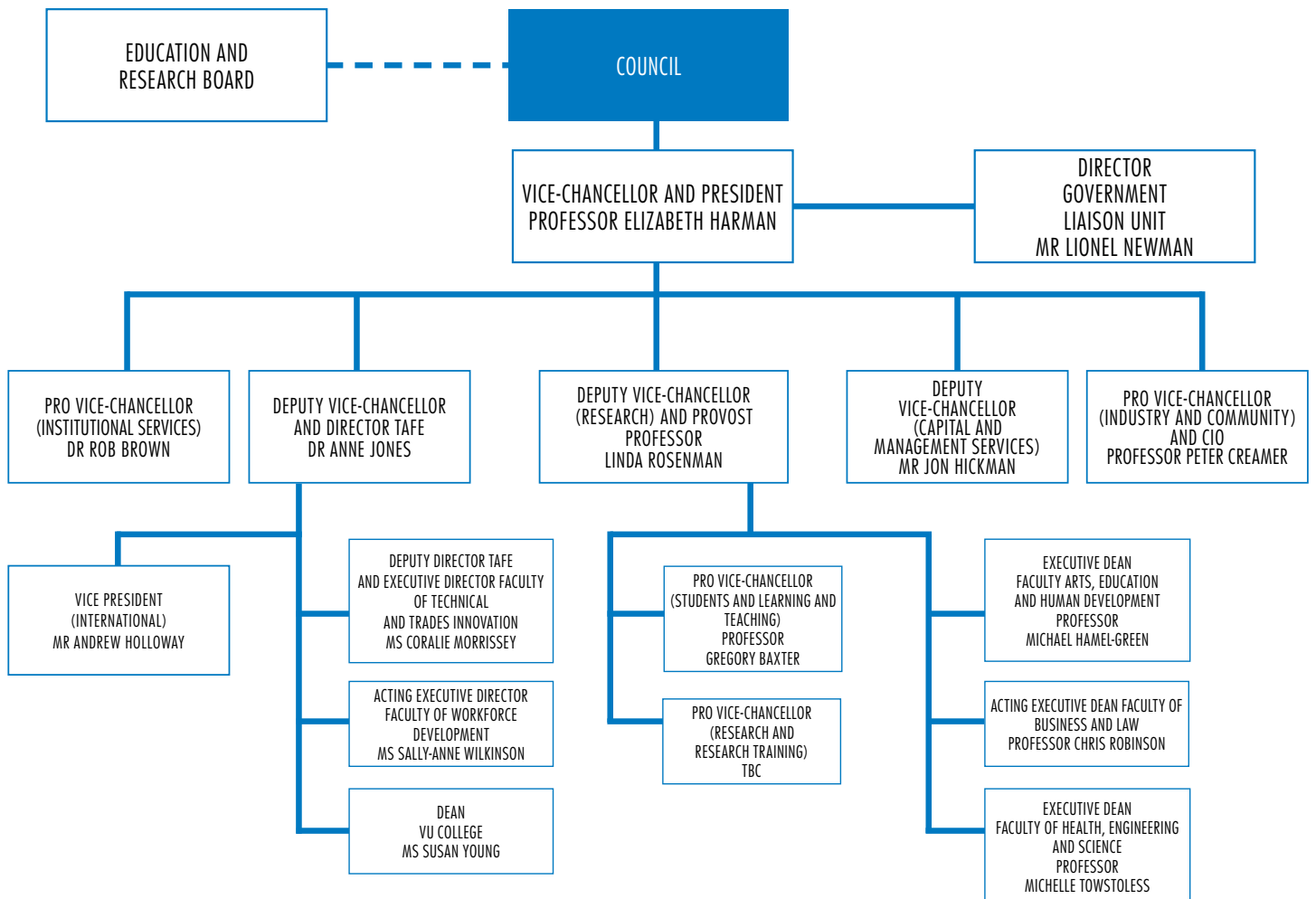
Professor Cheng received his doctorate in economics in Russia and focused his research on the study of transitional economies around the world.

He holds senior positions in many academic associations, including Vice-President of the Chinese World Economy Academic Association and Vice-Director of International Politics Research Association of Chinese Universities.

COUNCIL STRUCTURE



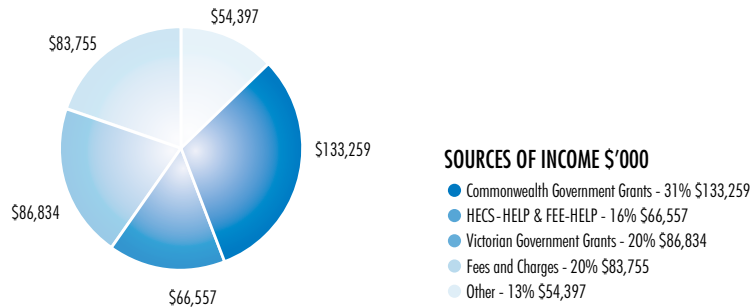
OPERATIONAL STRUCTURE



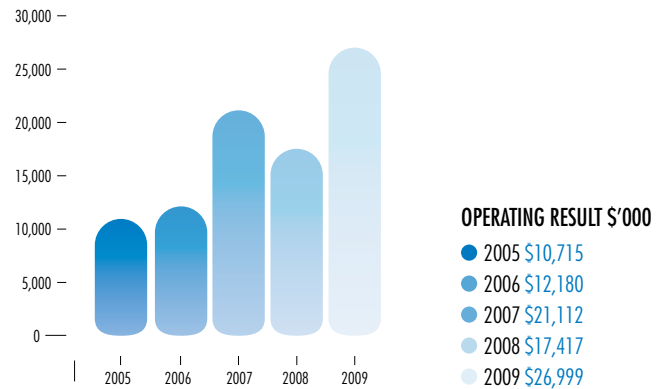
INCOME SOURCES AND OPERATING RESULTS

INCOME SOURCES FOR THE PERIOD 2005–2009

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



OPERATING RESULTS FOR THE PERIOD 2005–2009



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 AND BUDGET OBJECTIVES 2009

BUDGETARY OBJECTIVE	OUTCOME
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.	The University generated a strong reported operating surplus of \$26.7m (6.3% margin); on an underlying basis the result was \$18.8m (4.7% margin compared to a target margin of 5%).
Living within our means – the University will endeavour to fund ongoing operating activities from the current year's operating revenue and not from accumulated surpluses or reserves.	The University's underlying result is the best indicator of this objective. As mentioned above, the University delivered an underlying margin of 4.7% which fell slightly below the target margin of 5%.
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.	Expenditure on the Making VU project was \$2.4m; this was a slight increase on expenditure incurred in 2008 which equalled \$2.1m. Total expenditure on Making VU over the project life has so far equalled \$6.3m.
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 (LiWC).	Total expenditure directly related to supporting the teaching and learning support division equalled \$26m. Direct expenditure incurred relating to the LiWC program equalled \$0.7m. Significant infrastructure program expenditure was incurred to support improved teaching and learning facilities. One example includes the Footscray Park Learning Commons Building.
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.	Expenditure of \$2.2m was incurred by the University's Priority Research Areas.
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.	Expenditure on major building and other strategic initiatives equalled \$64.7m. Significant expenditure is foreshadowed for the period 2010–2014; this is necessary to ensure the University is able to provide state-of-the-art technology, teaching and research facilities.
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.	Clear revenue and expenditure targets were set for each organisational unit and responsible officers. Extensive performance monitoring was undertaken throughout 2009. Systems and reporting improvements were implemented to better inform and streamline the process.

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