

# 2016 ACU ANNUAL REPORT





Australian Catholic University (ACU) was established in November 1990 through incorporation as a public company limited by guarantee, established and set up with the resources of the Catholic Church and incorporated pursuant to the *Corporations Act, 2001*. It is a national university that operates in a number of jurisdictions domestically and overseas.

It is regulated by the *Corporations Act* and the *Australian National Charities and Not-for-profits Commission Act, 2012* and lodges its Annual Report in accordance with those statutory requirements.

The University was formed through the amalgamation of the Catholic College of Education (NSW), the Institute of Catholic Education (Vic), McAuley College (Qld) and Signadou College of Education (ACT). Today, ACU has eight campuses: Brisbane (McAuley at Banyo), North Sydney (MacKillop), Strathfield (Mount Saint Mary), Canberra (Signadou), Ballarat (Aquinas), Melbourne (St Patrick's), Adelaide (St Francis of Assisi) and the Rome Campus.

A public university, recognised and funded by the Commonwealth Government, ACU is open to students and staff of all beliefs. To view this report online visit [www.acu.edu.au/annualreports](http://www.acu.edu.au/annualreports).

## Letter of transmittal

May 2017

Australian Charities and Not-for-profits Commission  
GPO Box 5 108, Melbourne VIC 3001

I am pleased to submit for your information the Australian Catholic University Annual Report for the year ending 31 December 2016.

The Annual Report was approved by the Australian Catholic University Senate on 3 May 2017.

Yours sincerely



**The Honourable John Fahey AC**  
Chancellor

## LETTER OF TRANSMITTAL

<b>MESSAGE FROM THE CHANCELLOR AND THE VICE-CHANCELLOR</b>	<b>2</b>
<b>ACU AT A GLANCE</b>	<b>4</b>
<b>OUR MISSION</b>	<b>6</b>
A DISTINCTLY AND PROUDLY CATHOLIC PERSPECTIVE	7
LIVING THE MISSION TO ADVANCE THE COMMON GOOD	7
BOARD OF IDENTITY	7
STRENGTHENING THE CORE	7
<b>OUR VISION</b>	<b>8</b>
EDUCATING STUDENTS AROUND THE NATION AND THE WORLD	9
RESPONDING TO STUDENT NEEDS AND INDUSTRY	9
PRIORITY ACADEMIC AND RESEARCH AREAS	9
LIVING THE UNIVERSITY'S MISSION WITH COMMUNITIES	9
KEY VALUES	10
<b>OUR GOVERNANCE</b>	<b>12</b>
SENATE MEMBERS	13
COMMITTEES	13
STANDING COMMITTEES OF ACADEMIC BOARD	13
MANAGEMENT STRUCTURE	13
COMPLIANCE STATEMENT	13
PRINCIPAL OFFICERS OF THE UNIVERSITY 2016	14
EXECUTIVE DEANS	16
DEANS	16
ASSOCIATE VICE-CHANCELLORS	16
CAMPUS DEANS	16
DIRECTORS	16
NATIONAL HEADS OF SCHOOLS	17
FINANCIAL HIGHLIGHTS	17
MANAGEMENT STRUCTURE UNDER THE VICE-CHANCELLOR 2016	18
<b>OUR CHURCH</b>	<b>20</b>
ANIMATING ACU'S MISSION THROUGH CAMPUS MINISTRY AND EVANGELISM	21
ADVANCING ACU'S CATHOLIC IDENTITY, MISSION AND CULTURE	21
<b>OUR STAFF</b>	<b>22</b>
EMBEDDING A CULTURE OF EXCELLENCE IN ACU'S WORKFORCE	23
BUILDING WORKFORCE CAPABILITY	23
LEADING GENDER EQUALITY	23
ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYMENT	23
STAFF OVERVIEW	24
STAFF STATISTICS	24
STAFF BY ORGANISATIONAL UNIT	24
2016 SIGNIFICANT STAFF APPOINTMENTS	25
2016 VICE-CHANCELLOR'S STAFF EXCELLENCE AWARDS AND MEDAL FOR EXCELLENCE	25
<b>OUR ACADEMIC PROFILE</b>	<b>26</b>
CORE THEMES IN 2016	27
ENROLMENT STRATEGY	27
POSTGRADUATE	27
PATHWAY PROGRAMS AND ALTERNATIVE ENTRY	27
ACADEMIC PARTNERSHIPS	28
ACUCOM	28

# CONTENTS

ACU'S FACULTIES	28	HEALTH, SPORT, AND WELLBEING	42
FACULTY OF EDUCATION AND ARTS	28	SPORT CLUBS	42
2016 HIGHLIGHTS	28	AUSTRALIAN UNIVERSITY SPORT PROGRAMS	42
NEW PRODUCTS	28	ELITE ATHLETE PERFORMER PROGRAM	42
ABORIGINAL AND TORRES STRAIT ISLANDER PROGRAMS	29	GYMS AND FACILITIES	42
COMMUNITY ENGAGEMENT AND PARTNERSHIP HIGHLIGHTS	29	COMMUNITY EVENTS AND SOCIAL SPORT PROGRAMS	42
STAFF ACHIEVEMENTS	29	NATIONAL ENTERPRISE PROGRAMS	42
FACULTY OF HEALTH SCIENCES	30	STUDENT RETENTION	43
2016 HIGHLIGHTS	30	PASS	43
COMMUNITY ENGAGEMENT AND PARTNERSHIP HIGHLIGHTS	30	STUDENT COMMUNICATIONS	43
STUDENT ACHIEVEMENTS	31	LEARNING AND TEACHING	43
STAFF ACHIEVEMENTS	31	GRADUATE ATTRIBUTES AND EMPLOYABILITY	44
FACULTY OF LAW AND BUSINESS	32	FIRST PEOPLES AND EQUITY	44
2016 HIGHLIGHTS	32	LIBRARIES AND LEARNING RESOURCES	45
COMMUNITY ENGAGEMENT AND PARTNERSHIP HIGHLIGHTS	33		
STAFF ACHIEVEMENTS	33	<b>OUR RESEARCH</b>	<b>46</b>
FACULTY OF THEOLOGY AND PHILOSOPHY	33	RESEARCH INTENSIFICATION	47
2016 HIGHLIGHTS	33	RISING RESEARCH TRAJECTORY	47
COMMUNITY ENGAGEMENT AND PARTNERSHIP HIGHLIGHTS	33	FACULTY OF EDUCATION AND ARTS	47
STUDENT ACHIEVEMENTS	34	LEARNING SCIENCES INSTITUTE AUSTRALIA	47
STAFF ACHIEVEMENTS	34	INSTITUTE FOR SOCIAL JUSTICE	47
ACADEMIC QUALITY	34	INSTITUTE FOR RELIGION, POLITICS AND SOCIETY	48
ACADEMIC BOARD	34	FACULTY OF HEALTH SCIENCES	48
COURSE LOAD ANALYSIS	34	INSTITUTE FOR HEALTH AND AGEING	48
IDENTITY AND MISSION	34	INSTITUTE FOR POSITIVE PSYCHOLOGY AND EDUCATION	49
CORE CURRICULUM	34	MARY MACKILLOP INSTITUTE FOR HEALTH RESEARCH	49
ALIGNMENT/INTEGRATION OF CATHOLIC IDENTITY	35	CENTRE FOR DISABILITY AND DEVELOPMENT RESEARCH	49
INTERNATIONALISATION	35	CENTRE FOR HEALTH AND SOCIAL RESEARCH	49
OUR GLOBAL VISION	35	FACULTY OF THEOLOGY AND PHILOSOPHY	50
ACU ROME CAMPUS	35	INSTITUTE FOR RELIGION AND CRITICAL INQUIRY	50
PROGRAMS AND OUTREACH ACTIVITIES AT THE ROME CAMPUS	36	FACULTY OF LAW AND BUSINESS	50
WORLDWIDE PARTNERSHIPS	37	AUSTRALIAN RESEARCH COUNCIL	50
GROWING PARTICIPATION IN INTERNATIONAL ACTIVITIES	37	NATIONAL HEALTH AND MEDICAL RESEARCH COUNCIL	50
ACU INTERNATIONAL 2016 HIGHLIGHTS AT A GLANCE	37	COLLABORATION AND RESEARCH ACTIVITIES	51
STRATEGIC PARTNERSHIPS	37		
STRATEGIC PARTNERSHIPS & EXECUTIVE EDUCATION DIRECTORATE	37	<b>OUR ALUMNI</b>	<b>52</b>
EXECUTIVE EDUCATION	37	OUR ALUMNI	53
CANBERRA/BALLARAT ACADEMIC RENEWAL	37	COMMUNITY IMPACT	53
GOVERNMENT, POLICY & STRATEGY	37	2016 HIGHLIGHTS	53
PM GLYNN INSTITUTE LAUNCHES	37		
		<b>OUR COMMUNITIES</b>	<b>54</b>
<b>OUR STUDENTS, LEARNING AND TEACHING</b>	<b>38</b>	ADELAIDE (ST FRANCIS OF ASSISI)	55
STUDENT STATISTICS	39	BALLARAT (AQUINAS)	55
GRADUATE STATISTICS	40	BRISBANE (MCAULEY AT BANYO)	55
STUDENT EXPERIENCE	40	CANBERRA (SIGNADOU)	55
OFFICE OF STUDENT SUCCESS	40	MELBOURNE (ST PATRICK'S)	57
ACADEMIC SKILLS UNIT	40	SYDNEY: NORTH SYDNEY (MACKILLOP) AND STRATHFIELD (MOUNT SAINT MARY)	57
CAREER DEVELOPMENT SERVICE	40	2016 HIGHLIGHTS	57
COUNSELLING SERVICE	40		
DISABILITY SERVICES	40	<b>OUR SERVICES</b>	<b>58</b>
STUDENT ENRICHMENT	40	PROGRESS TOWARDS SERVICE EXCELLENCE	59
STUDENT PROGRAMS	41	CORPORATE SERVICES RECOGNISED	59
STUDENT EMPLOYMENT AND PROFESSIONAL DEVELOPMENT	41	MAJOR ACHIEVEMENTS IN KEY RESULT AREAS	59
STUDENT ASSOCIATIONS	41	STRATEGIC APPROACH AND GOVERNANCE	59
STUDENT ENGAGEMENT & SERVICES	41	WORKFORCE, CULTURE, STAFF PERFORMANCE AND DEVELOPMENT	60
STUDENT SERVICES AND AMENITIES FEE	41	FINANCIAL ACCOUNTABILITY, TRANSPARENCY AND SUSTAINABILITY	60
LIVING AND LEARNING COMMUNITIES	42	INFRASTRUCTURE AND ENVIRONMENT	60
		STAKEHOLDER RELATIONS	61

# MESSAGE FROM THE CHANCELLOR AND VICE-CHANCELLOR



## LIVING THE ACU MISSION FROM AUSTRALIA TO POLAND TO RIO AND BACK

It gives me great pleasure to introduce the 2016 Annual Report. In my second year as Chancellor at Australian Catholic University (ACU), it is important to reflect on the myriad ways in which the ACU community embodies our mission. At campuses and across the globe, students, faculties, staff, and alumni pursue knowledge, strengthen humanity, and work for the common good.

Living our mission means giving young people from refugee and migrant backgrounds opportunities to flourish and develop skills, which is what the program Kicking Goals Together does. It is about maintaining cultural respect while improving health outcomes, as is exemplified by Indigenous graduate Cherrisse Buzzacott, the 2016 winner of the Alumni of the Year Award. Living the ACU Mission also means walking the path others have walked, as 37 students and staff members did during the 2016 World Youth Day pilgrimage to Poland.

Also in 2016, we celebrated many 'firsts' – we enjoyed our first graduates of the Bachelor of Occupational Therapy program in Melbourne, we proudly hosted our first Indigenous University Games at our Brisbane Campus, and we also watched enthralled as our students



and alumni won medals at the Olympic and Paralympic Games. ACU graduate Millie Tapper blazed her way into history by being the first athlete to represent Australia at both the Olympic and Paralympic Games.

We also continued an emerging tradition by being recognised by the Workplace Gender Equality Agency for the fifth successive year as an Employer of Choice for Gender Equality. Our high levels of women's participation at all levels of the workforce, our parental leave for women and men, and flexible work options that allow staff to manage work and personal commitments were all acknowledged.

In 2016, we were further distinguished by inclusion in two world university rankings for the first time – the Times Higher Education World University Rankings and the QS World University Rankings. In both systems, ACU was ranked in the top five per cent of universities worldwide.

Our growing international presence saw us undertake benchmarking with our peers in Australia and around the world. After research, consultation, and a vote by the Senate, we have changed a number of titles including that of the Vice-Chancellor to Vice-Chancellor and President to reflect our international standing.

In 2016, students, athletes, researchers, staff members, alumni, and community proved the power of our mission. I would like to personally acknowledge the work of our Vice-Chancellor and President, Professor Greg Craven AO, GCSG and his team. As a result of their work, that mission keeps growing stronger every day.

The Honourable John Fahey AC, Chancellor

## STRENGTHENING OUR TRADITION OF GIVING BACK

In 2016, we have seen tremendous changes and challenges in society, in world politics and in the education sector. In that context, ACU has continued to grow in standing and develop in esteem. We have seen student numbers grow from 16,000 to 32,000 during the past five years. As one of Australia's, and increasingly, the world's great universities, our commitment to ground-breaking research, innovative social programs, life-changing health projects, key educational programs, and philanthropic endeavours is stronger now than ever.

Our credentials as a world-class research institution and strong voice in the international community have been consolidated in this eventful year. ACU researchers practice our Catholic identity and mission by making an impact in health, education, business and law, psychology, theology, and philosophy. Their standing has been recognised in a very concrete way – through grants.

ACU received more than \$3.7 million in major grants from the Australian Research Council (ARC). Our research was also acknowledged as world standard. This year we improved our Excellence in Research Australia (ERA) results in key focus areas. Two research programs earned a five in the 2016 ERA, the highest possible score indicating outstanding performance well above world standard. While many other



programs earned high rankings, for 2017 we are working to make a greater difference in people's lives.

At the heart of ACU are our students. The student experience at ACU is rich with opportunities for meaningful community interaction that helps them to grow professionally and personally.

Our students contributed to primary healthcare in Cambodia, and as nursing and paramedicine students in a health clinic in Battambang. Others tutored students from culturally and linguistically diverse backgrounds or worked in schools in remote and Indigenous community settings. Some volunteered at hospitals and aged care centres. This practical focus sets our students apart from their peers.

Our Rome Campus has now been open for a year. A significant milestone was the official blessing of the campus in September.

In 2016, we expanded the campus to provide more students and staff members with a

transformative experience in collaboration with The Catholic University of America. We also launched the Francis Xavier Conaci Scholarship, which will assist ACU Indigenous students to attend the Rome Campus.

I was humbled earlier this year to be appointed a Consultor by Pope Francis to the Holy See's Congregation of Catholic Education. The appointment reflects the significant role that ACU plays in the education mission of the Church universally.

In 2016, we advanced our mission by creating opportunities for learning, personal growth, discovery, and meaningful partnerships. As we look to the future, we see more opportunities to strengthen our community and continue to make a difference.

Professor Greg Craven AO, GCSG Vice-Chancellor and President

# ACU AT A GLANCE

## KEY MILESTONES

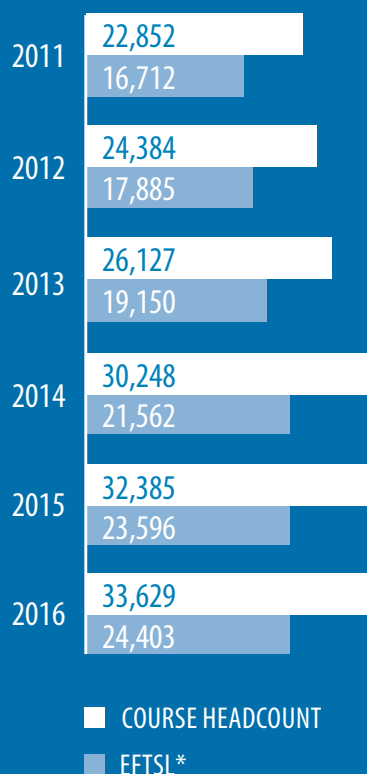
In 2016, ACU:

- improved its position as a best practice research institution with improved Excellence in Research results and more than \$7 million in grants.
- saw more than 1,400 students participating in international activities, including community engagement and enrolment in programs in Rome, Beijing, London, and Paris.
- celebrated its first occupational therapy students graduating, including our first Indigenous graduate in OT.
- received recognition as an Employer of Choice for Gender Equality for the fifth consecutive year.



## 2016 BY THE NUMBERS

### STUDENTS



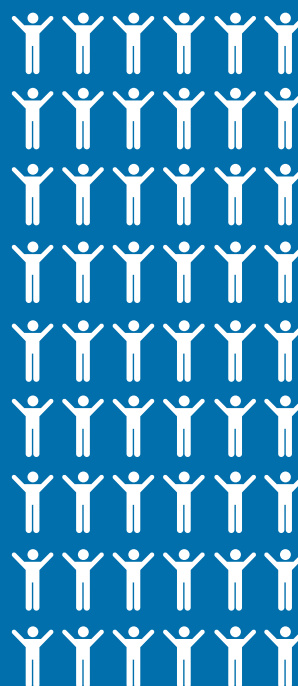
Graduate students: 6,123  
(course completions between Jan and Dec 20)



ACU alumni: > 85,500

### 2016 STAFF

Total staff FTE: 2,380



# SOLIDIFYING ACU'S RESEARCH REPUTATION

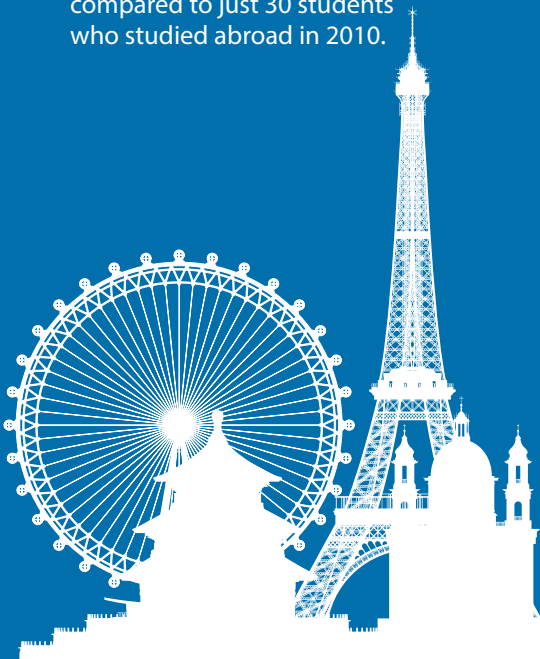


- With a success rate of 50 per cent, the University outpaced the scheme success rate of 31 per cent for Australian Research Council Linkage Grants.
- Two research areas achieved the highest score possible in the Excellence in Research for Australia (ERA) results.
- The University received three Australian Research Council (ARC) Linkage grants totalling \$1.219 million.

## ACU ABROAD



- More than 1,000 students participated in international study activities in 2016, compared to just 30 students who studied abroad in 2010.



- More than 120 students enrolled in the International Core Curriculum programs in Rome, Beijing, London, and Paris in 2016.
- International students studying at ACU campuses represented 95 countries.

## PREPARING WORK-READY GRADUATES

**71%** of ACU graduates reported full-time employment in 2016.

## INCREASING COMMUNITY ENGAGEMENT

**three HUNDRED & five** students participated in international community engagement activities.





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# OUR MISSION

St Thomas Aquinas Chapel, Ballarat Campus

# THE ACU MISSION: WITHIN THE CATHOLIC INTELLECTUAL TRADITION AND ACTING IN TRUTH AND LOVE, AUSTRALIAN CATHOLIC UNIVERSITY IS COMMITTED TO THE PURSUIT OF KNOWLEDGE, THE DIGNITY OF THE HUMAN PERSON AND THE COMMON GOOD.

## A DISTINCTLY AND PROUDLY CATHOLIC PERSPECTIVE

The ACU Mission is grounded in the 2,000-year-old Catholic intellectual tradition and serves as the foundation for all of ACU's endeavours, bringing a distinct perspective to higher education.

Belief in the sacredness of human life is central to this tradition and remains at the forefront of ACU's teaching, research, and outreach. ACU students and staff engage with cultural, social, ethical, and religious issues through the lens of the Catholic faith while advancing knowledge in education, health, commerce, the humanities, the sciences, and the creative arts. Likewise, the Catholic worldview informs every aspect of the University's activities from operations to teaching, research, and community engagement.

ACU's Catholic identity is expressed through intellectual freedom, personal development, and service to the common good. Reflecting this identity, ACU graduates are engaged citizens who are attuned to the interconnected nature of humanity. Commitment to serving the common good and fostering a just society drives them to become engaged citizens who are prepared to lead thoughtful, philosophical lives. ACU graduates are not only skilled in their chosen fields; they are also ethical in their behaviour and demonstrate a developed critical habit of mind.

## LIVING THE MISSION TO ADVANCE THE COMMON GOOD

In 2016, ACU demonstrated its commitment to advancing the common good in a myriad of ways.

- By sustaining and growing partnerships with local, regional, national, and international organisations to further embed community engagement activities as part of the ACU student experience. Students at the ACU/ CUA Rome Campus, for example, work closely with members of the Sant'Egidio community in outreach programs to the marginalised and disadvantaged in Rome.
- By fostering community engagement and research activities related to the key areas of the common good, health and wellbeing, education, and theology and philosophy
- By expanding cross-disciplinary research teams to address universal issues of concern and to find innovative solutions to today's challenges. The ACU Pastoral Care Research Collaboration for example, is working to contribute to the body of evidence on the benefits of pastoral care to patients,

“Our mission is to give our students and staff an authentically Catholic university experience that highlights the dignity of every human person and the reality that they have the potential to contribute to the common good. We do that through our teaching, our research and our community outreach.”

Father Anthony Casamento CSMA, Director, Identity and Mission

“ACU's mission is more than rhetoric. Catholic social thought informs and drives our focus — our strategy, our culture and our learning experiences for staff and students. At the core of our mission is the belief in the power of education to transform people's lives and enable enhanced societal contribution.”

Professor Pauline Nugent, Provost

staff, and families. Importantly, it includes a number of external members from organisations that provide pastoral care and provides a platform for information sharing, collaboration, and dissemination.

## BOARD OF IDENTITY

The University's Board of Identity (comprised of the Episcopal members of Corporation and their representatives of the major Metropolitan Sees in Australia) continued to provide objective and independent advice, and guidance on issues relevant to the University's Catholic identity and mission. The Board conducts an annual review of the University's progress in terms of its Catholic character. It also undertakes more focused examinations of particular areas of the University's activities, academic or otherwise, either on its own initiative or at the request of the Corporation or Senate.

The Board of Identity serves to enhance ACU's internal Catholic identity, strengthen the University's external Catholic focus, and promote greater understanding of the University's Mission as a Catholic university, both internally to the ACU community and more widely to the Australian Catholic community. It has been established to complement the regular review and evaluation work within the University and should, therefore, improve the University's Catholic character. Under the Constitution of the Corporation of the University, the Corporation retains full responsibility for the Catholic character of the University.

The Most Reverend Denis J Hart DD, Archbishop of Melbourne, has chaired the Board of Identity since 2015.

## STRENGTHENING THE CORE

Across all fields of study, ACU undergraduate students engage in dialogue where both faith and reason play a part. The Core Curriculum inspires students to examine fundamental questions about human experience and meaning through the lens of Catholic social principles.

In the Core Curriculum, students ground their experience and understanding of the Catholic ethos in learning that reflects the ACU Mission. Rather than just passing on knowledge, the goal of the Core Curriculum is to raise fundamental questions about human experience and meaning. Courses equip students to address these questions with intelligence, compassion, and a heightened ethical awareness.

In 2016, ACU continued to offer students the opportunity to study one Core Curriculum unit overseas in Rome, Beijing, London, or Paris. International programs for December/January 2017 include units in Rome and London, with other destinations planned.

# OUR VISION



# ACU IS INCREASINGLY RECOGNISED AS A SIGNIFICANT GLOBAL PLAYER IN CATHOLIC HIGHER EDUCATION. WE OFFER NATIONAL REACH, A ROBUST ENROLMENT PROFILE, AND INCREASING INTERNATIONAL OFFERINGS, INCLUDING ACU'S OFFSHORE PRESENCE IN ROME, THE HEART OF THE CATHOLIC CHURCH.

Professor Pauline Nugent, Provost

As a Catholic university, ACU is committed to providing quality transformative education, research, and community engagement.

Grounded in the richness and traditions of the Catholic faith, ACU seeks to bring about positive changes in local and global communities. To achieve this, the University engages world-class staff and prepares graduates who excel in key areas of social need. Furthermore, ACU aligns programs and course offerings to meet employer and industry requirements. As a result of this alignment, graduates enter the workforce ready for their role in the workplace and prepared to make a difference.

As one of the pre-eminent Catholic universities in the English-speaking world, ACU's reach is widespread. Within Australia, ACU is the only public Catholic university. It is part of the government-funded national system of Australian universities.

## EDUCATING STUDENTS AROUND THE NATION AND THE WORLD

With campuses across the country, ACU is Australia's only truly national university. Located in Adelaide, Ballarat, Brisbane, Canberra, Melbourne, and Sydney (North Sydney and Strathfield), as well as in Rome, ACU sustains a student-centric focus on each campus. Because of ACU's unique market position, the University is prepared to respond to local industry needs and to grow in targeted areas of demand.

The Rome Campus, which was formed in collaboration with The Catholic University of America, extends the ACU Mission globally. It places ACU at the heart of the Church and offers staff and students the opportunity to interact with the global education community.

## RESPONDING TO STUDENT NEEDS AND INDUSTRY

In 2016, 76.7 per cent of ACU graduates were employed full-time. These employment outcomes testify to ACU's long-standing partnerships with key industries, including health care providers, education systems, schools, legal practices, social service providers, faith-based organisations, and other businesses.

ACU develops and maintains relationships with these industries to ensure that graduates possess the professional skills and knowledge that employers seek in today's job market.

## PRIORITY ACADEMIC AND RESEARCH AREAS

The University's academic and research focus areas embody ACU's Catholic identity and mission. Teaching and research revolve around key areas of societal need, including health and education. ACU was founded by Catholic tertiary institutions that had been training teachers and nurses since the mid-19th century. The University continues that tradition today by preparing graduates who will advance social responsibility and contribute to the wellbeing of people around the world.

ACU's four faculties are:

- Education and Arts
- Health Sciences
- Law and Business
- Theology and Philosophy

The University's priority research focus areas are:

- Education
- Health
- Theology and philosophy
- Social justice and the common good

## LIVING THE UNIVERSITY'S MISSION WITH COMMUNITIES

Within the framework of the Catholic intellectual tradition and Catholic social principles, community engagement is central to the ACU Mission. It is also an integral part of students' personal and professional development at the University.

The Institute for Advancing Community Engagement (IACE) facilitates relationships and partnerships between the University and community. These partnerships aim to enhance the wellbeing and dignity of people in Australia and worldwide. Staff and students work collaboratively with community groups and organisations nationally and internationally to build capacity, improve wellbeing, and contribute to just and sustainable outcomes.

IACE's agenda, Beyond Today, prioritises the University's commitment to work with people and communities affected by disadvantage and social isolation. It does so through community engagement, scholarship, and research in three key thematic areas:

- Beyond Disadvantage, promoting social inclusion and wellbeing by reaching out to those most in need

- Beyond Borders, providing development and capacity building beyond the boundaries of Australia
- Beyond Differences, supporting social cohesion and participation enriched by interfaith and inter-cultural understandings.

Student participation in international community engagement has continued to grow. Whereas 43 students participated in 2014, 305 students took part in community programs abroad in 2016.

Flagship community engagement programs and partnerships include:

- Education support and capacity building
- Clemente Australia
- Homework support programs
- Future in Youth, Milperra
- University Community Hub, Mt Druitt
- Education capacity building, Timor-Leste
- Health and wellbeing and capacity building
- Catholic Alliance for International Development (CAID)
- Barefoot Nurses, Timor-Leste
- Future in Youth, Timor-Leste
- Health for Happiness, Cambodia
- University for Refugees, Thai-Burma border

Selected community engagement examples from 2016 include:

- Nursing and paramedicine students contributed to sustainable primary health care within Cambodia by working in a health clinic in Battambang.
- ACU's English for Academic Purposes program provided full tuition and scholarships for Syrian and Iraqi refugees resettling in Australia.
- A new program, Kicking Goals Together, launched to connect people from refugee and migrant backgrounds with the opportunity to develop physical, social, and professional skills.

# KEY VALUES

To fulfil its mission and vision, the University is guided by a long-standing commitment to truth, academic excellence, and service. These values are pursued within the framework of the Catholic intellectual tradition.

They reflect ACU's commitment to serving the common good, upholding the sacredness in life, respecting and welcoming all faith traditions, and upholding the dignity of all human persons.

## **TRUTH**

ACU is committed to the lifelong pursuit of knowledge, freely seeking truth through research, critical inquiry, and active discovery. The University shares this pursuit through teaching, scholarship, and engagement, contributing to the growth and betterment of society.

## **ACADEMIC EXCELLENCE**

ACU, through its pursuit of excellence in teaching and research, strives to produce the highest quality intellectual, educational, and learning experiences through innovation and creativity.

## **SERVICE**

ACU is a university of service. It seeks to serve the wider community through research, education, and engagement, especially by providing opportunities for those in need and by educating its students to be socially and morally responsible persons.



STRALIAN CATHOLIC UNIVERSITY

# OUR GOVERNANCE



The University is incorporated in Victoria as Australian Catholic University Limited, a public company limited by guarantee.

The Most Reverend Denis J Hart DD is the President of Australian Catholic University Limited.

The Corporation's members are the Catholic Archbishops of the Archdioceses of Sydney, Melbourne, Brisbane, and Canberra-Goulburn, the Bishops of the Dioceses of Ballarat and Parramatta, congregational leaders of founding religious institutions, and nominees of the Archbishops and the Bishop of Ballarat. ACU's Constitution may be viewed on the University's website at [www.acu.edu.au](http://www.acu.edu.au).

The University Senate governs the University. Members of Senate are the Board of Directors. Four State Chapters, based in the Australian Capital Territory, New South Wales, Queensland, and Victoria, provide an interface between the University and the local community.

With the exception of the Vice-Chancellor, the local Archbishop appoints the members of each Chapter. While the Chapters have no direct governance role in the University, each Chapter reports to Senate and the Annual General Meeting of the Corporation.

## SENATE MEMBERS

The 18 members of Senate - the Board of Directors - are appointed in different ways:

- The Chancellor, Pro-Chancellor and Vice-Chancellor, Chair of Academic Board, and one Cleric nominated by the Australian Catholic Bishops Conference are ex-officio members. Members of the Corporation elect the Chancellor and Pro-Chancellor. The Senate appoints the Vice-Chancellor.
- Members of the Corporation elect four senators, one from each state and territory, nominated by the relevant State Chapter and approved by the local Archbishop.
- Members of the Corporation elect four senators from nominations provided by members of the Corporation and the Senate.
- Academic staff elect three senators.
- Professional staff elect one senator.
- Students elect one senator.

## COMMITTEES

- Standing and Finance Committee
- Audit and Risk Committee
- Academic Board
- Honorary Awards Committee
- Nominations & Remuneration Committee

## STANDING COMMITTEES OF ACADEMIC BOARD

- Academic Administrative Committee
- Academic Board Executive Committee
- Courses and Academic Quality Committee
- Faculty Boards
- Internationalisation Committee
- Standards and Compliance Committee
- University Learning and Teaching Committee
- University Medals Committee
- University Research Committee

## MANAGEMENT STRUCTURE

The Vice-Chancellor, as the Chief Executive Officer of Australian Catholic University, represents the University nationally and internationally, and provides strategic leadership and management.

The Provost, the Chief Operating Officer and two Deputy Vice-Chancellors have delegated responsibility for assigned areas of policy: Academic, Corporate Services, Research, and Students, Learning and Teaching.

Four faculty Executive Deans, the Academic Registrar, and directors with national portfolios also assist the Vice-Chancellor. There is a faculty Executive Dean, supported by a number of associate deans and heads of school.

Associate Vice-Chancellors are based in Brisbane, Melbourne and Sydney. They act as the Vice-Chancellor's representative in their local region as do the Campus Deans in Ballarat and Canberra.

There are directors and managers for each major area of the University's activities (see organisational chart on pages 18-19).

Two national student bodies, Australian Catholic University National Student Association (ACUNSA) and Australian Catholic University Postgraduate Association (ACUPGA), along with the Campus Student Associations, provide a voice for students.

## COMPLIANCE STATEMENT

ACU is committed to ensuring compliance with the *Voluntary Code of Best Practice for the Governance of Australian Universities* (Code) wherever possible. ACU acknowledges the requirement under clause 14 to disclose in its Annual Report ACU's compliance with the Code and provide reasons for any areas of non-compliance.

With the exception of the matter disclosed below, ACU is compliant with the Code to the extent permitted by its governing documents (the Constitution, Statutes, Regulations, Standing Orders, Policies, Procedures and Guidelines), the Australian Catholic University Acts in New South Wales, Victoria and Queensland and relevant Commonwealth legislation including the *Corporations Act 2001* and the *Australian Charities and Not-for-profits Commission Act 2012*.

In relation to clause 6 of the Code, Senators are currently engaged in a process to define the nature and scope of an independent review of Senate in accordance with requirements set out in the *Higher Education Standards Framework (Threshold Standards) 2015*.



## PRINCIPAL OFFICERS OF THE UNIVERSITY 2016



### CHANCELLOR

**THE HON JOHN FAHEY AC**  
Solicitor (LPAB), DipLaw (USyd)

A figure in public life for more than 30 years, the Hon John Fahey AC is Australian Catholic University's fourth Chancellor.

Mr Fahey was New South Wales Premier from 1992-95 before entering federal politics as the Minister for Finance and Administration in the Howard government. He was instrumental in securing the 2000 Sydney Olympic Games, acting as Chairman of the bid team.

In 2002, Mr Fahey was awarded a Companion of the Order of Australia for his service to the Australian and NSW Parliaments, the facilitation of industry growth, and industrial relations reform.

Mr Fahey served as President of the World Anti-Doping Agency. Currently, he chairs the Australian Government Commonwealth Reconstruction Inspectorate.



### PRO-CHANCELLOR

**MR JULIEN O'CONNELL AM**  
DipAcct (BTS) FAICD

Mr Julien O'Connell is a distinguished executive and businessman, who has built a successful career in insurance, accounting and risk management. He is Chairman of the CEO Institute (Syndicates) and Chairman of the Fraynetwork Board. He is a member of numerous boards and finance councils, and he supports Enterprise Ireland in Victoria to promote and encourage trade between Ireland and Australia.

Mr O'Connell has been Chairman of Mercy Health since 2008. He is a board member of Catholic Health Australia and for 20 years has served on the Finance Committee of the Catholic Archdiocese of Melbourne.



### VICE-CHANCELLOR AND PRESIDENT

**PROFESSOR GREG CRAVEN AO, GCSG**  
BA LLB (Hons) LLM (Melb)

Professor Greg Craven AO is a lawyer and academic, and has been Vice-Chancellor and President of Australian Catholic University (ACU) since 2008. He is an expert in public law and a regular contributor to public debate.

Professor Craven was formerly a Reader in Law at the University of Melbourne and served as Crown Counsel to the Victorian Government from 1992 to 1995.

Before joining ACU, he was Foundation Dean and Professor of Law at the University of Notre Dame Australia, and Deputy Vice-Chancellor (Strategy and Planning) at Curtin University of Technology in Western Australia. He also served as Executive Director of the John Curtin Institute of Public Policy.

Professor Craven has published numerous books and articles, mainly in the field of constitutional law and constitutional history. He is a regular columnist for *The Australian* newspaper.

Professor Craven has served on a wide range of public bodies. He chaired the Teacher Education Ministerial Advisory Group and was Deputy Chair of the COAG Reform Council. He is currently a member of the Commonwealth Higher Education Standards Panel and the Lead Vice-Chancellor for Universities Australia on Quality and Regulation.

Within the Australian Catholic community, Professor Craven is a member of the National Catholic Education Commission and the Truth, Justice and Healing Council.

Under Professor Craven's leadership, ACU has grown from 18,000 to 32,000 students, dramatically increased its research standing, and opened a campus in Rome. It is the largest Catholic university in the English-speaking world.

Professor Craven is a Fellow of the Australian Academy of Law. He was appointed by Pope Francis as a Knight Grand Cross of the Order of St Gregory the Great in 2015, and was appointed as a Consulor to the Holy See's Congregation for Catholic Education in 2016.



## PROVOST AND DEPUTY VICE-CHANCELLOR (ACADEMIC)

### PROFESSOR PAULINE NUGENT

BAppSc (LincolnInstHlthSc), MEd (Monash)

Professor Pauline Nugent, who in 2009 was honoured as Victorian Telstra Business Woman of the Year, was appointed the inaugural Provost of ACU in June 2012 after serving as Deputy Vice-Chancellor (Academic).

Professor Nugent graduated from St Vincent's Hospital in Melbourne and was appointed to the inaugural Chair of Nursing Development at Deakin University in 2003. In 2007, she took up the role of Dean of Health Sciences at ACU. Her scholarly record includes publications in nursing education, rural health, clinical research, and health curriculum. Professor Nugent has received more than \$5 million in public funding.

Her external engagements include as a Director of the Board of Eastern Health, Victoria and previously as Chair of the Board of Southern Health, Victoria for five years.



## CHIEF OPERATING OFFICER AND DEPUTY VICE-CHANCELLOR (CORPORATE SERVICES)

### DR STEPHEN WELLER

BA (USyd), MCom (UWS), MBA (UTS), PhD (VU)

Dr Stephen Weller joined ACU in 2013 from James Cook University where he was Deputy Vice-Chancellor (University Services) and Head of the Cairns Campus.

With more than 20 years of experience in tertiary education across six universities, Dr Weller's previous positions include Pro Vice-Chancellor of Students and Technology at Victoria University in Melbourne and Campus Manager of the University of Queensland, Gatton.

Dr Weller was the president of the Association of Tertiary Education Management from 2009-2015 and also Chaired the Universities Australia Deputy Vice-Chancellor's (Corporate) Committee in 2015 and 2016.



## DEPUTY VICE-CHANCELLOR (STUDENTS, LEARNING AND TEACHING)

### PROFESSOR ANNE CUMMINS

BEd (Canberra CAE), MA (Macq), MEdL (ACU), GradDipEd(RelSt) (CCE Sydney)

Formerly Dean of Students, Professor Anne Cummins was appointed Deputy Vice-Chancellor in 2009.

Before joining ACU, Professor Cummins was the director of a firm specialising in leadership and strategy for not-for-profit organisations and government departments.

She has held senior executive roles in Catholic education and is currently a director of Sydney College of Divinity and a member of the Council of St Ignatius' College Riverview.



## DEPUTY VICE-CHANCELLOR (RESEARCH)

### PROFESSOR WAYNE MCKENNA

BA(Hons) PhD (Leeds)

Professor Wayne McKenna joined ACU as Deputy Vice-Chancellor (Research) in 2013. Professor McKenna came from the University of Western Sydney (UWS) (as it was then known), where he was the Deputy Vice-Chancellor (Academic and Research).

At UWS, Professor McKenna also filled the roles of Executive Dean, College of Arts, and Provost of the Bankstown Campus. He has also held positions at the University of Newcastle, the University of Geneva in Switzerland, and the University of Toulouse in France.

## EXECUTIVE DEANS

EXECUTIVE DEAN, FACULTY OF EDUCATION AND ARTS (OFFICE AT NORTH SYDNEY CAMPUS)

**PROFESSOR TANIA ASPLAND** BA BEd PhD (UQ), MEd (Deakin)

EXECUTIVE DEAN, FACULTY OF HEALTH SCIENCES (OFFICE AT NORTH SYDNEY CAMPUS)

**PROFESSOR MICHELLE CAMPBELL** BAppSc (LincolnInstHlthSc), MNSt DN (LaTrobe) RN

EXECUTIVE DEAN, FACULTY OF LAW AND BUSINESS (OFFICE AT MELBOURNE CAMPUS)

**PROFESSOR THERESE (TERRI) JOINER** BEc(Hons) PhD (La Trobe)

EXECUTIVE DEAN, FACULTY OF THEOLOGY AND PHILOSOPHY (OFFICE AT STRATHFIELD CAMPUS)

**PROFESSOR DERMOT NESTOR** BA(Hons 1st) PhD (Trinity College)

## DEANS

DEPUTY DEAN, HEALTH SCIENCES (OFFICE AT BRISBANE CAMPUS)

**PROFESSOR KAREN FLOWERS** DipAppSc (QUT), BHSc (UCCQ), MClInEd (UNSW), PhD (Griffith), EM RN

DEPUTY DEAN, EDUCATION AND ARTS (OFFICE AT BRISBANE CAMPUS)

**PROFESSOR GERALDINE CASTLETON** CertTeach (QUT), BEd GradDipTeach (UniSA), MEd(Hons 1st) (UNE)

DEAN OF THE LA SALLE ACADEMY FOR FAITH FORMATION AND EDUCATION

**BR DAVID HALL** BEd (ACU), GradDipEd(RelEd) (McCauley), MTheol (SCD), DMin (CTU)

DEAN OF RESEARCH (OFFICE AT NORTH SYDNEY CAMPUS)

**PROFESSOR PATRICK HEAVEN** DLit&Phil (UniSA)

DEAN OF LAW (OFFICE AT MELBOURNE CAMPUS)

**PROFESSOR ROCQUE REYNOLDS** BA LLB LLM PhD (USyd)

## ASSOCIATE VICE-CHANCELLORS

MELBOURNE

**DR JOHN BALLARD** BA (ANU), MHA (UNSW), DBA (Macq)

NSW/ACT

**PROFESSOR MAREA NICHOLSON** DipTeach (NewcastleCAE), BA (Macq), GradDipEdSt (NepeanCAE), MEd PhD(USyd)

BRISBANE

**PROFESSOR JIM NYLAND** BA(Hons) (Bangor), MIST (Manchester), EdD(Derby)

## CAMPUS DEANS

**ASSOCIATE PROFESSOR GERARD PATRICK (JOE)**

**FLEMING** BA (Melb), BEd (LaTrobe), GradCertRelnEd MEd PhD (ACU) (Ballarat Campus)

**ASSOCIATE PROFESSOR PATRICK MCARDLE** BTheol (SydCollDiv), GradDipEd (UniSA), STL (CISyd), MEd PhD (ACU) (Canberra Campus)

## DIRECTORS

DIRECTOR OF LEARNING AND TEACHING CENTRE (OFFICE AT NORTH SYDNEY CAMPUS)

**DR KEVIN ASHFORD-ROWE** BA(Hons) (Hull), GradDipIntMedia (UTS), PGradCertEd (Exeter), MEd (ECU), MProfSt (UNE), EdD (UOW)

GENERAL COUNSEL AND DIRECTOR OF GOVERNANCE (OFFICE AT NORTH SYDNEY CAMPUS)

**MS DIANE BARKER** BA(Hons) LLB(Hons) (USyd), GradDipLegPrac (Coll of Law)

DIRECTOR, INSTITUTE FOR ADVANCING COMMUNITY ENGAGEMENT (OFFICE AT STRATHFIELD CAMPUS)

**PROFESSOR JUDE BUTCHER CFC AM** CertTeach (Mount Saint Mary College), BEd(Hons) MEd (Macq), PhD (USyd)

ACADEMIC REGISTRAR AND DIRECTOR, STUDENT ADMINISTRATION (OFFICE AT NORTH SYDNEY CAMPUS)

**MS KATHRYN BLYTH** BA (Canterbury), MTEM (Melb), DipMgmt MBA (HenleyMgmtColl)

DEPUTY CHIEF OPERATING OFFICER (OFFICE AT NORTH SYDNEY CAMPUS)

**MR PAUL CAMPBELL** MBT (UNSW)

DIRECTOR OF IDENTITY AND MISSION (OFFICE AT NORTH SYDNEY CAMPUS)

**FR ANTHONY CASAMENTO CSMA** BSc(Psych)(Hons) BA(Hons) MA (UNSW), BTheol (CISyd)

DIRECTOR, PM GLYNN INSTITUTE (OFFICE AT NORTH SYDNEY CAMPUS)

**DR MICHAEL CASEY** BA(Hons) LLB (Monash), PhD (La Trobe)

DIRECTOR OF FIRST PEOPLES AND EQUITY PATHWAYS (OFFICE AT BRISBANE CAMPUS)

**MS JANE CEOLIN** DipTeach (Griffith)

DIRECTOR OF HUMAN RESOURCES (OFFICE AT NORTH SYDNEY CAMPUS)

**MS DIANA CHEGWIDDEN** BComm (EmpRels), MComm(HRM&IR) (UWS)

DIRECTOR OF OFFICE OF THE VICE-CHANCELLOR AND PRESIDENT (OFFICE AT NORTH SYDNEY CAMPUS)

**MS SIMONE CHETCUTI** DipBusAdmin (TAFE), MBA (ACU)

DIRECTOR OF CORPORATE SERVICES (OFFICE AT MELBOURNE CAMPUS)

**MS SHARONE CIANCIO** BBehavSc (La Trobe), PGradDipEdCouns (RMIT), MTEM (Melb)

DIRECTOR, INSTITUTE FOR POSITIVE PSYCHOLOGY AND EDUCATION (OFFICE AT STRATHFIELD CAMPUS)

**PROFESSOR RHONDA CRAVEN** DipTeach (AMC), BA(Hons 1st) PhDEdPsy (USyd)

DIRECTOR, CENTRE FOR MUSCULOSKELETAL RESEARCH (OFFICE AT BRISBANE CAMPUS)

**PROFESSOR JULIE HIDES** BPhy MPhySt PhD (UQ)

CHAIR, ACADEMIC BOARD (OFFICE AT MELBOURNE CAMPUS)

**PROFESSOR MARGOT HILLEL** OAM, BA (LaTrobe), MA (Melb), PhD (Monash)

DIRECTOR OF FINANCE (OFFICE AT NORTH SYDNEY CAMPUS)

**MR SCOTT JENKINS** BCom (Macq), CA (ICAA)

DIRECTOR OF PROGRAMS AND POLICIES (OFFICE AT NORTH SYDNEY CAMPUS)

**MS SAMANTHA JONSSON** LLB BA (UQ), GradDipEd (Preservice) (QUT), LLM(Int) (ANU)

DIRECTOR, INSTITUTE FOR SOCIAL JUSTICE (OFFICE AT NORTH SYDNEY CAMPUS)

**PROFESSOR NIKOLAS KOMPRIDIS** MMus MA (Toronto), MMus (Yale), PhD (York)

DIRECTOR, STRATEGIC PROJECTS, OFFICE OF THE PROVOST (OFFICE AT NORTH SYDNEY CAMPUS)

**DR JUDY LAVERTY** BAppSc(Hons) (UNSW), Med(Hons) (UWS), PhD (UOW)

DIRECTOR OF LIBRARIES (OFFICE AT NORTH SYDNEY CAMPUS)

**MS FIDES LAWTON** BLibSc (Macq), MLib (UNSW), GradDipMgmt (MacqGSM)

DIRECTOR, INSTITUTE FOR HEALTH AND AGEING (OFFICE AT MELBOURNE CAMPUS)

**PROFESSOR MARITA MCCABE** BA PhD (Macq)

DIRECTOR, STUDENT ENGAGEMENT AND SERVICES (OFFICE AT NORTH SYDNEY CAMPUS)

**MR PAUL MCJANNETT** DipTeach (SCAE), BBld (UNSW)

DIRECTOR, INSTITUTE FOR RELIGION AND CRITICAL INQUIRY (OFFICE AT MELBOURNE CAMPUS)

**PROFESSOR JAMES MCLAREN** BA(Hons) MA (Melb), DPhil (Oxf)

DIRECTOR OF GOVERNMENT, POLICY & STRATEGY (OFFICE AT MELBOURNE CAMPUS)

**MR ASHLEY MIDALIA** BA LLB(Hons) (Melb), MIR (Nottingham)

**DIRECTOR OF STUDENT STRATEGIES  
(OFFICE AT NORTH SYDNEY CAMPUS)**

**MS PAULINE MURPHY PSM** BA DipEd (Macq),  
MLegalStudies (UTS)

**DIRECTOR, OFFICE OF STUDENT SUCCESS  
(OFFICE AT NORTH SYDNEY CAMPUS)**

**MS EVELYN PICOT** BSocSt (USyd), MComm (CSU)

**DIRECTOR OF INFORMATION  
TECHNOLOGY (OFFICE AT MELBOURNE  
CAMPUS)**

**MR NIRANJAN PRABHU** BEng (U Mysore),  
MDigComms (Monash)

**EXECUTIVE DIRECTOR OF  
INTERNATIONAL (OFFICE AT NORTH  
SYDNEY CAMPUS)**

**MR CHRISTOPHER RILEY** BA (ANU), MBA (UNE)

**DIRECTOR OF STRATEGIC PARTNERSHIPS  
AND EXECUTIVE EDUCATION (OFFICE AT  
NORTH SYDNEY CAMPUS)**

**MR TOM RISTOSKI** BA (Canberra), GradDipMgmt  
(UNSW), MBA (Macq), MTEM (Melb)

**DIRECTOR, INSTITUTE FOR RELIGION,  
POLITICS AND SOCIETY (OFFICE AT  
MELBOURNE CAMPUS)**

**DR JOSHUA ROOSE** BA(Hons) (Monash), PhD (Melb)

**DEPUTY PROVOST (OFFICE AT  
MELBOURNE CAMPUS)**

**PROFESSOR DAVID SPENCER** BA (Macq), LLB (USyd),  
GradDipLP LLM(Hons) ML (UTS), AIAMA

**DIRECTOR, MARY MACKILLOP INSTITUTE  
FOR HEALTH RESEARCH (OFFICE AT  
MELBOURNE CAMPUS)**

**PROFESSOR SIMON STEWART** BA PhD (UA),  
GradDipAdtEd (UniSA), BNurs (Flinders), RN

**DIRECTOR OF PROPERTIES AND  
FACILITIES (OFFICE AT MELBOURNE  
CAMPUS)**

**MR MICHAEL TRACEY** BArch (Melb), GradDipProjMan  
(RMIT)

**DIRECTOR OF MARKETING AND  
EXTERNAL RELATIONS (OFFICE AT  
NORTH SYDNEY CAMPUS)**

**MS KATHY VOZELLA** BComms (Canberra)

**DIRECTOR OF LEARNING SCIENCES  
INSTITUTE AUSTRALIA (OFFICE AT  
BRISBANE CAMPUS)**

**PROFESSOR CLAIRE WYATT-SMITH** BA DipEd  
PGradDipEd MEd PhD (UQ), PGradDip ForLangEd  
(Goethe)

**DIRECTOR OF PLANNING AND STRATEGIC  
MANAGEMENT (OFFICE AT BRISBANE  
CAMPUS)**

**MR OMER YEZDANI** BBus MBA (QUT), GradDipResSt  
(Griffith)

**SENIOR ADVISOR, CHURCH POLICY  
(OFFICE AT NORTH SYDNEY CAMPUS)**

**DR NIGEL ZIMMERMANN** BA (QUT), MTheolSt  
(Brisbane College of Theology), MBEth&MedLaw (St  
Mary's University, Twickenham), PhD (Edin)

**NATIONAL HEADS OF SCHOOLS**

**NATIONAL HEAD OF SCHOOL,  
PHILOSOPHY (OFFICE AT BRISBANE  
CAMPUS)**

**DR RICHARD COLLEDGE** BA PhD (UQ), GradDipTeach  
(ACU), GradDipCouns (QUT), MTheol (BCT), MPhil (KU  
Leuven)

**NATIONAL HEAD OF SCHOOL  
OF NURSING, MIDWIFERY AND  
PARAMEDICINE, FACULTY OF HEALTH  
SCIENCES (OFFICE AT NORTH SYDNEY  
CAMPUS)**

**PROFESSOR PATRICK CROOKES** CertEd (YSJ), BSc  
(Leeds Beckett), PhD (Hull), MRCNA RN RNT

**NATIONAL HEAD OF SCHOOL, BUSINESS  
(OFFICE AT BRISBANE CAMPUS)**

**PROFESSOR SUSAN DANN** BA MPubAdmin PhD (UQ),  
CPM FAMI MAICD

**NATIONAL HEAD OF SCHOOL  
PSYCHOLOGY, FACULTY OF HEALTH  
SCIENCES (OFFICE AT MELBOURNE  
CAMPUS)**

**PROFESSOR JOHN GLEESON** MPsych (La Trobe), PhD  
(Melb)

**NATIONAL HEAD OF SCHOOL,  
EDUCATION (OFFICE AT STRATHFIELD  
CAMPUS)**

**PROFESSOR ELIZABETH LABONE** BEd (Canberra CAE),  
MEd PhD (USyd)

**NATIONAL HEAD OF SCHOOL OF ALLIED  
HEALTH FACULTY OF HEALTH SCIENCES  
(OFFICE AT MELBOURNE CAMPUS)**

**PROFESSOR CHRISTINE IMMS** MSc (UBC), PhD (La  
Trobe)

**NATIONAL HEAD OF SCHOOL OF  
PHYSIOTHERAPY, FACULTY OF HEALTH  
SCIENCES (OFFICE AT BRISBANE  
CAMPUS)**

**DR SUZANNE KUYIS** BEdSt BPhy(Hons) PGradDipPH  
PhD (UQ)

**NATIONAL HEAD OF SCHOOL OF  
EXERCISE SCIENCE (OFFICE AT  
MELBOURNE CAMPUS)**

**PROFESSOR JUSTIN KEMP** BEd (Deakin), MS (Queen's),  
PhD (VIC)

**NATIONAL HEAD OF SCHOOL, THEOLOGY  
(OFFICE AT STRATHFIELD CAMPUS)**

**DR EMMANUEL NATHAN** BTheolRelSt MRelSt  
MAdvStTheolRel PhD (KU Leuven)

**NATIONAL HEAD OF SCHOOL, ARTS  
(OFFICE AT NORTH SYDNEY CAMPUS)**

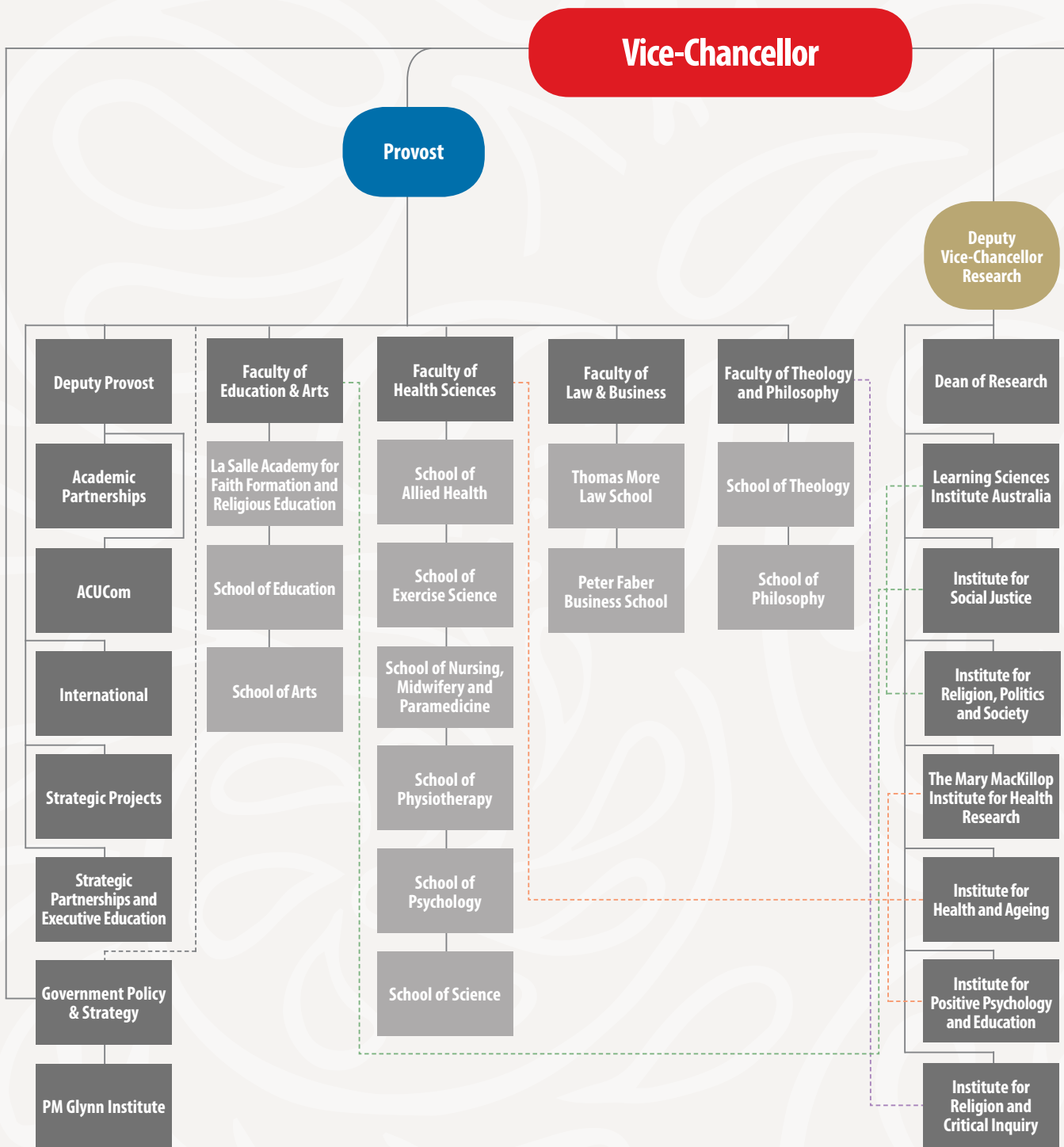
**ASSOCIATE PROFESSOR MICHAEL ONDAATJE**  
BA(Hons 1st) PhD (UWS)

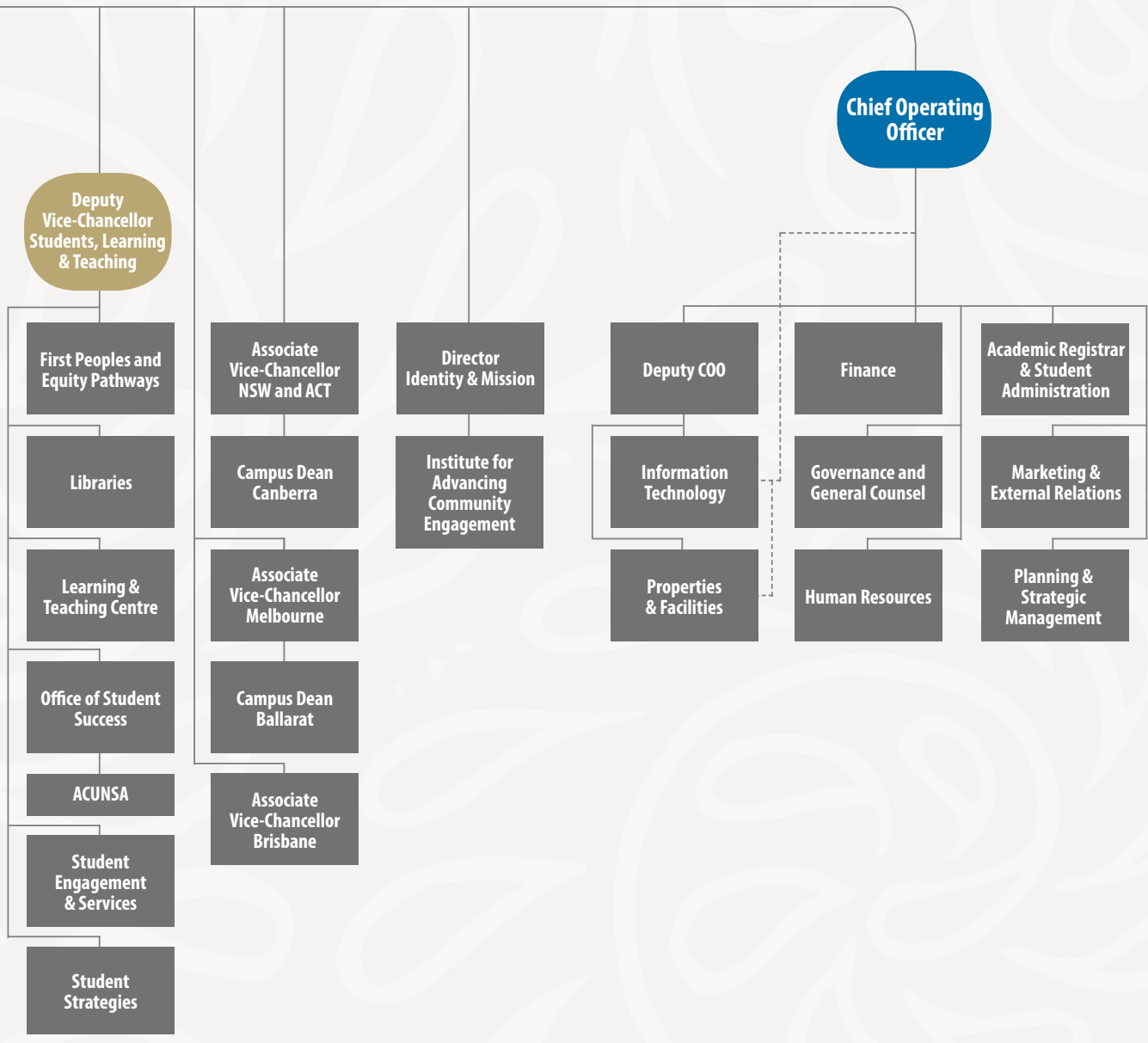
**NATIONAL SCHOOL OF SCIENCE, FACULTY  
OF HEALTH SCIENCES (OFFICE AT NORTH  
SYDNEY CAMPUS)**

**PROFESSOR MEG STUART** BAppSc GradCertHSc PhD  
(USyd), MSc (UNSW)

## FINANCIAL HIGHLIGHTS

	2016 \$'000
Commonwealth Government Grants	401,064
Other Operating Revenue	108,225
Finance Income	1,555
Salary Cash Expenses	(304,452)
Non-Salary Cash Expenses	(136,492)
Non-Cash Expenses (Depreciation, Amortisation and Provisions)	(38,134)
Net Result for the Period	31,766
Working Capital Surplus/(Deficit)	2,653
Working Capital Surplus/(Deficit) Adjusted for Employee Benefits Classified as Current but due to be settled in greater than 12 months	20,177





# OUR CHURCH



World Youth Day, Krakow, Poland 2016

## THE STRATEGIC PLAN IS TO EMBED THE ACU MISSION INTO MANY OF OUR PROTOCOLS AND POLICIES. THIS YEAR THERE'S BEEN A SIGNIFICANT CULTURAL CHANGE IN THE TAKE-UP OF STAFF WHO ARE COMMITTED TO OUR MISSION.

Father Anthony Casamento CSMA, Director, Identity and Mission

“Last year we celebrated our 25th anniversary. Now we've really hit our stride in all ways, even in our Catholicity. We're proud of being a Catholic university, and we're comfortable in the marketplace to say who we are.”

“We foster an environment where staff and students can develop their skills and gifts and use them to better our society and our community.”

Father Anthony Casamento CSMA, Director, Identity and Mission

Following the Catholic intellectual tradition, ACU is dedicated to fulfilling its unique mission and vision as a world-class Catholic university.

At ACU, students and staff engage in intellectual endeavours as well as spiritual ones. In the context of the Catholic intellectual tradition, the University promotes teaching and research, professional development, faith, and community engagement to educate the whole person. Believing that faith and reason are compatible with human inquiry, ACU encourages its staff and students to be knowledgeable of self, educated in mind, compassionate in heart, and responsive to the community and an ever-changing world.

### ANIMATING ACU'S MISSION THROUGH CAMPUS MINISTRY AND EVANGELISM

Campus Ministry provides valuable opportunities for staff and students to engage with the University's mission. Each campus has a dedicated team that is committed to the wellbeing of staff and students.

Campus Ministry is open and available to students and staff of all faiths and backgrounds. Operating under the leadership of Fr Anthony Casamento CSMA, Director of Identity and Mission, it supports the ACU community by providing a place for dialogue, engagement, and faith formation. There are a variety of ways for people to get involved with Campus Ministry, including through weekday Mass on campus, student and staff retreats, student faith groups, World Youth Day Pilgrimages, speaking engagements, Eucharistic Adoration, Christian meditation, Sacrament of Reconciliation, and more.

Through these activities and more, people of all faiths are invited to participate in the ACU Mission.

### ADVANCING ACU'S CATHOLIC IDENTITY, MISSION, AND CULTURE

Thirty-seven students and staff members from ACU journeyed to Krakow, Poland, for the 14th World Youth Day. Leaving Australia in mid-July, the ACU group undertook a 22-day journey that started in Athens. After travelling through Greece in the footsteps of St Paul, they led to Poland, where they participated in a week of activities and events, including Holy Mass, in Krakow.

Pope Francis and more than 1.5 million young people from across the globe also joined in the pilgrimage, which has become the most recognised faith experience that the Catholic Church offers youth and young adults on a global level.

The pilgrimage was an opportunity for participants as well as the University as a whole to express and enrich its Catholic identity and mission. Students and staff members blogged about their experiences in the 2016 event at <http://blogs.acu.edu.au/wyd/>.

ACU's participation in World Youth Day spans nearly a decade. Pilgrims from the University have also attended events in Sydney (2008), Madrid (2011), and Rio de Janeiro (2013).

As a key patron of the arts, ACU holds the 2016 ACU Prize for Poetry and the Isabel Menton Prize for Composition. Both these prizes reflect the growing role that ACU is playing, nationally and internationally, in supporting the arts as a means of expressing our Catholic mission, identity, and values. Entries were received from across Australia and beyond.

The University also continued to reinforce collaborations with key Catholic partners while forging new partnerships.



# OUR STAFF



Dr Rhonda Faragher, Vice-Chancellor's Staff Excellence Medal 2016 recipient

OUR STAFF MEMBERS ARE VERY STUDENT FOCUSED AND THEY UNDERSTAND THE MISSION OF THE UNIVERSITY – THAT IS TO PROVIDE A TRANSFORMATIVE EDUCATIONAL EXPERIENCE FOR STUDENTS, WHICH BUILDS THEIR GRADUATE ATTRIBUTES AND ENABLES THEM TO GO INTO THEIR VARIOUS PROFESSIONS WITH A COMMITMENT TO SERVING THE COMMON GOOD.

Professor Anne Cummins, Deputy Vice-Chancellor (Students, Learning and Teaching)

### EMBEDDING A CULTURE OF EXCELLENCE IN ACU'S WORKFORCE: LEADERSHIP AND ACCOUNTABILITY OF THE SUPERVISOR PROGRAM

Recognising the need for excellent leadership at the University, ACU introduced the Leadership and Accountability of the Supervisor Program in 2016. The program was designed to support managers and supervisors, enabling them to make business decisions that benefit ACU's operational context as a Catholic university and as a corporation within a dynamic higher education sector.

Designed in partnership with the Australian Institute of Company Directors, the program equips participants with strong leadership skills and the basis to make effective decisions. It comprises four modules: understanding the organisation, governance, risk, and financial management.

Upon completion, participants are offered the option to take an online exam with the Australian Institute of Company Directors. This enables them to obtain a Foundations of Directorship Certificate.

### BUILDING WORKFORCE CAPABILITY: LAUNCH OF THE CAPABILITY DEVELOPMENT FRAMEWORK

The University rolled out the ACU Capability Development Framework (CDF) in 2016. Building upon the previous Leadership Competency Framework, the CDF is an expanded framework that describes the essential competencies required by all staff to execute the University's strategy and support its mission. This includes expectations of conduct, capability, participation, and contribution.

Developed with input and consultation from people across the University, the CDF enables a cohesive, holistic approach to building staff capability and reflects the University's ongoing investment in professional development.

The framework supports ACU's commitment to excellence. It does so by facilitating conversations between staff and supervisors

in identifying professional development opportunities. It also underlies all people-processes at ACU, including job design, recruitment, induction, probation, performance review and planning, and promotion. Furthermore, it assists supervisors in their day-to-day leadership and team management.

### LEADING GENDER EQUALITY

ACU is recognised for its leading-practice workplace programs and family-friendly employment provisions supporting gender equality.

The University's commitment to equality reflects ACU's mission and values. The Gender Equality Strategy 2015-2020, which was launched in February 2016, reaffirms this commitment. The strategy covers a range of initiatives, including:

- enhancing career planning and development opportunities that support all staff members to reach their potential.
- developing resources and training that embed access to flexible work arrangements for women and men at ACU.
- exploring initiatives to support men during life transitions, such as becoming a father.
- considering including requirements for commitment to gender equality in future procurement contracts.
- supporting a respectful, inclusive work environment through a zero-tolerance approach to discrimination and harassment, including sex-based harassment and bullying.

The Gender Equality Strategy permeates every level of the organisation, providing a comprehensive approach to gender equality across all portfolios and organisational units.

The Federal Government's Workforce Gender Equality Agency (WGEA) recognises ACU's steadfast commitment to gender equality. It awarded the University an Employer of Choice for Gender Equality citation for the fifth consecutive year in 2016. The citation acknowledges how the University supports career development and encourages the full participation of women and men in

the workplace. ACU's outstanding parental leave provisions, professional development opportunities, and flexible working arrangements significantly supported the success of the application.

### ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYMENT

ACU values diversity and is committed to being a culturally inclusive space for staff and students. This includes promoting social inclusion in employment practices. ACU supports prospective Aboriginal and Torres Strait Islander employment by encouraging both mainstream and targeted employment. Accordingly, the University launched ACU's Aboriginal and Torres Strait Islander Peoples Employment Strategy 2015-2017, which builds upon its existing foundations and strong recruitment practices.

The strategy aims to enhance employment outcomes, including staff retention, for Aboriginal and Torres Strait Islander people and to facilitate career development. It provides information on:

- employment and engagement support available for Aboriginal and Torres Strait Islander staff and supervisors.
- Aboriginal and Torres Strait Islander Cultural Awareness Workshops, which support knowledge sharing and respectful, inclusive work environments.
- cultural awareness fast facts to assist with answering frequently asked questions about Aboriginal and Torres Strait Islander cultures.

To support the strategy, ACU's Chief Operating Officer launched a series of videos. These videos celebrate staff stories across different areas of the University.

Extensive consultation and collaboration with local Aboriginal and Torres Strait Islander communities and the University's Indigenous Higher Education Units played an essential role in the strategy's development and ongoing implementation.

## STAFF OVERVIEW

### SERVICE MATTERS IMPROVEMENT TEAM RECOGNISED FOR SERVICE EXCELLENCE

The Service Matters Improvement Team (SMIT) earned the Vice-Chancellor's Award for Service Excellence for exemplary service and commitment to the ACU community through the development and implementation of the Service Matters Framework. The framework, which was launched in 2014, seeks to deliver the highest quality professional services to support teaching and research through service excellence. To support the strategy, the SMIT developed and delivered a training program across the University that bolstered staff capabilities in service excellence and process improvement methodology.

The team created a 2017 student scholarship fund with the \$2,500 prize money. This was matched by the Corporate Services Portfolio, resulting in a \$5,000 scholarship. This will be awarded as five residential scholarships of \$1,000 each for students with high academic ability living in student accommodation.

STAFF STATISTICS	2010	2011	2012	2013	2014	2015	2016
<b>Total staff FTE</b>	<b>1468.9</b>	<b>1626.7</b>	<b>1764.3</b>	<b>1886.8</b>	<b>2105.9</b>	<b>2257.9</b>	<b>2379.9</b>
Total academic staff FTE	788.9	869.8	914.6	978.7	1096.6	1124.5	1138.8
Total professional staff FTE	680.0	757.0	849.6	908.1	1009.3	1168.3	1241.1
<b>Academic staff FTE by level</b>							
Vice-Chancellor							
Deputy Vice-Chancellor	4.0	4.0	4.0	5.0	4.0	4.0	4.0
Professor (Level E)	49.3	65.5	75.5	78.2	99.7	100.2	114.9
Associate Professor (Level D)	60.1	67.0	64.8	58.2	70.2	75.6	75.3
Senior Lecturer (Level C)	122.4	130.6	145.9	159.9	172.1	174.8	163.7
Lecturer (Level B)	307.1	316.3	317.6	329.7	371.0	395.5	425.2
Associate Lecturer (Level A)	245.9	286.4	306.8	347.8	379.6	374.4	355.6
<b>Staff FTE by state/territory</b>							
NSW	592.4	664.9	720.0	778.6	879.2	923.2	954.3
Victoria	504.0	547.2	587.6	626.8	694.7	764.4	832.0
Queensland	293.3	331.1	362.7	387.8	433.4	460.3	476.4
ACT	77.6	80.8	92.3	92.6	94.6	94.8	103.9
SA	0.0	0.0	0.0	0.0	3.0	4.9	5.0
Virtual	1.7	2.7	1.7	1.0	1.0	10.4	8.2
<b>Staff FTE by work contract</b>							
Full-time	958.0	1057.0	1166.0	1178.0	1289.0	1452.0	1523.0
Fractional Full-time	196.0	201.6	200.3	278.5	314.0	303.1	340.7
Casual	314.9	368.1	397.9	430.3	502.8	502.8	516.1
<b>Staff FTE by overall function</b>							
Teaching and Research	452.5	467.2	371.7	334.5	359.2	345.7	290.2
Teaching Only	274.5	319.0	423.6	505.1	564.3	591.4	632.5
Research Only	36.3	59.6	80.1	42.5	56.2	70.1	89.9
Other Function	705.5	781.0	888.9	1004.7	1126.1	1250.7	1367.2

Table adheres to reporting requirements for the Department of Education.

### STAFF BY ORGANISATIONAL UNIT (FULL-TIME EQUIVALENT)

	ACADEMIC	PROFESSIONAL	TOTAL
Vice-Chancellery	2.0	11.2	13.2
Associate Vice-Chancellors	0.0	11.9	11.9
Identity and Mission	11.3	19.1	30.4
Provost and Deputy Vice-Chancellor (Academic)	36.3	101.2	137.4
Faculty of Education and Arts	305.2	102.5	407.7
Faculty of Health Sciences	612.8	232.0	844.8
Faculty of Law and Business	96.7	24.2	121.0
Faculty of Theology and Philosophy	53.5	16.0	69.5
Chief Operating Officer	0.0	452.6	452.6
Deputy Vice-Chancellor (Research)	4.0	21.6	25.6
Deputy Vice-Chancellor (Students, Learning and Teaching)	17.0	248.8	265.8
<b>Total</b>	<b>1138.8</b>	<b>1241.1</b>	<b>2379.9</b>



## 2016 SIGNIFICANT STAFF APPOINTMENTS

Dr Michael Casey – Director, Patrick McMahon Glynn Institute

Professor Patrick Crookes – Professor and Head, School of Nursing, Midwifery and Paramedicine

Professor Michael D Fischer – Professor of Organisational Behaviour & Leadership

Professor Kim Foster – Professor in Mental Health Nursing (formal working links and collaborative associations with Melbourne Health)

Ms Samantha Jonsson – Director, Programs and Policies

Professor Elizabeth Labone – Professor and National Head, Education

Professor James McLaren – Director, Institute for Religion and Critical Inquiry

Mr Ashley Midalia – Director, Government, Policy and Strategy

Mr Niranjan Prabhu – Director, Information Technology

Ms Kathryn (Kathy) Vozella – Director, Marketing and External Relations

Mr Nigel Zimmerman – Senior Church Policy Advisor

## 2016 VICE-CHANCELLOR'S STAFF EXCELLENCE AWARDS AND MEDAL FOR EXCELLENCE

In 2016, ACU introduced changes to the Vice-Chancellor's Awards to better celebrate outstanding contributions from people across the organisation. A review of the awards process resulted in the introduction of a larger nomination pool as well as provision for teams and individuals to self-nominate. The University also increased prizes and awards.

The Vice-Chancellor's Staff Excellence Awards include two commendations per category: Mission Excellence, Service Excellence, Innovation Excellence, Excellence in Student Experience, and Research Excellence.

There is also one overall peak Vice-Chancellor's Medal recipient selected from these commendations.

“The University's strategic direction, along with providing staff with clear expectations for their role and standards for performance, allows staff to see how their input is driving ACU's success.”

Diana Chegwidden, Director of Human Resources

“We value our staff in the contributions they make. Through the introduction of the University's Vice Chancellor's Excellence Award, staff can now see how the University recognises and values their contributions.”

Diana Chegwidden, Director of Human Resources

## VICE-CHANCELLOR'S STAFF EXCELLENCE MEDAL 2016

Dr Rhonda Faragher received the inaugural Vice-Chancellor's Staff Excellence Medal for her contribution to Mission Excellence. Dr Faragher earned the medal for her life-changing work to improve education for students with Down syndrome.

## VICE-CHANCELLOR'S STAFF EXCELLENCE AWARDS 2016

The Vice-Chancellor's Excellence Awards recognise those who demonstrate exemplary work that models ACU's values and work culture. Recipients for 2016 include:

### Mission Excellence

Dr Rhonda Faragher for her life-changing work for people with Down syndrome in Australia and around the world, as per the Staff Excellence Medal.

Ms Leticia Medwell for her passion and support to ACU's Clemente program, which helps vulnerable people gain access to university education.

### Service excellence

Mr Michael Dorman for the delivery of a motivational workshop that has boosted the morale of staff across the University.

Service Matters Improvement Team for exemplary service and commitment to the ACU community through the development and implementation of the Service Matters Framework. The project team consists of Mr William McKendry, Dr Betty Trezzi, and Ms Nicole Van de Gard.

### Innovation Excellence

AskACU Project Team for developing an overarching and consistent service model for students and staff, by tailoring systems, processes, and spaces that enable a multi-faceted approach. The project team consists of Ms Joy Magee, Ms Angela Forrester, Ms Whitney Smith, and Ms Louise Norton.

### Excellence in Student Experience

Away from Base Midwifery Team for their outstanding collaboration with Aboriginal and Torres Strait Islander students and graduates. The project team consists of Associate Professor Paula Schulz, Ms Machellee Kosiak, Dr Lynne Dunne, Ms Gail Baker, Ms Joclyn Neal, and Ms Denise Burdett-Jones.

### Research Excellence

Research Systems and Reporting Team for designing, developing and delivering a successful Excellence in Research Australia (ERA) Management System that allowed ACU to strategically shape its hugely successful 2015 ERA submission. The project team consists of Mr Rod Lewis, Mr Michael Murphy, Mr Matt Dixon, Ms Stefania Riccardi, and Mr John Montalto.

Professor Neil Ormerod for his substantial and long-term contribution to a renewal of Catholic systematic theology through a significant output of academic articles and books, with a focus on Trinity, Church, and natural theology.

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# OUR ACADEMIC PROFILE



# ACADEMIC EXCELLENCE IS CENTRAL TO ACU. WE DELIVER INDUSTRY-RELEVANT COURSES THAT ARE ACADEMICALLY RIGOROUS, EMBED GLOBAL PERSPECTIVES, AND PROVIDE THE OPPORTUNITY FOR MEANINGFUL COMMUNITY ENGAGEMENT.

Professor Pauline Nugent, Provost

ACU excels at providing students with a rich educational experience grounded in the 2,000-year-old Catholic intellectual tradition. The University's academic and research focus areas reflect its commitment to advancing society's wellbeing. Through coursework and service-learning opportunities, students and staff promote the dignity of all people and pursue the common good.

The University promotes critical thinking, community engagement, and consideration of the ethical dimension in all areas of study. Welcoming students and staff of all beliefs and backgrounds, ACU fosters a diverse environment where students can explore and grow academically as well as personally.

The University's Academic Board, a standing committee of Senate, is responsible for all academic matters relating to the University. It advises Senate and the Vice-Chancellor on all teaching and research developments and initiatives, including quality enhancement and assurance. The Chair reports to the Provost to enable and integrate governance and regulatory requirements through the academic portfolio.

## CORE THEMES IN 2016

- Enrolment Strategy
- ACU Faculties
- Academic Quality
- Identity and Mission
- Internationalisation
- Strategic Partnerships
- Government, Policy and Strategy

## ENROLMENT STRATEGY

The Provost leads enrolment planning at ACU with the goal of ensuring diversification of offerings across campuses, funding sources, and disciplines. Enrolment planning activities in 2016, as in previous years, involved a wide consultative process across the University.

ACU experienced strong enrolment for the 2016 cycle despite the challenge of an increasingly competitive and diverse higher education market. During 2016, the 2017-2022 Enrolment Plan was developed. This plan, together with the Enrolment Planning Policy are key management tools for the planning of student load across ACU. The refreshed plan embeds growth over each year,

although at a more subdued rate than previous years.

ACU's academic approach is focused on providing a contemporary education experience that is relevant to industry and academically rich. This is achieved by embedding practical placements, nurturing strong employment prospects with ACU industry partners, offering international learning experiences, and providing community engagement opportunities.

ACU's national footprint provides students with even more flexible options.

## POSTGRADUATE

The University's Postgraduate Strategy aims to diversify ACU's student profile and enhance the postgraduate student experience. Strategy developments in 2016 have focused on ACU's role as a global Catholic university.

Specific initiatives in 2016 include:

- expansion of international offerings including commencement of a new Master of Public Health course and enhancement of high-performance sport specialisations.
- postgraduate study opportunities linked to the Rome Campus.
- progression of Catholic university teaching partnerships models and virtual classroom concepts for 2017.
- progression of digital hubs to support broader industry access and engagement, including the new Faculty of Education and Arts Mentoring Hub.

Initiatives to provide greater transparency of recognition of prior learning arrangements for prospective postgraduate students have also continued during 2016 through all university processes.

Total load achieved in 2016 was 1585 EFTSL (as at 2 September, 2016) compared to 1625 EFTSL in 2015, representing a -2.4 per cent difference. Changes to graduate teacher offerings and requirements continue to affect the postgraduate market, although a total of 17.8 per cent growth in postgraduate full-fee paying EFTSL has been achieved since the Strategy commencement in 2013.

## PATHWAY PROGRAMS AND ALTERNATIVE ENTRY

Pathway programs at ACU reflect the University's dedication to serving the community by providing access to higher education. Through the programs, students develop the skills necessary to smoothly transition into university study. Successful completion of a pathway program can lead to entry to degree-level courses. There are a number of different programs available.

To further support access to education for people from all backgrounds, ACU provides several other alternative entry programs and opportunities, including:

- numerous bonus points schemes, including the Regional Schools Bonus scheme, which aims to improve access to higher education for Australian Year 12 students who are attending schools in designated regional areas.
- the Early Achievers' Program (EAP), which recognises students with outstanding leadership potential and a willingness to contribute to their communities.
- the Elite Athlete and Performer Program, which encourages a well-rounded approach to support students' goals in study and athletics or performance.
- entry programs for non-school leavers to provide a pathway to university for those who do not have a recent academic history.
- credit transfer agreements for Vocational Education Training (VET) studies, including TAFE.
- the Aboriginal and Torres Strait Islander Special Entry Scheme.
- the Schools Recommendation Scheme, which offers early entry to domestic school leavers currently completing an Australian Year 12 or International Baccalaureate qualification in Australia.
- the ACU Special Admissions Program, which allows school principals to recommend students who they believe to be capable of completing the specified tertiary degree, despite not receiving an ATAR (or receiving a limited ATAR), as a result of extenuating circumstances.
- the Passion for Business program as an entry pathway specifically for students with an interest in business studies.



Arts Precinct, Melbourne Campus

## ACADEMIC PARTNERSHIPS

The Office of Academic Partnerships works with all four faculties to assess and facilitate potential academic partnerships to increase articulation rates with ACU's academic partners.

The Office of Academic Partnerships works collaboratively with public and private providers, nationally and internationally, including TAFEs, private colleges, and other university partners to provide students with learning opportunities and access to ACU's higher education offerings through diverse pathways.

Twenty-seven new partnership requests were made in 2016 and seven new credit transfer agreements are in various stages of development and execution. Existing partnerships continue to be strengthened through expansion of articulation pathways with well-established domestic and international providers. These new pathways provide prospective students with the opportunity to gain entry into ACU's courses with credit.

Partnership highlights from 2016 include the signing of a Statement of Strategic Intent between ACU and Catholic Health Australia (CHA) that promotes the Catholic identity and mission of ACU in education and health care, which will have a wide-ranging impact. The statement aims for a collaborative approach to promote key areas including research, clinical placements, professional development, and more.

## ACUCOM

ACUcom is ACU's Registered Training Organisation (RTO). ACUcom delivers nationally accredited vocational education and training from Certificate III to Diploma level, providing students with a higher-education option to complete a job-ready vocational qualification. By providing opportunities for students who may not have considered university because of their personal or socioeconomic situation, ACUcom upholds the University's mission to serve the common good. The Vocational Education and Training market has continued to be highly volatile and competitive but despite this ACUcom has been able to sustain its market position. To strengthen alignment between ACUcom and ACU's faculties, the University recruited an Executive Director of ACUcom in 2016.

In 2016, ACUcom became one of the first vocational providers to be approved by

“As the leading provider of graduate teachers in Australia our mission is to prepare teachers and leaders who can influence educational change to inspire learning for future generations. We are committed to providing all students with a world-class education that will prepare them to become leading professionals in their chosen field.”

Professor Tania Aspland, Executive Dean, Faculty of Education and Arts

“I think the reputation of ACU, working in the Catholic system and getting a qualification from a Catholic university gives credibility to the work you are doing... ACU dovetailed working in the Catholic system with the understanding of the Catholic way, and the way that we operate in schools.”

Michael O'Sullivan, Postgraduate Diploma of Educational Leadership, North Sydney Campus

ANMAC to deliver the new HLT 54115 Diploma of Nursing in 2017. ACUcom Ballarat had the first cohort of Diploma of Nursing students complete the course in June, with 86 per cent of the students securing employment.

ACUcom also introduced the Diploma of Early Childhood Education and Care and the response from industry has been excellent, with childcare services keen to develop partnerships to ensure employment opportunities for graduates.

ACUcom Brisbane has continued to develop the first aid courses it offers to undergraduate students in Brisbane and Ballarat and will provide this service to Melbourne students in 2017. ACUcom Brisbane also provided Bachelor of Nursing students in Canberra with manual handling training for clinical placements with ACT Health. ACUcom secured a contract to deliver the Diploma of Leadership and Management to 35 managers for St John of God Health Care and has developed a VET in Schools program for Allied Health for delivery in 2017.

## ACU'S FACULTIES

Under the leadership of the Provost, ACU's four faculties — Education and Arts, Health Sciences, Law and Business, and Theology and Philosophy — offer a range of innovative programs and student experiences.

## FACULTY OF EDUCATION AND ARTS 2016 HIGHLIGHTS

The La Salle Academy for Faith Formation and Religious Education was launched in 2015

and has been working towards placing ACU at the forefront of faith formation and Catholic leadership. The Academy aims to develop and deliver high-quality teaching and research programs, preparing teachers and leaders in Catholic schools to present Christian messages in an increasingly secular world.

## NEW PRODUCTS

The Graduate Certificate in Education (Safeguarding Children and Young People) was developed to assist Catholic education authorities, health care organisations and social service agencies. The course examines current approaches to a national and international field of study. The Graduate Certificate in Education (Safeguarding Children and Young People) explores national and international policy, theological perspectives and the politics and philosophy of the Catholic care tradition. This qualification provides an essential framework for those working with children or young people.

The faculty partnered with the Faculty of Health Sciences to introduce the Bachelor of Teaching/Bachelor of Exercise Science. This invites graduates to achieve a double degree that meets a national area of demand in teaching and also opens up a range of careers in exercise science in Australia.

In collaboration with ACU International, the Faculty of Education and Arts launched the Diploma in Languages, driven by the development of ACU's Rome Campus and ACU's partnerships with prestigious Catholic universities in Latin America, including The



The Pontifical Catholic University of Chile – MOU Signing

Pontifical Catholic University of Chile in Santiago. The Diploma in Languages offers Spanish and Italian to undergraduate and postgraduate students across faculties. The study of languages is a national priority for the Australian government and the development of this course is one indicator that reflects the strong relationship ACU has with government partners.

The faculty launched the new Arts Precinct in Melbourne, in the city's artistic hub of Brunswick St, Fitzroy. Consisting of five buildings, the precinct includes a state-of-the-art media production facility, a gallery, graphics studios and workshops, visual arts spaces, a recital room, and more. The Melbourne Arts Precinct provides students with engaging learning spaces, facilitating teaching for more than 1,800 students. This launch was also an opportunity to promote the newly named media production degree, the Bachelor of Digital Media. A new postgraduate program, the Master of Creative Arts will be delivered in 2018 using these facilities, which promise to provide real-world opportunities of learning engagement.

This year the faculty launched the Arts Scholars Program, an invitation-only program for high-achieving Bachelor of Arts students who are keen to excel in a rigorous academic environment. Centred on two tailored subjects offered in second and third year, the Scholars Program aims to develop and expand students' research skills by training them to critically engage with literature, formulate research questions, and appraise key methodologies in the humanities, creative arts and social sciences.

Our first cohort of students from the School of Arts and School of Education's postgraduate programs, travelled to the ACU Rome Campus to take part in the newly established study tours and intellectually stimulating programs of learning related to history, educational leadership, and faith formation. Collaboration with The Catholic University of America in delivering these programs ensures a global focus aligned to the mission of the university and the faculty.

## ABORIGINAL AND TORRES STRAIT ISLANDER PROGRAMS

For many years, the Faculty of Education and Arts has conducted away-from-base programs for Indigenous students to complete

teacher preparation programs and return to their communities to lead school-based education as classroom teachers. The faculty had a large number of graduates this year including a mother and daughter team. To support the career development of students in this program in Sydney, the faculty hosted an engaging tutorial session led by Jenny Walker, Principal of Kellyville Public School and Relieving Director of Aboriginal Education and Community Engagement. In addition, Indigenous students together with non-Indigenous Australians and international students, can further their graduate studies through the Master of Education program pathway in Indigenous Leadership led by Associate Professor Nerida Blair.

## COMMUNITY ENGAGEMENT AND PARTNERSHIP HIGHLIGHTS

Community engagement within the faculty responds to the needs of some of the most underprivileged members of the international community. To this end, the faculty continued to participate in the ACU Thai-Burma Program, which offers Burmese refugees in Thailand the opportunity to pursue higher education. The faculty continues to build and strengthen partnership programs with colleagues in schools, supporting collaboration between teachers and academics to develop and nurture the best teachers in Australia.

The faculty also offers immersion experiences for students through its partnerships with organisations such as Challenges Abroad Australia (CAA) and Pepys Tours. Students across a range of disciplines and programs have opportunities to engage with communities both at home and overseas, in countries such as Cambodia, Thailand, and Nepal.

The faculty hosted a delegation of senior and emerging education reform leaders from Indonesia's largest Islamic tertiary education institution, Universitas Islam Negeri (UIN). The delegation, comprising 20 academics from UIN, included Rectors, Vice Rectors, Deans and Vice Deans of Education, as well as senior lecturers from the 11 campuses of UIN spread throughout the Indonesian archipelago.

## STAFF ACHIEVEMENTS

The faculty is intent on striving for strong teaching outcomes that are underpinned by research evidence. This is a successful strategy

that ensures a high degree of employment for graduates, both nationally and internationally, of the Faculty of Education and Arts. To date the faculty has shared positive outcomes in both teaching citations and research grants.

The faculty won four ARC grants: two Discovery Projects with the Learning Sciences Institute Australia (LSIA) and the National School of Education; and two Discovery Early Career Researcher Awards (DECRA) with the Institute of Religion, Politics and Society (IRPS) and the National School of Arts.

The Australian government recognised two academics from the faculty with the Australian Awards for University Teaching (AAUT) Citations for Outstanding Contributions to Student Learning. Dr Catherine Bell, ACU Melbourne, won the award for a visual arts curriculum that prioritises studio-led research and develops professional competencies that empower students to contribute to the creative sector. Dr Cathie Harrison, ACU North Sydney, received the award for leadership and innovation in curricula development and the design of educational services and resources that demonstrate a strong command of early childhood education.

Senior Lecturer in Literature Dr Karen Lamb won the Prime Minister's Literary Award in the non-fiction category for her book *Thea Astley: Inventing Her Own Weather*. She shares the award with Sheila Fitzpatrick, author of *On Stalin's Team: The Years of Living Dangerously in Soviet Politics*. Dr Catherine Bishop received the Mary Bennett Prize for best article or chapter by an early career historian from the Australian Women's History Network (AWHN). She was recognised for her article, *When Your Money Is Not Your Own: Coverture and Married Women in Business in Colonial New South Wales*.

ACU historian Dr Hannah Forsyth received the 2016 Deen De Bortoli Award for Applied History by the History Council of NSW. Dr Forsyth, who teaches Australian history, Indigenous Peoples Past and Present, and the community engagement unit Making History, received the honour for her essay, *Dreaming of Higher Education*.

School of Arts Lecturer Prudence Flint was named as a finalist for the 2016 Archibald Portrait Prize, while Stuart Watters, also from the School of Arts, was a finalist for the Wynne Prize for landscape painting.



## FACULTY OF HEALTH SCIENCES 2016 HIGHLIGHTS

The faculty offered its first two units of study at ACU's Rome Campus during the summer break: HLSC120 Society and Culture and HLSC220 Health Care Ethics. Both were offered in January 2016 with enrolments of 25 and 35 respectively.

It was another busy year in course development and review. New courses included the Bachelor of Physiotherapy, Bachelor of Science, and Bachelor of Teaching/Bachelor of Science, which commenced in Semester 1, 2017. Two new graduate certificates by the School of Exercise Science were also developed. The Bachelor of Nursing and Bachelor of Midwifery were reviewed, with the revised courses to be submitted for accreditation by the Australian Nursing and Midwifery Accreditation Council in 2017 for implementation in 2018.

The School of Nursing, Midwifery and Paramedicine received confirmation of the full accreditation of the Bachelor of Nursing/Bachelor of Paramedicine and the provisional accreditation of the Bachelor of Paramedicine with the Council of Ambulance Authorities. The Graduate Diploma in Mental Health (Nursing) also received full accreditation with the Australian College of Mental Health Nurses. The School of Psychology met the course accreditation standards of the Australian Psychology Accreditation Council (APAC) and the Australian Clinical Psychology Association. The School of Physiotherapy prepared accreditation documentation for QLD and NSW in line with the normal accreditation cycle coinciding in 2016 with the new Australian Physiotherapy Council (APC) standards. Similarly, the School of Allied Health prepared the Brisbane accreditation documentation according to the Occupational Therapy Council (OTC) accreditation requirements.

The first class of occupational therapists, or OTs, graduated from the Melbourne Campus. The 56 OTs are part of one of the fastest growing professions in the health care industry and reflect ACU's commitment to preparing graduates with in-demand skills to meet industry needs. The School of Allied Health Final Year Student Conference, held on the Melbourne and Sydney campuses, was rich in diversity – including occupational therapy community development projects, honours and poster presentations, as well as speech pathology honours' research project outcomes and oral presentations. There were 72 occupational therapy and 47 speech pathology students participating in Melbourne, and 34 occupational therapy and 19 speech pathology students participating in North Sydney.

The faculty was pleased to host the SimGHOSTS Medical Simulation Technology Conference on the Melbourne Campus, exposing a range of faculty staff, IT experts and students to the state-of-the-art technology available at ACU as well as in the global health care simulation community. The conference attracted more than 100 people from Australia, New Zealand, Singapore, the US, and Pakistan.

“ We have a strong learning and teaching portfolio, where we are fostering and mentoring our staff to prepare them to succeed in both internal and external teaching grants. We continue to grow our research capability and are excited by our research achievements in 2016. ”

Professor Michelle Campbell, Executive Dean, Faculty of Health Sciences

“ I completed a Bachelor of Psychological Science at ACU and I really liked the atmosphere of the campus. It's friendly and the staff are accessible. My course has enabled me to build my skills and knowledge and opened up opportunities for working in research. ”

Daniel Herman, Master of Psychology (Clinical), Strathfield Campus

The School of Nursing, Midwifery and Paramedicine offered complimentary registrations to 10 students from across ACU's campuses to participate in the Student Paramedics Australasia International Conference (SPAIC), held on the North Sydney Campus. There were 187 participants, which was the highest attendance rate recorded to date.

The School of Psychology hosted the Australian Psychological Society (APS) Careers in Psychology Seminar on the Melbourne Campus to highlight the ongoing popularity and importance of careers in psychology, attracting more than 600 students and parents.

The School of Allied Health organised an occupational therapy networking reception on the North Sydney Campus that provided networking opportunities for establishing partnerships for professional development workshops and collaborations.

The Australian Test Cricket team adopted 'torpedo technology' developed by sports scientists in the School of Exercise Science. The revolutionary algorithm uses submarine and guided-missile technology to reduce injury and improve performance in fast-bowling cricketers.

The Centre for Professional Practice and Partnerships (C4PPP) assumed responsibility for the faculty's technical staff. The centre provides a centralised technical service, which aims to achieve efficiencies and enhanced service provision. The unit was renamed Professional Experience Services (PES).

The faculty Indigenous Perspectives in Curriculum Working Group was established to advance the faculty priority of enhancing Indigenous perspectives in curriculum.

The faculty welcomed Professor Patrick Crookes as the new National Head of the School of Nursing, Midwifery and Paramedicine. Professor Crookes comes to ACU with 15 years' experience in higher education leadership roles, including University of Wollongong, Professor, School of Nursing; Dean, Faculty of Health and Behavioural Science; and Director, UOW Wollongong Academy of Tertiary Teaching & Learning Excellence (WATTLE).

## COMMUNITY ENGAGEMENT AND PARTNERSHIP HIGHLIGHTS

The faculty collaborates with communities locally, nationally, and internationally to improve health and wellbeing.

On the local front, ACU and St John of God Health Care NSW Services launched a new nursing scholarship for Aboriginal and Torres Strait Islander students aspiring to be nurses.

Kicking Goals Together, a joint initiative between the School of Exercise Science, ACU's Institute for Advancing Community Engagement, Brisbane's Health Sport and Wellbeing department, and the My Youth Vision Project (MDA), prepared young people from refugee backgrounds for the workforce through soccer and education.

As the official academic partner of the 2016 Steer North Ride, a long-distance charity bike ride, the University led by the Faculty of Health Sciences, assisted the Steer North charity in developing health promotion programs to inspire people and communities across the country to live healthy and active lives. ACU also assisted the riders as they passed through Sydney on their way from Melbourne to Cairns, providing accommodation and meals to the team of 36 people at Mary MacKillop Heritage Centre.

The ACU/St Vincent's Medical Centre, the first GP medical centre at the University for students, staff, and the general public, was officially opened by the Vice-Chancellor, Professor Greg Craven, and St Vincent's Hospital Melbourne Chief Executive Officer Adjunct Professor Susan O'Neill, with a blessing by the Most Reverend Denis Hart DD, Archbishop of Melbourne at the ACU Melbourne Campus in April.

The ACU/Cabrini Learning, Teaching and Research Collaboration was celebrated and opened by Professor Pauline Nugent, Provost and Deputy Vice-Chancellor (Academic) and Associate Professor Leanne Boyd, Executive Director of Nursing and the Cabrini Institute at Cabrini Hospital Malvern in May.

Ongoing support from Catholic Health Australia (CHA), which shares a similar mission and vision, continued to play a pivotal role across the entire faculty. The University strengthened this partnership with the signing of a Statement of Strategic Intent to further advance the key areas of education and health

# “WHEN I SET OUT TO BE A MIDWIFE, I ALWAYS KNEW THAT I WOULD COME BACK HOME TO WORK. THE OPPORTUNITIES I HAVE BEEN GIVEN, EVERYTHING FALLS BACK TO THOSE THREE YEARS I SPENT AT UNIVERSITY. ALL THE OPPORTUNITIES THAT ARE COMING OUT NOW, FOR THAT, I THANK ACU.”

Cherisse Buzzacott, Bachelor of Midwifery (Away from Base (Indigenous) program), Faculty of Health Sciences, Brisbane Campus, recipient of the 2016 ACU Alumni of the Year Award and Aboriginal and Torres Strait Islander Community Award

care. The statement is the first in a series of steps in which ACU and CHA will forge new ground to work with the health and aged-care sector.

At the international level, the University signed an MOU with Tongji University, China to facilitate a student placement exchange for health sciences students from both institutions to undertake practical work within affiliated hospitals of the partner universities.

Faculty staff and students delivered ACU's Barefoot Nurses: Train the Trainer (TTT) in Timor-Leste. The program helps local communities by providing support for basic health needs through capacity building while boosting the learning and teaching experience of our students.

As part of the International Community Engagement Experience program, the faculty facilitated a two-week program for 20 nursing, midwifery, and public health students at Mulago Hospital in the Ugandan capital of Kampala. The program offered students the opportunity to gain clinical experience while being immersed in a vibrant culture and contributing to a community in need.

## STUDENT ACHIEVEMENTS

Charlotte Lakey won the 2016 Give Them Wings Scholarship, provided by the Royal Flying Doctor Service Victoria in partnership with Rural Health Workforce Australia. The scholarship is targeted at Victorian country students interested in health careers, and will help cover the costs of Charlotte's first year of nursing studies at ACU.

Bachelor of Exercise and Sports Science student Ellie Cole earned two gold medals, two silver, and one bronze in swimming at the 2016 Rio Paralympic Games. Ellie is also part of ACU's Elite Athlete and Performer Program. In total, eight students, both past and present, from the Faculty of Health Sciences competed at the 2016 Rio Olympic and Paralympic Games.

Midwifery alumni Cherisse Buzzacott received the Aboriginal and Torres Strait Islander Community ACU Award for her achievements in Indigenous midwifery. Cherisse was the first student to graduate from ACU's Away from Base Bachelor of Midwifery (Indigenous) program in 2013 and is now a leader in her field.

Student Laura Bishop received the Calvary John James Hospital – Excellence in Nursing and Paramedicine Scholarship that supports school leavers to study nursing/paramedicine at ACU's Canberra Campus.

The faculty has five Indigenous students who are recipients of the Puggy Hunter Memorial Scholarship, available to Aboriginal and Torres Strait Islander students studying in health disciplines: physical activity and health science student Cameron Preval, midwifery student Stephanie Archibald, and physiotherapy students Gregg Matthews, Chloe Williams, and Waka Nolan.

Bachelor of Midwifery student Stephanie Archibald established the Birthing on Country forum, hosted by the McAuley Midwifery Society, with support from the Weemala Indigenous Higher Education Unit at ACU's Brisbane Campus.

Higher Degree Research student, Chris Swain, in the School of Exercise Science was awarded an Endeavour Scholarship to continue his program of research into the science of dance, which includes travelling to New York for part of 2017.

## STAFF ACHIEVEMENTS

The American Academy of Nursing inducted two ACU professors as fellows, recognising their contribution and dedication to the nursing and health care professions on an international scale. Professor Simon Stewart and Professor Michelle Campbell were among the 164 nurse leaders inducted into the Academy's 2016 Class of New Fellows at the annual policy conference held in Washington, DC.

Mr Anthony Whitty, Deputy Head, School of Exercise Science Melbourne, was awarded an Australian Awards for University Teaching (AAUT) Citations for Outstanding Contributions to Student Learning by the Australian Government, for his significant contribution to motivate ACU exercise science graduates to develop the required skill sets to become employable in a competitive work market.

Mr Stephen Guinea, Faculty Coordinator of Health Simulation, received an Office for Learning and Teaching (OLT) grant for his project preparing undergraduate nurses for the workforce in the context of patient safety through innovative simulation, with Central

Queensland University (lead institution), The University of Newcastle, and University of Sunshine Coast.

Professor Peter H Wilson, Professor of Developmental Psychology and Co-Director of the Centre for Disability and Development Research (CeDDR), School of Psychology Melbourne and Dr Nick Mumford, Casual Professional, School of Psychology Melbourne were part of a research project team who received the Best in Category – Digital Design winning prize at the Victorian Premier's Design Awards. This was for an interactive artwork, titled *Elements*, designed to support movement assessment and rehabilitation for patients recovering from traumatic brain injury.

Dr Doseena Fergie, Lecturer in Nursing, School of Nursing Midwifery and Paramedicine Melbourne, was admitted to the Victorian Honour Roll of Women for her work in nursing and community health and inspirational leadership and dedication towards building strong, healthy, and skilled Aboriginal communities across Victoria. Dr Fergie was also awarded a prestigious Churchill Fellowship to conduct research with Indigenous Nations in Finland, England, Canada, Hawaii, and New Zealand.

Dr Roger Lord, Lecturer in Medical Science, School of Science Brisbane, has been re-appointed to two advisory panels of the Therapeutic Goods Association (TGA), Federal Department of Health.

The Away from Base Midwifery team won the Vice-Chancellor's Staff Excellence Award for Excellence in Student Experience for their outstanding program of work in collaboration with Aboriginal and Torres Strait Islander midwifery students and graduates. The team consists of Associate Professor Paula Schulz, State Head, School of Nursing Midwifery and Paramedicine; Ms Machellee Kosiak, Indigenous Lecturer in Midwifery and Away from Base Bachelor of Midwifery Course Advisor; Dr Lynne Dunne, Senior Lecturer in Midwifery and Course Coordinator, Bachelor of Midwifery; Ms Gail Baker, Lecturer in Midwifery and Clinical Coordinator, Bachelor of Midwifery; Ms Joclyn Neal, Lecturer in Midwifery and Continuity of Care Experience Coordinator, Bachelor of Midwifery; and Ms Denise Burdett-Jones, Project Officer.



Celebrating Peter Faber Business School postgraduate students



Professor Greg Craven with award winners

Professor Justin Kemp, Dr Stuart Cormack and Dr David Opar from the School of Exercise Science received the 2016 ACU Vice-Chancellor's Postgraduate Teaching Excellence Award for their contributions to the Master of High-Performance Sport (MHPS).

The 2016 ACU Citations for Outstanding Contributions to Student Learning were received by Dr Helen Aucote from the School of Psychology: 'For the use of evaluative practices to develop a three-pillared lab report writing program to improve student performance, engagement and satisfaction in introductory psychology units;' and by Dr Bronwyn Gordon, Mrs Alison Peeler, Mrs Mandy El Ali, Ms Shannon Barnes and Ms Claire Stewart from the School of Nursing Midwifery and Paramedicine: 'For student-centred teaching strategies, which improve the student's experience of child and adolescent nursing through a second year unit of undergraduate study.'

Dr Leigha Dark from the School of Allied Health received the ACU Citations for Outstanding Contributions to Student Learning (Early Career): 'For taking a scholarly and collaborative approach to the design, implementation and evaluation of blended learning to enhance student engagement within the speech pathology discipline.'

## FACULTY OF LAW AND BUSINESS 2016 HIGHLIGHTS

The first cohort of law students graduated from the Thomas More Law School. The program equips graduates with unique attributes, including a thorough mastery of law from a practical and global perspective, as well as a deep appreciation of making decisions with a social conscience.

The Bar Council of India accredited ACU's law degrees for a period of five years beginning in 2016.

The Thomas More Law School introduced two flexible, work-friendly evening classes to its program, which is unique in Victoria. The introduction saw good midyear enrolments in both Sydney and Melbourne.

The Peter Faber Business School received eligibility from the European Foundation for Management Development to seek the prestigious EPAS accreditation (EFMD Program Accreditation System) for its Bachelor of Commerce. Currently, 106 programs from 75 institutions around the world have this badge of quality. An international Peer Review Team will visit the PFBS in August 2017 to assess our standing. The very successful Passion for Business

“The point of difference with our law graduates is their pro bono experience. We believe our lawyers will contribute to the flourishing of humankind, and to the social justice of communities. Our graduates, based on their experiences, will be a different type of lawyer and will contribute significantly to society.”

Professor Therese Joiner, Executive Dean, Faculty of Law and Business

“This year we deepened and strengthened the new research Centre for Sustainable HRM and Wellbeing in the Peter Faber Business School. It's rapidly becoming Australia's leading research centre in the human resource management, organisational behaviour, and industrial relations arena. Several international scholars were recruited and they've contributed to the capacity and capability of quality research and research impact in the Peter Faber Business School.”

Professor Therese Joiner, Executive Dean, Faculty of Law and Business

“ACU gave me the opportunity to get legal work experience within the first year of my degree. My work experience gave me the confidence to work for commercial barristers in both Melbourne and Sydney, which is where I discovered my passion for commercial law.”

Jessica Buck, Bachelor of Laws/Bachelor of Global Studies 4th year student

“I chose to study accounting at ACU because of the role it plays in contemporary business issues and I knew my education would assist me in applying my beliefs in 'promoting ethical and sustainable accounting practices' in future career paths. In addition, the professional experience unit, which requires graduates to complete 105 hours of community service for a not-for-profit organisation was an invaluable experience for me. No other university offers this, and it looks great on my resume.”

Edmond Lesui, Bachelor of Commerce (Accounting)

program was extended to cover law double degrees with business. This program is an innovative early offer, guaranteed entry scheme aimed at those students who have a keen desire to study law and business.

The Thomas More Law School co-sponsored the Religious Freedom in an Age of Equality Freedom for Faith Conference.

International business students worked with NSW Government departments in consulting projects – receiving glowing results. The faculty's NSW Government Global Scope program involved meetings with business mentors. Students learnt a range of skills including research and reporting, teamwork, communication, critical thinking, intercultural awareness, and leadership.

A group of undergraduate business students enjoyed the first international study tour in Rome, undertaking international business and international marketing units combined with cultural tours and sightseeing. In addition, a group of MBA (Executive) students travelled to the UK and Rome for their international study tour.

The Business School partnered with ACU Careers Services to host a presentation by Alex Malley, CEO of CPA Australia. He emphasised that “each of us starts life with unique circumstances and that no matter how difficult that start may be, we can all aspire to 'build a big life'. Just be patient, be willing to face rejection, and never give up.”

The Peter Faber Business School transformed the Bachelor of Commerce by introducing an innovative '8 8 8' model, eight core units, eight major units and eight other units (minors, second majors and electives). Event Management was introduced as a new major and a suite of minors were added: Data Analytics, Entrepreneurship, Indigenous Business Studies, International Business, and Occupational Health, Safety and Environment. The redesign of the Bachelor of Commerce will provide new and contemporary career choices with additional flexibility for students.

The Peter Faber Business School introduced the Master of Finance to its suite of postgraduate programs. This program was designed primarily for the international market and has two streams – a corporate finance stream and a financial planning stream.

## COMMUNITY ENGAGEMENT AND PARTNERSHIP HIGHLIGHTS

Business graduate Javier Batista received the national ACU 2016 Community Engagement Award. Javier was recognised for his work setting up the not-for-profit Walk of Life Training Inc, an organisation that works with high-risk, disengaged youth to promote self-esteem and independence through employment.

International marketing students at the North Sydney Campus partnered with Indonesian students from BINUS University in Jakarta to work on an innovative virtual intercultural assessment project. The project demonstrates to students how marketing is influenced by a variety of cultural, economic, environmental, legal, technological, logistical, and political forces in the global marketplace. The first-of-its-kind partnership provided students with unique insights into one of the world's fast-developing economies.

The Thomas More Law School in North Sydney enjoyed an exchange from the University of the South Pacific School of Law. The visit followed an exchange of ACU law students to the USP Emalus campus in Port Vila, Vanuatu in 2015.

The MacKillop Law Students' Society hosted a Women in Law breakfast. This event was a panel discussion with The Hon. Justice Margaret Beazley AO (President, NSW Court of Appeal), Renée Bianchi (President, NSW Young Lawyers), and Natalie Donnan (Lawyer, McInnes Wilson) who spoke to the topic 'The glass ceiling... Cracked or sealed? Contemporary impediments to female lawyers.'

As part of the Colombo Plan, 10 scholarships have been offered for ACU law students to visit St Carlos University in the Philippines for a two-week study experience next year.

## STUDENT ACHIEVEMENTS

The Thomas More Law School has seen the first cohort of its PhD students graduate – Kylie Pappalardo, Kunle Ola, and Ben Atkinson. Each of the students focused on various aspects of intellectual property.

The Peter Faber Business School also enjoyed the success of Higher Degree by Research graduates, with one PhD (Ralitza Bell) and two

“Vision and strategic mission have to be one in the same — this is the unity that ACU exemplifies. We are bringing the disciplines of theology and philosophy to as wide an audience as possible because religion remains a decisive feature of contemporary life, public, and private. This core issue of relevance is what anchors our curriculum. At ACU theology and philosophy engages contemporary issues, but through the lens of traditional values.”

Professor Dermot Nestor, Executive Dean, Faculty of Theology and Philosophy

“The lecturers are full of advice and guidance. You never feel like you are in their way by coming over and saying, 'g'day'. They are always welcoming. I'm comfortable at ACU — it feels like home.”

Ashley Mitcham, final-year student, Bachelor of Theology, Melbourne Campus

MPhil students (Syed Salman Rizvi and Michael Gatumu). Their research enriched the areas of marketing and human resource management respectively.

Bachelor of Commerce student Anushka Shrestha was selected as the first ACU business student to undertake her professional internship at the Secretariat for the Economy of The Vatican City State and The Holy See, with the Control and Vigilance section. A second accounting student, Maria Raelyne Almendras, has been seconded to the Vatican until the end of 2016.

## STAFF ACHIEVEMENTS

Professor Peter Steane of the Peter Faber Business School completed a review of the Apostleship of the Sea (AOS), Australia. This review was conducted at the request of the Australian Catholic Bishops Conference to assist the Pontifical Council for the Pastoral Care of Migrants and Itinerant People in its ministry to seafarers in the Australian region.

Professor Laurence Boule of the Thomas More Law School was awarded the inaugural Fellowship of the Australian Dispute Resolution Association, for outstanding contributions to alternative dispute resolution in the country. The award recognises 26 years of activity in this area, including teaching, publishing, training, policy work, and consultancies. He also serves as a director of the Mediator Standards Board, is on the World Bank Panel of conciliators for investment disputes, is the current LEADR Fellow for 2014-6, and does volunteer work for JusticeConnect in Sydney.

Senior Lecturer Dr Kirsten Way, who heads up occupational health, safety and environmental studies has been appointed to the Queensland Mental Health Commission's cross-sector working group on workplace mental health and wellbeing. Her principal role will be to support collaboration and provide advice on future strategic directions in workplace mental health. In addition, a short film aimed at business leaders and managers has been developed in collaboration with Safe Work Australia entitled *No arguments: Designing work for good mental health*.

## FACULTY OF THEOLOGY AND PHILOSOPHY 2016 HIGHLIGHTS

The faculty introduced two new programs in 2016: the Bachelor of Theology/Bachelor of Philosophy and the Master of Professional Studies in Theology. The faculty developed the first as a result of consultations with stakeholders and as a means of preparing graduates for multiple careers. The course is designed to engage students critically with questions of meaning, reality, knowledge, and value in light of the Catholic intellectual tradition. It recognises the depth of value that a robust philosophical education brings to the study of theology and vice versa.

The second program, the Master of Professional Studies in Theology, was specifically designed to strengthen capacity to lead, engage, and teach with a re-contextualised Catholic worldview. Complementing existing qualifications and experience and presenting multiple models of participation, this course offers a unique perspective on leadership for mission. Sustained engagement with the Leuven Project, international study tours, and a capstone research project combine to sustain and enhance contemporary expressions of Catholic identity.

In 2016 the Faculty of Theology and Philosophy launched the ACU Luminaries Series, a series of public lectures, seminars, short courses, workshops, and research colloquia with internationally acclaimed scholars and experts. The series explores how social, cultural, political, and religious issues impact people's understanding of the world. The series launched with a public lecture by Dr Thomas H Murray entitled 'Why We Play? Sports, Values and Drugs.'

## COMMUNITY ENGAGEMENT AND PARTNERSHIP HIGHLIGHTS

The faculty continued to collaborate closely with Directors of Religious Education in a number of Australian dioceses and with Professor Dr Didier Pollefeyt (KU Leuven) on the Enhancing Catholic School Identity (ECSI) project. The project is specifically designed to promote a focused engagement with the nature of the Catholic identity of Catholic schools within an increasingly secular and pluralist global society.



Rome Campus

Quality academic offerings are a hallmark of ACU. ACU faculties, led by highly experienced Executive Deans in conjunction with the Academic Board, ensure rigour and relevance are applied to course offerings. »

Professor Pauline Nugent, Provost

Academics at ACU go through very rigorous processes of accreditation, collaboration with industry, and internal review. They are of the highest quality in terms of curriculum development. They provide state-of-the-art teaching and learning that aligns with the needs of our key stakeholders. »

Professor Tania Aspland, Executive Dean, Faculty of Education and Arts

A major focus of the Academic Portfolio in 2016 has been the renewal of ACU's Core Curriculum. This flagship program of ACU promotes exploration, reflection and community engagement to equip graduates with the skills to effect real change through living for others. »

Professor Pauline Nugent, Provost

Study tours in Rome, Asia, and the Middle East continued to offer undergraduate and postgraduate students the opportunity to deepen their knowledge and understanding of theology through cultural immersion.

## STUDENT ACHIEVEMENTS

Peter Blake, Adam Burns, Wendy McHugh, and Joshua Whitehead received the Executive Dean's 2015 Commendation. Kelsey Burns received the Kevin Moyle Prize, which is awarded through the Faculty of Theology and

Philosophy to the student with the best overall result in the unit THCT202 Christian Symbol, Ritual and Sacrament.

Michelle Emmett received the Dominican Prize for Academic Excellence in Theology. The award is funded by the Dominican Sisters of Eastern Australia and the Solomon Islands.

Thi Bich Tram Do received the award for the most promising philosophy essay by a first-year undergraduate student.

Hannah Lawson received the award for the best philosophical essay in an advanced undergraduate unit.

## STAFF ACHIEVEMENTS

Professor Pauline Allen (Centre for Biblical Studies and Early Christianity, Institute for Religion and Critical Inquiry) was elected a corresponding Fellow of the British Academy (FBA) in July 2016. She was one of only two Australians honoured by election in 2016 in a total of 66 new fellows. Dr Ian Elmer was promoted to Level C.

The Vatican appointed Drs Gemma Cruz and Edmund Chia as Faculty Associates of the Pontifical Missionary Union (PMU), a secretariat of the Sacred Congregation for the Evangelization of Peoples (previously known as Propaganda Fide), overseeing all the local churches in mission territories.

Dr David Kirchhoffer became one of four representatives officially appointed by the Vatican to represent the Catholic Church and its teaching at the Faith and Order Commission of the World Council of Churches.

Associate Professor Bernadette Tobin, Director of the Plunkett Centre for Ethics, was announced as an Officer of the Order of Australia (AO) in the Queen's Birthday Honours List. The appointment recognised her distinguished service to education and philosophy, to the development of bioethics in Australia as an academic, and her leadership on a range of public health advisory and research councils.

Professor Clare Johnson, Director of the ACU Centre for Liturgy, travelling to Rome with a group of Australian Catholic artists who performed *The Faces of Mercy*, a performance inspired by Pope Francis' Extraordinary Jubilee of Mercy.

Professor Johnson and Dr Jason McFarland, Assistant Director of the ACU Centre for Liturgy, oversaw the official launch of the ACU Centre for Liturgy in November 2016.

## ACADEMIC QUALITY

### ACADEMIC BOARD

The Academic Board is a standing committee of the University Senate. The Chair, Academic Board reports to the Provost. The Academic Board is responsible for all academic matters relating to the University. It advises the Senate and the Vice-Chancellor on all developments and initiatives, including quality, related to the University's teaching and research activities.

### COURSE LOAD ANALYSIS

The University continued to build on the new policies and procedures introduced in 2015 to support regular and consistent assessment of courses and units with low student numbers. Guided by student enrolment and interest, ACU further aligned courses and units with demand while also ensuring courses map to the ACU Mission. Work continued to support new courses in their initial years.

## IDENTITY AND MISSION

### CORE CURRICULUM

The Core Curriculum raises fundamental questions about human experience and meaning. The units emphasise critical judgment, clear expression, ethical decision-making, and concern for others as individuals and as a community. Through the Core Curriculum, students participate in a common learning experience that engages both their heart and their head. Students have the opportunity to help vulnerable communities and engage in a rich learning experience through community engagement activities.

As an essential part of the ACU student experience, the Core Curriculum promotes exploration, reflection, and community engagement to prepare graduates to improve the lives of others, implement real change, and serve the common good.

The University initiated a review of the Core Curriculum in 2014. This review examined the Core Curriculum's application and provided recommendations for its future development.

# IN 2016 WE MARKED A THREE-YEAR MILESTONE IN OUR COLLABORATION WITH THE CATHOLIC UNIVERSITY OF AMERICA. ROBUST OPERATIONS AT THE ROME CAMPUS HAVE BEEN ESTABLISHED, A SIGNIFICANT SUITE OF ACADEMIC PROGRAMS AND RESEARCH SEMINARS HAVE BEEN SUCCESSFULLY RUN, AND OUTREACH TO STRATEGIC PARTNERS IN ROME HAS BEEN DEEPENED. A SIGNIFICANT ACHIEVEMENT FOR ACU.

Professor Pauline Nugent, Provost

In 2016, ACU finalised its implementation of the recommendations provided in the review. This included refreshing the central units of the Core Curriculum, strengthening the administration and governance, increasing international offerings, and renewing its marketing approach.

The Academic Board approved the renewed Core Curriculum UNCC100: Self and Community: Exploring the Anatomy of Modern Society which was rolled out across all campuses in Semester 2, 2016. Train-the-trainer sessions for teaching staff were held in Brisbane, North Sydney, and Melbourne prior to the roll-out. Faculties recruited teaching staff and conducted training sessions to familiarise them with the renewed Core unit contents, pedagogy, and assessment regime.

More than 120 students enrolled in the International Core Curriculum programs in Rome, Beijing, London, and Paris in 2016. ACU offered the international Core Curriculum (UNCC300: Understanding Self and Society) for the first time in Beijing as a three-week intensive at The Beijing Centre. A total of 31 students participated. The program included classroom learning activities, Chinese language classes, and cultural tours around Beijing, Shanghai, and Xi'an.

The same unit was also offered in Paris in partnership with the Institut Catholique de Paris (ICP) and St. John's University (USA, Paris Campus). Nineteen students participated.

The second offering of the International Core Curriculum in Rome attracted 29 students. Community engagement activities feature prominently in the Rome offering to bring to life students' classroom learning in practical and tangible ways.

The refreshed Core Curriculum UNCC300: Justice and Change in a Global World was also approved in November 2016 for roll-out across all campuses beginning in Semester 1, 2017.

## ALIGNMENT/INTEGRATION OF CATHOLIC IDENTITY

ACU in partnership with Boston College is continuing to develop a suite of formation programs particularly designed for staff that will address issues around mission and the workplace. Focusing on questions such as 'What does it mean to work for an institution with a faith-based mission?' and 'How does the mission impact on what I do in my workplace,' it

Through an international classroom approach, ACU offers students the opportunity to engage with different perspectives, learn from other cultures, and, most importantly, appreciate that differences can enrich and strengthen.

Professor Pauline Nugent, Provost

The Faculty of Theology and Philosophy ran numerous research seminars on the new Rome Campus, which is shared with the Catholic University of America. All were very well attended. The centre provides a great hub for international research and collaboration. It has become an international enabler precisely because it brings staff, colleges, and faculty from three continents into dialogue with each other to address research and issues that are of international importance or concern.

Professor Dermot Nestor, Executive Dean, Faculty of Theology and Philosophy

is hoped these units will further the depth of understanding and engagement of staff into the mission of the University.

## INTERNATIONALISATION

Operating in a global context, the University engages with the international community through a variety of activities. Students and staff undertake meaningful experiences with the global community. These opportunities range from study abroad programs, work experience abroad, community service, research collaborations, and teaching exchanges.

Internationalisation speaks to the University's Catholic identity and its commitment to social responsibility. ACU's internationalisation strategy, which continued through 2016, aligns with the overall strategic plan.

The Internationalisation Committee, a Standing Committee of the Academic Board, supports the University's internationalisation efforts and activities.

ACU works actively to strengthen existing international relations and forge new partnerships with universities and organisations across the world. The University has relationships with more than 190 universities and education institutions in the Americas, Europe, Africa, and Asia.

## OUR GLOBAL VISION

ACU will be a globally engaged institution and a pre-eminent Catholic university in the

Asia-Pacific region that leverages its strengths and its mission to support high-quality international teaching, learning, research, and community engagement.

## ACU ROME CAMPUS

In 2016 the ACU Rome Campus further established its roots in the spiritual home of Catholicism. The campus, a joint endeavour with The Catholic University of America (CUA), opened its doors in 2015. As of the end of 2016, a total of 14 ACU academic programs were held at the Rome Campus, with 264 students and 26 academics participating. The campus also hosted five research seminars with 91 participants.

As ACU's first offshore centre, the Rome Campus is firmly linked to ACU's international strategy work. The tri-continental endeavour is helping to extend the footprint of Catholic higher education while embedding ACU as a key player globally.

During 2016, operations were strengthened with the University completing risk assessments, a refined approach to student and spiritual life, restoration of the Chapel and initial restoration of the gardens. ACU also continued to fortify relationships with the Vatican, Church bodies, and universities in Italy.

In addition to offering academic courses and expanding ACU's research agenda, the campus also serves as a base to enrich ACU formation activities for staff, students, and partners.



Campus entrance, ACU/UA Rome Campus



ACU students on exchange programs, in (top) Paris, Niagara Falls, Rome and Canada

## PROGRAMS AND OUTREACH ACTIVITIES AT THE ROME CAMPUS

The ACU Rome Campus ran its inaugural program, the International Core Curriculum (UNCC300: Understanding Self and Society), late 2015 and early 2016. This flagship academic offering ran again in July 2016. Community engagement activities are a central feature of the program. Students visited Roma Camps, distributed food to the homeless, engaged with refugees at a lunch,

visited the Community of Sant'Egidio School of Peace, volunteered at the Sant'Egidio pharmacy and aged-care centre, and participated in the Vatican's World Peace Day March.

The University successfully implemented its first sponsored cohort, EDCE600: Catholic Education: Mission, Culture and Spirituality, at the Centre in July 2016. This postgraduate course, developed in conjunction with Catholic Education Melbourne, attracted a total of

20 participants, 19 of which were principals from Catholic schools. Sponsored by Mr Stephen Elder, Executive Director, Catholic Education Melbourne, the unit aimed to engage participants with the universal Church. In this way, it provided a big-picture view of Catholicism and the major spiritualities of the Church, particularly those with strong connections to education. Participants also engaged with new ecclesial developments and addressed the impact on Catholic education and the Church at large in Rome and beyond.

## WORLDWIDE PARTNERSHIPS

In 2016, ACU continued to nurture existing partnerships and develop new partnerships with leading universities and education institutions around the world.

The University's newest partner institutions include:

- Ghent University, Belgium
- Wuhan University, China
- University of Copenhagen, Denmark
- University of Santo Tomas, The Philippines
- LUMSA University, Italy
- Loyola University of New Orleans, USA

## GROWING PARTICIPATION IN INTERNATIONAL ACTIVITIES

ACU has seen significant growth in outbound students. Over the past five years the number of students studying overseas has grown from 30 in 2010 to over 1,000 in 2016.

Increasingly ACU students are participating in short-term international programs, including the University's new offerings in Rome. While around 120 students opted to study with ACU partner universities during the year, many more participated in more intensive, short-term international programs such as the International Core, ACU-led study tours, community engagement activities, short-term study abroad programs, internships, and professional placements.

## ACU INTERNATIONAL 2016 HIGHLIGHTS AT A GLANCE

- As a host university for students from other countries, ACU experienced an increase of 22 per cent in commencement of students in exchange programs.
- Students studying at ACU represented 104 countries.
- More than 120 ACU students travelled abroad this year in overseas exchange programs.

## STRATEGIC PARTNERSHIPS

### STRATEGIC PARTNERSHIPS & EXECUTIVE EDUCATION DIRECTORATE

The role of the Strategic Partnerships and Executive Education Directorate is to intentionally co-ordinate, mobilise and align university resources with the aims and objectives of ACU's Strategic Partners.

In 2016, the Directorate has supported the following initiatives:

- development of a Strategic Partnerships Framework and Information Repository to provide deeper value to each of our Strategic Partners.
- signing of a Statement of Strategic Intent between ACU and Catholic Health Australia (CHA) to promote further progress the Church's healthcare ministry. The Statement aims for a collaborative promotion of key areas including research, clinical placements and professional development.

- strategic coordination of ACU academic and professional staff with external membership organisations such as:
  - Global Foundation
  - Committee for Economic Development of Australia (CEDA)
  - Business/Higher Education Roundtable (B/HERT)
- development of commercial agreements designed to support the achievement of each Partners strategic objectives.

## EXECUTIVE EDUCATION

ACU Executive Education offers a broad range of capability development programs designed to move the needle on organisational objectives, as well as develop a new calibre of executives who can lead and shape the business environments of the future.

The directorate works to ensure that engagement with industry and Catholic partners aligns with the ACU Mission, through a holistic, integrated, and client-centric approach. It works closely with each faculty and key directorates to achieve this objective.

ACU Executive Education continued to provide enhanced student opportunities in 2016 through internships and placements, guest speakers from industry, and employment opportunities.

The partnership with Catholic Education Melbourne (CEM) has seen the development of Australia's first MBA for School Principals, and the partnership with the Archdiocese of Sydney has seen the development of the first postgraduate degree in management for parish priests.

## CANBERRA ACADEMIC RENEWAL/ BALLARAT ACADEMIC RENEWAL (CARBAR) STEERING GROUP

During 2016, academic plans for the Canberra and Ballarat campuses have been refreshed, with a continued focus on viability, meeting stakeholder/market needs and integrating campus contributions to ACU's Mission and our national approach.

In 2016 the Canberra/Signadou Campus load was 917 EFTSL, with detailed planning by the Faculty of Education and Arts progressing to strengthen offerings, including further promotion of the Bachelor of Teaching/ Bachelor of Exercise Science dual degree, strengthened pathways linked to Catholic schools, and broader regional strategies. Demand for current health science offerings continues to be strong.

In 2016 the Ballarat/Aquinas campus achieved a total load of 814 EFTSL, compared to a target of 753 EFTSL or +61 EFTSL (as at 2 September, 2016). A focus on education and health science offerings has continued, with facilities and required accreditations being progressed for the commencement of physiotherapy in 2017.

## GOVERNMENT, POLICY & STRATEGY

In mid-2016, Ashley Midalia was appointed Director of Government, Policy and Strategy. Mr Midalia replaced Mr Julian Leeser, who was elected to the House of Representatives as the Member for Berowra on 2 July 2016.

During 2016, the Government, Policy and Strategy (GPS) directorate monitored the federal election on behalf of the University, including policy developments, and actively engaged with elected representatives. This included facilitating visits to ACU campuses by several state and federal ministers, shadow ministers, and parliamentarians.

GPS led ACU's advocacy on policy issues of interest to the University throughout 2016. GPS co-ordinated a number of policy submissions to government, including in response to the Federal Government's options paper in relation to higher education funding. The future of funding for the sector remains a significant policy issue for the university and continues to be monitored closely by GPS.

GPS also led engagement with state governments, particularly the Victorian Government, in relation to initial teacher education (ITE) policy. In late 2016, the Victorian Government announced changes to entry requirements for ITE. GPS has worked closely with the government to ensure ACU's interests and experience in this area is taken into account in the policy development process.

Following the appointment of several staff to key posts, GPS is prepared for an active 2017, including a number of events involving high-level government representation.

## PM GLYNN INSTITUTE LAUNCHES

To support and reinforce the University's relationships with Church stakeholders and employers, ACU created and launched the PM Glynn Institute under the directorship of Dr Michael Casey. By providing analysis of public policy issues and generating new approaches to address them, the Institute connects with the Catholic and wider Australian community. The director and the Institute liaise with Father Anthony Casamento CSMA, Director of Identity and Mission, while working to advance the proposition that understanding the contemporary world also means considering religion and the foundations of faith as important features of the social and political landscape.

The University launched the PM Glynn Institute in October at the North Sydney Campus. The launch event featured a panel discussion on the theme 'Fear and anger, hope and confidence: Reframing our shared landscapes.' The Institute hosted its first public event in September with a conference marking the 50th anniversary of the Second Vatican Council's declaration on religious freedom. Sixty-five people attended two conference sessions in Sydney and Melbourne.



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# OUR STUDENTS, LEARNING AND TEACHING



**AFTER GRADUATING FROM ACU IN 2010, I WORK AS A MIDWIFE IN MATERNAL FOETAL MEDICINE. IT'S A HIGH-RISK SPECIALTY UNIT. I'VE BEEN ABLE TO TUTOR AT ACU. I'M REALLY GRATEFUL THAT I COULD COME BACK AND TEACH. I FEEL LIKE I'VE BEEN ABLE TO GIVE BACK WHEN ACU GAVE ME SUCH A LOT. ACU WAS MORE PERSONAL — THE LECTURERS AND TUTORS KNEW MY NAME AND WHERE I WAS DOING MY PLACEMENTS.**

**Emma Shipton, Bachelor of Midwifery, Master of Clinical Education**

**I enjoy the environment at ACU with the interaction between students and staff. The staff are very encouraging and supportive. I feel part of the University.**

**Abdul Kazimi, third-year Bachelor of Laws student, Melbourne Campus**

## STUDENT ENROLMENT CHANGES (%)

Student enrolments increased by **64%** between 2010 and 2016



## STUDENT STATISTICS

	2010	2011	2012	2013	2014	2015	2016
<b>Total students (enrolments)</b>	20,523	22,852	24,384	26,127	30,223	32,364	33,629
Equivalent full-time student load (EFTSL)	14,728.5	16,712.1	17,884.9	19,150.3	21,518.3	23,547.0	24,402.6

### Enrolments by state and territory

ACT	775	773	951	1,012	1,026	1,189	1,196
NSW	7,629	8,531	9,006	9,432	10,371	11,261	11,432
VIC	6,668	7,575	8,332	9,047	10,002	10,829	11,455
QLD	3,519	4,105	4,562	4,910	5,192	5,572	6,084
SA	0	0	0	0	0	4	10
Virtual	1,932	1,868	1,533	1,726	3,632	3,509	3,452

### Enrolments by faculty

Faculty of Education and Arts	9,543	10,288	10,688	10,904	12,415	12,299	11,968
Faculty of Health Sciences	7,077	8,155	9,385	10,860	12,838	14,880	16,101
Faculty of Law and Business	2,424	2,869	2,829	2,900	3,274	3,520	3,819
Faculty of Theology and Philosophy	512	515	508	484	517	467	439
Tertiary Preparation Pathway and Study Abroad	282	248	159	132	233	345	393
Research Services	383	438	470	471	497	476	450
Combined Schools	302	339	345	376	449	377	459

### Enrolments by course level

Higher Degree Research	383	438	470	471	497	476	450
Higher Degree Coursework	2,399	2,656	2,866	2,848	4,205	4,027	4,081
Other postgraduate	2,051	2,000	1,961	2,236	2,487	2,306	1,883
Bachelor's	14,282	16,419	17,933	19,493	21,754	24,227	25,875
Other undergraduate	809	766	473	382	330	369	283
Non-award	599	573	681	697	950	959	1,057

### Enrolments by subset

Female	14,871	16,514	17,661	18,869	21,674	23,123	24,081
Male	5,652	6,338	6,723	7,258	8,549	9,238	9,544
Unspecified Gender						3	4
Indigenous	380	396	390	398	461	464	517
Full-time	14,648	16,620	17,616	18,965	20,930	23,176	24,605
International	3,898	3,925	3,320	3,002	3,161	3,435	3,479

### Enrolments by age

Up to 19	5,593	6,615	7,526	8,201	9,246	10,270	10,619
20 to 24	7,131	8,028	8,338	9,217	10,501	11,633	12,624
25 to 29	2,685	2,947	3,010	3,066	3,674	3,807	3,866
30 to 39	2,467	2,572	2,747	2,917	3,484	3,543	3,515
40 to 49	1,644	1,691	1,739	1,751	2,151	2,036	1,991
50 to 59	835	832	862	814	985	900	834
60 and over	168	167	162	161	182	175	180

## GRADUATE STATISTICS

	2010	2011	2012	2013	2014	2015	2016
Total graduates	4,205	4,326	4,974	4,834	5,671	5,714	6,123

### Graduates by state and territory

ACT	163	150	187	202	235	190	244
NSW	1,620	1,606	1,837	1,747	2,012	1,958	2,003
VIC	1,392	1,335	1,619	1,736	1,860	1,946	2,234
QLD	608	656	710	739	930	947	835
Virtual	422	579	621	410	634	673	807

### Graduates by faculty

Faculty of Education and Arts	1,778	2,042	2,300	2,216	2,742	2,546	2,662
Faculty of Health Sciences	1,687	1,542	1,914	1,857	2,111	2,388	2,767
Faculty of Law and Business	568	544	551	585	624	618	506
Faculty of Theology and Philosophy	120	160	167	156	154	125	140
Tertiary Preparation Pathway and Study Abroad	11	1	0	0	0	0	0
Research Services	41	37	42	20	40	37	48

### Graduates by course level

Higher Degree Research	41	37	42	20	40	37	48
Higher Degree Coursework	589	624	721	688	819	802	902
Other postgraduate	907	1,067	1,198	967	1,182	1,199	1,086
Bachelor's	2,576	2,491	2,930	3,023	3,512	3,601	3,944
Other undergraduate	92	107	83	136	118	75	143

## STUDENT EXPERIENCE

Following the tradition of Catholic social teaching, students learn and develop professionally and personally through real-world experiences that encourage them to reflect and think beyond their core area of study. ACU students participate in discussions that engage the social, ethical, and religious dimensions of life and work.

Welcoming students and staff from all beliefs, backgrounds, and geographic locations, ACU offers a diverse and highly engaged learning community where students are challenged to think critically and ethically.

## OFFICE OF STUDENT SUCCESS

The Office of Student Success (OSS) responds to individual student needs as well as enhancing the supportive framework of the University for all students. OSS provides quality support services, programs and learning opportunities to enable each student to develop to their full potential and to make an ongoing contribution to the good of society.

In 2016, OSS led developments in relation to:

- Respect. Now. Always. campaign (in partnership with OPSM)
- Policy and procedures on students with disabilities
- The student orientation program
- Clubs and societies governance framework.

OSS has maintained its commitment to delivering services and programs that have a positive impact on student achievement, satisfaction, success, and retention.

## ACADEMIC SKILLS UNIT

In 2016 the Academic Skills Unit (ASU), worked in partnership with faculties, directorates, and institutes to embed language and learning skills in course units and studies for students. A significant collaboration with the Faculty of Education and Arts to provide support for all graduating education students, assisted their preparation for the Literacy and Numeracy Test for the Initial Teacher Education (LANTITE) test. Other partnerships included the Solomon Islands project where Solomon Islands Treasury employees enrolled in the IRD Leadership Program Graduate Certificate in Business Administration. In collaboration with staff from the Directorate of Strategic Partnerships & Executive Education, ASU provided an initial preparatory study week, Preparation for Postgraduate Study program, followed by ongoing individual support for students. Another initiative was the contribution to a national professional development day via video conference for ELICOS teachers. This was an important partnership that developed better support for students. ASU has also introduced an extensive range of accessible LEO Literacy and Numeracy online resources aligned with each semester's programs to support students' academic numeracy and language learning needs.

## CAREER DEVELOPMENT SERVICE

The Career Development Service (CDS) continues to support students to enhance employability. Highlights from 2016 include:

- The NSW Transition to Professional Practice Roadshow, held on the North Sydney Campus in May.
- CDS, in collaboration with the School of Education, held Ready, Steady, Teach - the first education careers conference on the Strathfield Campus.
- Interchange and Mentoring Program Strathfield and North Sydney (winner of the Rising Star Award National Advisory Graduate Careers Advisory Service).
- Education Partnerships Dinner - a collaboration between the School of Education, Equity Pathways, and alumni, held on the Brisbane Campus in October.
- An interactive employer engagement event, 'In conversation with the United Nations,' held in Canberra and made available to students nationally via video conference.
- Meet the Employer - a regional and rural employer engagement event in Ballarat.
- 241 occasions of service delivering career development learning directly into law, business, occupational therapy, environmental science, physiotherapy, education, arts, design, nursing, midwifery and paramedicine curriculum.

## COUNSELLING SERVICE

The counselling service continued to provide professional support to students through face-to-face appointments, providing online resources and workshops, as well as mental health first aid training workshops.

In 2016, the counselling service supported the Respect. Now. Always. campaign and the development of the online module Working with Children, Young People and Vulnerable Adults.

## DISABILITY SERVICES

In 2016, 4.5 per cent of the ACU student population were registered with Disability Services (DS). DS collaborated with health sciences to implement the Inherent Requirements Pilot Project, including the provision of staff training and ongoing consultation and advice. A consultation process resulted in the approval of the Policy on Students with Disabilities. Peer mentoring pilot projects were implemented in 2016. A paper, *Supporting Social Work Students with Mental Health Conditions: A Reflection*, was presented at the Social Workers in Disability Conference and another, *The Efficacy of Peer Mentoring for Students with Mental Health Conditions: A Critical Reflection* at the Pathways conference in Canberra.

## STUDENT ENRICHMENT

Student Enrichment collaborated with faculty staff in the further development and planning of the student orientation program in line with the implementation of plans endorsed by the Orientation Strategy Group. Training on leadership, event management, and finance was delivered to all Student Associations, clubs

# ACU IS IDENTIFIED BY ITS STRONG PARTNERSHIPS — WITH STUDENTS, ACROSS STAFF GROUPS, AND WITH EMPLOYERS AND MEMBERS OF THE COMMUNITY — TO ENSURE GRADUATES ARE HIGHLY SKILLED AND COMPETENT, BUT ALSO COMMITTED TO SERVICE AND ONGOING LEARNING.,

Professor Anne Cummins, Deputy Vice-Chancellor (Students, Learning, and Teaching)

and societies on each campus. The Student Enrichment Unit took carriage of the ACU Wired radio station and recruited students to broadcast a radio program across all campuses. The station officially launched in mid-year Orientation Week with the motto Engage, Educate, Entertain. The National Creative and Performing Arts (CAPA) Showcase was a great success this year. There was a wide choice of creative and performing arts categories in the CAPA Showcase, with students showcasing their creative talents through a variety of media including spoken word, poetry writing, dance, drama, music, photography, visual art, and short film. Students were called to bring together their ideas and creativity around the theme 'The Ripple Effect.' To supplement the CAPA Showcase, there was a three-hour filmmaking workshop facilitated on each campus. The Student Enrichment Unit engaged with more than 16,500 students across all campuses this year. Student representation in university decision-making and delivery of campus events enhances student life. This year, the student leaders from the Student Associations, non-sporting clubs and societies promoted the social, spiritual, and intellectual welfare of fellow students through the provision of a total of 358 events.

## STUDENT PROGRAMS

The Student Advocacy Service continues to grow, providing one-on-one appointments as well as information sessions and resources. The focus in 2016 was to continue the work with the faculties to increase student referrals and further develop the academic progress information sessions to support student retention and success. In 2016 the ACU Student Choir reached new heights of engagement, prestige, and success with opportunities for students to partake in concerts, graduation masses, and ceremonies. More than 60 students attended a July masterclass, which took place over a week in Sydney. The choir performed at the Learning 4 Life conference at St Mary's Cathedral. A total of 63 St Cecilia Scholarships were awarded to students from across all campuses. The highlight of the year came in November with the ACU National Student Choir trip to Rome – 20 students rehearsed and performed over the course of a week and undertook a masterclass with Italian conductor, Professor Marco Cimigalli. Deputy Vice-Chancellor Professor Anne Cummins presented prizes to the winners of the 2016 Isabel Menton Composition Awards at a ceremony in

“I cannot speak highly enough of the staff at ACU. Their hard work and dedication has helped facilitate my success in the field. I am very passionate about neurological rehabilitation and it doesn't feel like work. The staff at the Faculty of Health Sciences had a great impact on my university studies and helped me explore my passion for neurological rehabilitation.”

Jessica Hansson, Bachelor of Exercise Science, Master of Clinical Exercise Physiology, Faculty of Health Sciences 2015 alumni award winner

Melbourne. The choral composition award recognises the life of Sister Isabel Menton of the Sisters of St Joseph.

## STUDENT EMPLOYMENT AND PROFESSIONAL DEVELOPMENT

Interchange: Finding your Inner Entrepreneur is a StudyNSW funded project for international undergraduate and postgraduate students. This project is unique as it is directly aimed at ACU international students. Participation in this competition environment enhances their entrepreneurial, innovation, and employability skills. The project was a collaboration between six institutions in 2016: ACU, UNSW, WSU, UTS, University of Sydney, and Macquarie. In addition to the Interchange program, this year Career Development Service and the international office introduced the ACU Interchange Mentoring program. Seven of the 2015 ACU Interchange participants were recruited to mentor the new participants throughout the 2016 program.

Employment highlights include:

- Across all campuses, 497 students were hired by ACU staff through the Student Jobs on Campus program from January – November 2016.
- From January to November 2016, CareerHub advertised a total of 509 global positions to students as well as 247 career events.
- Disability Services and the Career Development Service successfully developed and implemented three employability forums for students with a disability.

## STUDENT ASSOCIATIONS

Student representation in university decision-making and delivery of campus events enhances student life. Student representation includes ACUNSA (ACU National Student Association), office holders of the Campus Student Associations, the President and Vice-President of the ACUPGA (ACU Postgraduate Student Association), and their campus committees.

A student representative is elected to the Senate each year. The Student Senator contributes to the business of Senate meetings. The Student Senator does not represent students on the Senate, but rather brings an independent perspective to Senate as a student of the University. The Student Senator is also a member of the Academic Board. The Student Senator may attend meetings of ACUNSA and ACUPGA but is a member of either organisation. Eamon Glass from the Ballarat Campus was the 2016 Student Senator.

## STUDENT ENGAGEMENT & SERVICES

Student Engagement and Services (SES) continued to extend the co-curricular experience for all students at ACU during 2016 through a range of programs.

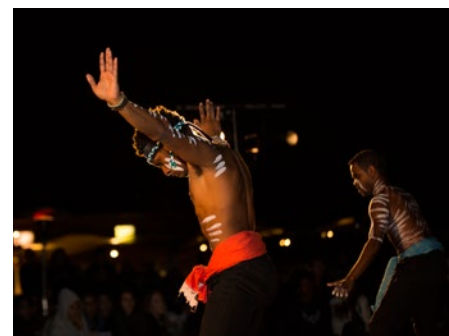
## STUDENT SERVICES AND AMENITIES FEE

Student Services and Amenities Fees (SSAF) fund the Directorate's core programs, as well as a range of student services and amenities of a non-academic nature in the University. Commonwealth legislation and guidelines govern the collection and use of SSAF. The Deputy Vice-Chancellor (Students, Learning, and Teaching) reports annually to the Senate about consultation with students on SSAF expenditure. Information is also provided on the University's website, updated annually.

In line with Commonwealth guidelines, the democratically elected Student Senator, ACUNSA and ACUPGA leaders and their associations play key roles in the consultation process about expenditure priorities. SES welcomes feedback from other student groups. All students are surveyed annually about their priorities for SSAF expenditure. Data from key student surveys is also analysed to identify areas of need. Other inputs include student feedback through University committees, service delivery usage and event attendance, enrolment data analysis, and competitor analysis from other universities.



Welcome Ceremony, Excelsior Indigenous Dance Troupe



## LIVING AND LEARNING COMMUNITIES (STUDENT ACCOMMODATION)

Residential students at Ballarat's Camillus Residence formed the Aquinas Student Resident Society with the objective of fostering and developing other residential students' ability to live away from home by providing events to bring the community together. ACUNSA, OSS, and the local LLC team supported the effort in conjunction with the calendar of events provided by the LLC team for residents of Camillus and managed residential houses in Ballarat.

The residential life program at Miguel Cordero Residence in Sydney hosted up to 14 free events per month for residents, all with strong participation. Campus Ministry attended the residence for weekly 'hangouts', including dinner and informal discussions with residents. A similar arrangement is being sought for Canberra and Ballarat. Plans are also underway to provide a monthly resident dinner and movie nights in Canberra's managed residential properties. These activities are designed to be delivered to students living in ACU residences and managed accommodation in NSW, ACT, and Victoria to enhance student experience, engagement, support, student retention, and success.

The Library Executive Group approved the proposal for Living and Learning Communities: ACU Library for delivery in Orientation 2017. Additionally, the Academic Skills Unit has agreed to facilitate a number of workshops, open to all ACU students at MCR in 2017.

Renovations began at Camillus Residence in Ballarat, with the first stage on track for completion for Semester 1, 2017.

## HEALTH, SPORT, AND WELLBEING

Nationally, 5,015 students participated in events, programs, and services offered by Health, Sport and Wellbeing during 2016, representing a 32 per cent increase, compared to 2015.

## SPORT CLUBS

ACU Sport Clubs continued to grow throughout 2016 with a range of recreational, competitive, and participation opportunities. Highlights include:

- ACU Brisbane Rugby League Football Club made the semi-final, a great comeback from collecting the wooden spoon in 2015. ACU Student Geoff Fabila, won Top Try Scorer and Player of the Year in the Universities Rugby League QLD (URLQ).

- Melbourne Cheer Club won the State Championships.
- Sydney Cheer Club won the Battle of the Beaches, their first competition in their inaugural year.
- Partnership club Fitzroy-ACU Women's AFL made the Victorian Women's Football League (VWFL) Grand Final and narrowly lost to an undefeated team.

## AUSTRALIAN UNIVERSITY SPORT PROGRAMS

Within the university sport arena, including intervarsity competitive events ACU finished in a remarkable 13th place overall out of 42 universities at the Australian University Games in Perth. Despite the ACU squad being half the size as it was in 2015, the overall result was a huge improvement from 24th place in 2015. Other key highlights from the Australian University Games include:

- ACU won a total of eight medals including four gold, two silver and two bronze.
- Sixteen ACU students were acknowledged with green and gold selection, a hypothetical team of the highest performing athletes, four more than in 2015.
- The Women's Water Polo team claimed ACU's first division 1 pennant in 10 years.

Earlier in the year, ACU sent a total of 300 students to the Snow University Games and three separate Regional University Games in order to qualify in several sports for the Australian University Games.

## ELITE ATHLETE AND PERFORMER PROGRAM (EAPP)

Three hundred and fifty students were members of the EAPP in 2016, with the program designed to support and encourage students in managing their study and athletic or performance requirements.

Four ACU students represented Australia at the 2016 Rio Olympics and Paralympics, with all athletes returning with a medal.

- Mack Horton, Bachelor of Commerce (Melbourne), won Australia's first gold of the Games in the men's 400m freestyle.
- Emma Tonegato, Bachelor of Occupational Therapy (North Sydney), won gold as a member of the women's rugby sevens side.
- Anabelle Smith, Bachelor of Exercise and Sport Science (Melbourne), won bronze in the women's 3m synchronised springboard.
- In the Paralympics, Ellie Cole, Bachelor of Health and Exercise Science (Strathfield), continued her domination in the pool with two gold medals, three silver and a bronze.

Additionally, 21 students from the EAPP contributed to ACU's success at Australian University Games in Perth. The Graduates of League program conducted in conjunction with the National Rugby League was also a great success with 35 students in the program. ACU hosted the largest cohort of players compared to any other university.

## GYMS AND FACILITIES

Membership and participation within campus gyms and fitness classes continued to grow throughout 2016. Gym memberships increased by 26 per cent and participation rates in fitness classes grew by 61 per cent. With plans to expand facilities in Melbourne and access hours in Brisbane during 2017, the outlook is positive with further growth and success anticipated. The addition of Brisbane's Banyo Oval has provided students, clubs, and social sport with improved access and opportunity to partake in events, programs and activities on-site.

## COMMUNITY EVENTS AND SOCIAL SPORT PROGRAMS

Nationally, ACU participated in more than 25 events, led by an initiative to provide a free singlet to staff and students that register with ACU. Melbourne Campus has teamed up with six fellow Melbourne universities to provide the UniHub. This is a space where students can enjoy a nutritious snack before their race, access a massage service, meet friends and fellow participants or competitors, and unwind post-event.

The Kicking Goals Together program, a sport and job-readiness education engagement for Brisbane youth from refugee migrant backgrounds, received the 2016 Vice-Chancellor's Award for Outstanding Community Engagement. The School of Exercise Science and the Brisbane-based Health, Sport, and Wellbeing team coordinated a weekly Futsal competition featuring three refugee migrant community group teams, an exercise science staff team, Seminarian team, and an ACU student team.

Additionally, ACU has experienced a 23 per cent increase in social sport following the recruitment of casual staff members in Canberra and Ballarat, and the completion of the Banyo Oval in Brisbane.

## NATIONAL ENTERPRISE PROGRAMS

ACUExtra is a loyalty-based, non-campus program where students can obtain discounts on a virtual platform. The program complements the range of on-campus services

# THIS YEAR, ACU HOSTED THE AUSTRALIAN UNIVERSITIES INDIGENOUS GAMES IN BRISBANE. THEY WERE A GREAT SUCCESS BOTH CULTURALLY AND IN TERMS OF PARTICIPATION AND COLLABORATION.,

Professor Anne Cummins, Deputy Vice-Chancellor (Students, Learning and Teaching)

and programs and is available to all currently enrolled students irrespective of campus.

## STUDENT RETENTION

ACU aims to engage our students strongly with their academic work and with co-curricular services and activities from their first days at university to the successful completion of their courses. The Taskforce for Student Achievement and Retention monitors student retention and supports programs and projects undertaken by directorates and faculties to optimise student retention and success.

This included ACU Smart, offered in conjunction with Orientation. It helps ease the transition from school to university studies. Students meet their peers and academic staff, develop new study skills and gain insights for the year ahead. The Success at ACU program communicates with 4,500 students in their first semester of study. It offers referrals to academic or administrative support, appropriate services or co-curricular events and activities that help students succeed.

Sixty high-achieving students were recognised and rewarded with ACU Academic Excellence Scholarships to support their continued engagement and success in their courses.

## PASS

PASS (Peer Assisted Study Sessions) is a voluntary, academic support program that provides weekly small-group facilitated sessions that targets first year students enrolled in challenging subjects. The PASS program is offered on multiple campuses across four faculties.

The PASS team presented a workshop session titled, 'Why Won't the Leaders Tell Us The Answer?' at the Australasian PASS and Peer Learning conference held at UTS on 27 September 2016. It was the first time ACU had facilitated a workshop session at this conference.

## STUDENT COMMUNICATIONS

The Enhancing Student Communications Strategy continued to be implemented. This included Discover U branding, continuous improvement of Student News, Student Events bulletin, news, and event information on the website, social media, and targeted electronic direct mails (EDMs).

The new iteration of the current student website went live on 26 February. Student Strategies led the project with IT in collaboration with stakeholders across ACU. New and revised content and information architecture make accessing information quicker and easier for users.

Student Strategies, along with Digital Strategy, led the development of a new student portal that personalises students' website experience. Initial personalisation is by campus, with future iterations planned. It provides single sign-on to student systems. The first phase launched on 1 December. Progressive improvements will be rolled out in early 2017.

A refreshed Orientation Planner launched in December. It allows for integration with the new student portal and improves the online orientation experience for commencing students.

## LEARNING AND TEACHING

ACU received three Australian Awards for University Teaching (AAUT) Citations for Outstanding Contributions to Student Learning. These awards are highly competitive and are designed to recognise quality teaching practice in Australian higher education. Dr Catherine Bell (FEA), Dr Cathie Harrison (FEA), and Mr Anthony Whitty (FHS) received their award at the AAUT Citation Ceremony in Melbourne in September.

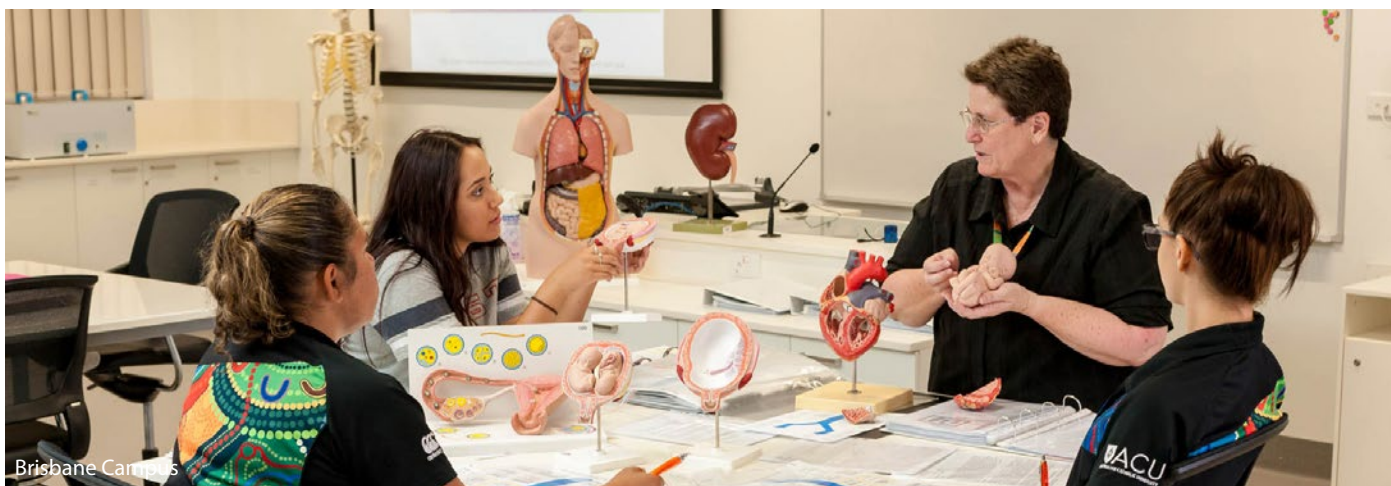
The University committed to an additional \$3 million in funding for Learning for Life for a further three years beyond 2017 (2018-2020). This will continue to raise the standard and quality of learning and teaching capabilities for ACU staff and students.

The Learning and Teaching Centre (LTC) continued to engage with the academic community in the promotion of teaching-focused academics. Highlights include:

- The 2016 overall response rate to date for Student Evaluation of Learning and Teaching (SELT) surveys is 54.8 per cent (173, 839 were invited). This is the highest percentage since the introduction of online surveys in 2012. The significant achievement is a result of extensive collaboration among a number of areas in ACU, and it highlights the important role of student feedback for enhancing learning and teaching quality. In addition to 2,412 SELT surveys for Course Registration Numbers, 185 new Professional Experience surveys were conducted in 2016.
- Following the introduction of a new, fully online GCHE in 2016, enrolments and completions data are encouraging. Total student numbers across the course (89) are just four below the previous high of 93 in 2014. This is despite limiting course admissions to one semester in 2016. This positive outcome is attributable to the combination of strong numbers in all units, including the revised foundation core unit UNHE500 (36 students) and subsequent core

unit UNHE501 (37 students). The new unit Technology Enhanced Learning in Higher Education (UNHE505) attracted 34 students and 24 students joined the revised capstone unit UNHE503. Considering that UNHE505 replaces UNHE502, each of these represents the largest single-semester enrolment numbers since the course was introduced. The pattern suggests improved retention and completion rates.

- Completions from the old course saw four students graduate in April and five students in the spring. Anticipated course completions from the end of 2016 will bring the total to 33 for the year.
- The Senior Executive Group considered a detailed costing of expansion of the GCHE to all teaching focused academics. This is a Vice-Chancellor's strategic priority.
- Using technology to enhance learning at ACU: Checklist for minimum expected use of LEO, which includes expectations of general use of electronic submission, marking and return of assessment tasks across the University as well as lecture capture.
- To simplify the process for ACU academics who are in teaching-focused appointments, refinements to the admissions protocol were negotiated and agreed upon.
- A new series of LEO Basics workshops were delivered across six campuses in the weeks before the start of Semester 2 to cater for new staff and those needing a refresher. LTC delivered the workshops on the same days as the Introduction to Learning & Teaching (ILAT) workshop for new academic staff.
- In total, 59 participants attended eight workshops. Thirty-eight participants completed online surveys, which resulted in a very high average satisfaction rating of 4.48 on a 5-point scale.
- Established in July 2016, the Innovation in Technology Enhanced Learning Group, aims to provide leadership, guidance, and support for technology enhanced learning (TEL) initiatives at ACU. The role of the group, known as inTEL, is to provide advice on TEL initiatives and projects; curate and develop resources for staff wishing to engage in TEL innovation; and communicate with the academic community about TEL initiatives at ACU. The inTEL group includes both academic and professional staff but is primarily led by an academic staff member.
- To further support staff use of technology enhanced learning and promote the LTC TEL services, an eLearning Advisor was made available on the Canberra Campus for two days per fortnight throughout August to October.



Brisbane Campus

- LTC provided a range of workshops and video conferences for ACU staff on awards and grants.
- LTC representatives served on both the FHS and FEA Teaching Award Committees.
- The Awards and Grants Committee for the ACU Teaching Development Grants (TDG) 2016 received 17 competitive proposals; the committee selected eight projects for funding.
- In the ACU Teaching Awards 2016, 12 academic staff earned a teaching award, including two Vice-Chancellor's Teaching Excellence Awards and four citations.
- Improvement in assessment at the policy level: The rollout of the 2016 revised Assessment Policy and Procedures and Guidelines for Supplementary Assessment is now complete. This was endorsed at the November meeting of the Academic Board.
- School Assessment Advisors' Network: The Assessment Advisors' Network meetings on every campus have been completed and key issues in assessment at ACU have been identified. A dedicated LEO site has been developed and all the debriefing notes from each meeting have been posted there for further discussion.
- Revision of the initial feedback and discussion of ways forward, including the best strategies for the support of excellence in assessment across ACU, is underway.
- Professional development webinars, workshops and video presentations: In 2016 the LTC conducted 37 face-to-face assessment workshops and similar numbers of webinars and teleconferences at the school level. In addition to these recordings on key issues, frequently asked questions were recorded and published on the Learning and Teaching website.
- Curriculum review and design for course review, major changes and new course proposals: To date, LTC has supported 69 course reviews, major change documents, and new course proposals in 2016. A notable inclusion in this work has been support for the review and redevelopment of the Core Curriculum units UNCC100 and UNCC300. More than 67 extended unit outlines were also moderated for teaching in semester 2, 2016 and semester 1, 2017.
- LTC conducted 26 course reviews with face-to-face workshops in 2016 including

group workshops for the writing of course-level rationales and course-level learning outcomes.

- Introduction to Learning and Teaching (ILAT) face-to-face workshops for academics new to ACU, supplemented by a LEO Unit website, were facilitated in both semesters. There was a 51.5 per cent increase in academic staff attendance from 2015 to 2016.
- In 2016 LTC staff represented ACU on the ePortfolios Australia organising committee, promoted ePortfolio usage, and facilitated a workshop and webinars in collaboration with other universities at the ePortfolios Australia 2016 Conference and Forum.

## GRADUATE ATTRIBUTES AND EMPLOYABILITY

ACU students develop skills in their chosen field while also attending to the significant questions of humanity. ACU courses enable graduates to be ethically informed and able to:

- demonstrate respect for the dignity of each individual and for human diversity
- recognise their responsibility to the common good, the environment, and society
- apply ethical perspectives in informed decision-making.

Furthermore, courses encourage students to be knowledgeable and able to:

- think critically and reflectively
- demonstrate values, knowledge, skills, and attitudes appropriate to the discipline and/or profession
- solve problems in a variety of settings taking local and international perspectives into account.

Finally, ACU graduates are skilful and able to:

- work both autonomously and collaboratively
- locate, organise, analyse, synthesise, and evaluate information
- demonstrate effective communication in oral and written English language and visual media
- utilise information and communication and other relevant technologies effectively.

The University seeks to develop its students as educated, skilled, and ethical graduates who are sensitive to injustice and work for the common good.

## FIRST PEOPLES AND EQUITY PATHWAYS

ACU is committed to working with communities to ensure that Aboriginal and Torres Strait Islander students and staff are supported in their education and careers.

The University is proud of the achievements of its Aboriginal and Torres Strait Islander students and staff. Six ACU students are current recipients of the prestigious national Puggy Hunter Scholarship, awarded to university students undertaking study in health sciences. In 2016, ACU recorded its highest intake of enrolments of Aboriginal and Torres Strait Islander students overall. Last year 70 students completed their courses with ACU. The University's Indigenous Higher Education Units continue to play an active role in supporting students throughout their ACU journey.

Dr Stephen Weller, Chief Operating Officer, launched the Aboriginal and Torres Strait Islander Peoples Employment Strategy 2015-2017, which aims to build on ACU's existing strong foundations to increase employment and career opportunities for current and future staff.

The Indigenous UniGames, held on the Brisbane Campus, launched with a Welcome to Country and traditional Indigenous Games. More than 400 Indigenous students from 25 Australian universities participated.

Second-year midwifery student Stephanie Archibald established the Birthing on Country forum with support from the Weemala Indigenous Higher Education Unit at the Brisbane Campus. The McAuley Midwifery Society hosted the forum, which attracted more than 40 attendees.

The First Peoples and Equity Pathways (FPEP) directorate continued to support Aboriginal and Torres Strait Islander students in student, industry-specific, and cultural leadership opportunities.

FPEP worked with Student Administration and AskACU to refine administrative processes to assist Aboriginal and Torres Strait Islander applicants with interviews and enrolment.

FPEP continued to collaborate with Marketing and External Relations to develop editorials and student stories to feature in key Indigenous media, including the *Koori Mail*.

In addition to Aboriginal and Torres Strait Islander Week activities, IHEU and EP teams coordinated on-campus events to increase cultural understandings engagement between ACU staff and local Aboriginal and Torres Strait Islander communities and Elders. This included three campfire yarning evenings at Strathfield and North Sydney, cultural performances to observe Sorry Day at the Melbourne Campus, and cultural immersion days for FHS at the Brisbane, Strathfield, and Melbourne campuses.

FPEP worked with faculties to develop culturally responsive teaching curriculum and teaching responses to increase cultural understandings. This included: developing opportunities for cultural immersion experiences for staff and students, working with Faculty of Health Sciences on the FHS Indigenous Perspectives working group, providing cultural input in the development of learning resources such as videos and online learning resources, and collaborating with HR to deliver cultural awareness for all staff.

In collaboration with the Faculty of Education and Arts, SLT conducted ongoing reviews to improve success for Aboriginal and Torres Strait Islander students. This included the development of an enabling program through a Bridging course for Away From Base (AFB) participants, a Professional Learning Community working group, summer school opportunity, and Master in Educational Leadership support.

Equity Pathways continues to increase partnerships with socio-economic and communities. Partnerships number 240 to date. A record number of more than 20,000 students nationwide participated in outreach programs in 2016.

Programs such as Meet the Professor, Parent Forums, U@University, Aspiration Days, Year 12 workshops, Uni Step Up, Principal's Recommendation Program, ACU Smart and Student2student programs grow in popularity with partner schools and organisations.

In 2016, Equity Pathways team members presented at the FACE conference in Belfast in July and the FABENZ conference in Auckland in December. The development and progress of the ACU ACUgate and Attainment programs are gaining real traction and interest in the Widening Participation environment.

## LIBRARIES AND LEARNING RESOURCES

The Library is a key partner in achieving ACU's strategic priorities in teaching, learning, and research. Continuing to garner positive feedback from the University community, the Library received an overall score of 83.1 per cent in the ACU Library Client Satisfaction Survey. The result places ACU Library in the top 25 per cent of the national and international libraries surveyed over the last two years and reflects a score increase of 0.5 per cent since the previous survey in 2014. All categories (Communication; Service Delivery; Facilities & Equipment; Library Staff; and Information Resources) are performing in the first quartile when benchmarked externally.

In response to requests, the library has developed after-hours study facilities at the Brisbane, Ballarat and Melbourne Campus libraries, giving access to computers, printers, photocopiers, and scanners in a secure environment.

In July 2016 the Library implemented patron-driven collection across all campus libraries. The patron driven collection will store information resources at the campus where demand is highest and reduce intercampus traffic. As a result, the Library's postage costs for Semester 2 dropped by 36 per cent.

The Library acquired a broad range of digital information resources in support of the University's learning, teaching and research programs. Ebooks have also been purchased to facilitate access to books across campus libraries.

The Library redesigned Leap into Learning for 2017 with the new learning resources mapped to the learning outcomes of the Research Skills Development Framework. The Library's information literacy programs support student retention, student success, and academic achievement and equip graduates for independent lifelong learning. From January to November 2016, 6,052 students completed the Library's 2016 Leap into Learning online information literacy program.

The Library is involved in the development of a number of building projects that will provide enhanced library facilities to ACU students and staff. In Brisbane, work has commenced on Building U, which includes 1000sqm of library space dedicated to quiet and group study; it is joined to the existing library by a two-level bridge. This facility is due for completion in February 2018. The library will occupy 1000sqm on the ground floor of the new Veritas building to be located between the existing Signadou and Blackfriars buildings. Discussions have commenced in relation to the North Sydney Campus Library, following the decision to move to a new library within the Caroline Chisholm Building at the corner of Berry St and Pacific Highway in North Sydney.

ACU Library entered a new era on 22 November 2016 with the successful implementation of a new iteration of its library management system and discovery platform. The move sees the Library take full responsibility for all ongoing configuration, maintenance and development of the system, tasks that until now have been carried out by an intermediary. It allows the Library the flexibility to configure and customise the system to suit the evolving needs of ACU students and staff and the new, cleaner and more intuitive user interface will have a positive impact on user experience for all Library users.

Library Support Services continues to support students with print disabilities through the provision of textbooks and course reading resources in accessible formats. In 2016, improvements in targeted resource provision were achieved via assistance from Student Systems, resulting in the ability to create reports updating enrolment information on a weekly basis.

Library Support Services also manages the copyright database – Equella-CAL to support ACU's online learning environment – LEO. Campus library staff added more than 1,400 scanned files during 2016, bringing the total number of files stored in Equella-CAL to more than 7,400.

In a move that will see a significant improvement in the provision of readings for online and face-to-face units, in early September the Library signed an agreement with world-leading provider of library systems, Ex Libris, to implement the Leganto reading list product in 2017. Leganto streamlines and simplifies workflows for linking to electronic resources, and for copying print content to make it available electronically. It will also manage copyright compliance for the University.


Responsibility for copyright moved from the Governance Directorate to the Library in early 2016. Focusing on capacity building, the Library has recruited a copyright manager, evaluated training needs, and updated copyright information.

The Library's ongoing support for research was strengthened by the move to a new repository platform that has increased discoverability of ACU research. The Library Research Services team was also expanded to offer increased research support.



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# OUR RESEARCH



The Centre for Exercise and Nutrition at the Mary MacKillop Institute for Health Research conducts world-leading clinical-based exercise, and nutrition studies directed at improving health and wellbeing. Researchers use a holistic approach that considers molecular, cellular and whole-body physiology.

# ACU IS GOING FROM STRENGTH TO STRENGTH. IN THE SPACE OF A VERY SHORT PERIOD, THERE'S BEEN A STUNNING TURNAROUND IN RESEARCH PERFORMANCE AND IN THE OVERALL RESEARCH PROFILE OF THE UNIVERSITY. AS A RESULT, THERE'S A SIGNIFICANT IMPROVEMENT IN THE ESTEEM IN WHICH RESEARCH AT ACU IS HELD.

Professor Patrick Heaven, Dean of Research

## RESEARCH INTENSIFICATION

Already a world-leading research institution in its areas of specialisation, ACU's culture of research excellence has solidified in 2016 under the influence of our five-year research intensification strategy. Now in its second successful year, this strategy encompasses changes and exciting growth in the identified result areas of:

- research capacity
- research partnerships
- research quality

The strategy aims for improved performance in priority research areas, improved overall research rankings, and further improved ERA results in the forthcoming 2018 round, following the great success of the 2015 round. World-class researchers in ACU's schools, research institutes, and research centres are committed to developing research expertise in the University's priority areas, and are directly aligned with the goal of enhancing the University's capacity to support and develop its research strengths.

## FACULTY OF EDUCATION AND ARTS

### LEARNING SCIENCES INSTITUTE AUSTRALIA

Learning Sciences Institute Australia (LSIA) is an interdisciplinary research institute focused on generating knowledge and bringing fields of research together in new ways to find solutions that make a difference in children's lives and those of their families. The institute's research programs span two domains: education and schooling, and child and youth studies.

Selected highlights from the year include:

- LSIA received an ARC Discovery Project grant

to refine teaching approaches that develop secondary students' capabilities in using mathematics to solve real-world problems. The project will begin in January 2017.

- In partnership with the Department of Education and Training Queensland, LSIA commenced a one-year project to address the knowledge gap in research, practice, and policy about necessary interventions to reverse the increasing numbers of struggling writers in schools.
- LSIA brought together leading researchers and teachers to share innovative practices and address challenges of educational justice at the 2016 Australian Systemic Functional Linguistics Association (ASFLA) Conference in Sydney in September. More than 100 presenters joined the three-day conference.
- The institute hosted the 2016 Research and Innovation in Classroom Assessment (RICA) Conference in Brisbane. The conference facilitated collaboration and facilitated discussions between leading international and Australian researchers, policymakers, and classroom teachers to address classroom technology and advancements in assessment.
- The institute received two Education Horizon grants, the first for the project 'Research partnerships and improvement science: Using data to inform the teaching of writing and assessment.' The second grant is for 'Improving disadvantaged students' reading engagement and reading outcomes using student-voice driven and mastery-focused reading models.'
- Associate Professor Vince Geiger and Dr Jodie Miller won an Australia-Germany Joint Research Cooperation Grant with their German counterparts from the Technical University Darmstadt. The team

## A RISING RESEARCH TRAJECTORY

IN 2016, ACU:

- WAS AWARDED MORE THAN \$5.1 MILLION IN CATEGORY 1 RESEARCH FUNDING BY THE ARC AND NHMRC
- EXTENDED INTERNATIONAL RESEARCH COLLABORATIONS THROUGH THE NEWLY OPENED ROME CAMPUS
- FURTHER DEVELOPED ITS EMERGING CULTURE OF RESEARCH EXCELLENCE.

will undertake a joint research project titled 'Designing challenging online mathematical tasks: Strengthening mathematical knowledge in pre-service teacher education.'

- The Early Childhood Australia Digital Policy Group appointed Professor Susan Edwards as co-chair. A key focus of the group is to develop a national policy statement on technology and young children for the Australian context.
- Associate Professor and Director of LSIA's new research concentration in Teacher Education, Quality, and Workforce Development, Associate Professor Joce Nuttall, began her term as president of the Australian Teacher Education Association.
- Dr Ameneh Shahaeian chaired a symposium focused on theory of the mind at the International Society for Study of Behavioural Development (ISSBD) in Vilnius.
- Professor Len Unsworth completed a week-long visiting fellowship at the invitation of the Singapore Ministry of Education to work with a team from the English Language Institute of Singapore (ELIS) on subject-specific literacy and children's literature.

## INSTITUTE FOR SOCIAL JUSTICE

The Institute for Social Justice (ISJ) is a creative space for thinking about and responding to the challenges of the 21st century through innovative cross-disciplinary and interdisciplinary research programs. The institute's focus areas include rethinking social ideas and addressing social issues.

Selected highlights from the year include:

- Professor Charles Taylor — one of the foremost thinkers of the past 50 years and the recipient of the John W. Kluge Prize, the Templeton Prize, and the Kyoto Prize — delivered a lecture at the launch of ISJ in April at the Sydney Opera House. Professor Taylor addressed secularism and multiculturalism.



The waiting room of the Hospital Geral de Mavalane's Emergency Department, Mozambique

- ISJ offered coursework to postgraduate students and early career researchers as part of the institute's Masterclass Series. The series aims to facilitate participants' deeper understanding of the great debates in political and social thought and the complexities of socially engaged research to develop original investigations.
- The institute's Sydney School for Critical Social Thought, a two-week conference, addressed the theme of Decolonising/ Transnationalising Feminism.
- ISJ hosted 20 students from Chonbuk National University in Korea. The students undertook a three-week intensive summer course on global affairs and international development.
- Senior Researcher Dr Kiran Grewal published her first book, *The Socio-Political Practice of Human Rights: Between the Universal and the Particular*, with Routledge.
- Professor Romand Coles released a new book, *Visionary Pragmatism: Radical and Ecological Democracy in Neoliberal Times*.
- *The New Yorker* wrote about Professor Joseph Carens' book, *The Ethics of Immigration*.

## INSTITUTE FOR RELIGION, POLITICS AND SOCIETY

The Institute for Religion, Politics and Society (IRPS) explores political, sociological, legal, and economic dimensions of religion. Through international collaborations and cross-disciplinary research, the institute addresses contemporary issues of religion, political conflict, and solidarities, while also examining contributing factors to happiness and wellbeing. Focus areas include: law and religion; cities and successful societies; Asian societies and their religions; religion and medicine; and global Catholicism.

Selected highlights from the year include:

- Dr Tom Barnes and an IRPS research team released a new research paper, *Transition to where? Addressing the impact of Ford, Holden, and Toyota manufacturing closures in Victoria*. The paper includes preliminary results from a study of more than 400 workers and will

monitor the progress of those workers over the next three years. Dr Barnes presented the paper to Victorian MPs at a seminar in the Parliamentary Library.

- The institute gave a public presentation of the Asia-Pacific Catholicism and Globalisation project in Melbourne. The project is a collaboration with the Berkley Center for Religion, Peace, and World Affairs at Georgetown University.

## FACULTY OF HEALTH SCIENCES

Within the context of the University mission, the Faculty of Health Sciences contributes to its local, national, and international communities by advancing knowledge in our key focus areas of health sciences, public health, and psychology. The faculty delivers above world standard research across its areas of expertise through its schools, school-based research groups and faculty and University institutes all working to create new knowledge that will bring benefit to our communities by improving the wellbeing and quality of health care, especially for the vulnerable in our society.

ACU's research intensification strategy has produced exciting results for the faculty as indicated by our continued success in gaining external research grants and our excellent results in the Australian government's Excellence in Research for Australia (ERA) 2015 assessment exercise.

The faculty strives for research excellence and supports a range of groups, centres and institutes:

## INSTITUTE FOR HEALTH AND AGEING

The Institute for Health and Ageing (IHA) investigates the impact of people's experience on the ageing process and develops, implements, and evaluates interventions that improve the quality of life of older people, their families, and carers. The institute includes nine research streams: biostatistics; chronic illness; economics of health and ageing; mental health; nutrition; physical activity; research translation; social connection and the environment; and supportive care and cancer.

Selected highlights from the year include:

- Four academics from IHA — Professor Marita McCabe, Dr Lucy Busija, Dr Gemma Tatangelo, and Professor Kerrie Sanders — joined more than 200 speakers from around the world at the 46th Australian Association of Gerontology (AAG) conference in Canberra, where they addressed topics around the theme 'Capitalising on the Ageing Dividend: Reimagining Our Future.'
- Professor Marita McCabe, Director of IHA, Dr Tanya Davison, Senior Research Fellow IHA, Rachel Haselden, Anastasia Konis, and co-investigators from Deakin University co-authored a paper outlining the importance of organisational climate factors in supporting staff self-efficacy when caring for dementia residents.
- Associate Professor Prue Cormie won a government grant to support research into an exercise medicine for cancer sufferers. She also spoke as part of TEDxPerth.
- Dr Eva Zopf and Associate Professor Prue Cormie led a paper on the associations between aerobic exercise levels and physical and mental health outcomes in men with bone metastatic prostate cancer. A Movember New Direction Development Award funded the cross-sectional investigation.
- Along with the Faculty of Health Sciences, the institute hosted the ACU Ageing Symposium 2016, which focused on early career researchers and graduate students.
- Professor Ester Cerin delivered three addresses at the Walk21 Hong Kong conference on Walking and Liveable Communities, drawing on her *Lancet* publication, *Physical activity in relation to urban environments in 14 cities worldwide: A cross-sectional study*.
- Professor Ester Cerin received a travelling grant from Ghent University (Belgium) to undertake collaborative research.
- IHA Director Professor Marita McCabe presented at the International Association for Relationship Research (IARR) 2016 Conference in Toronto, Canada.

- The institute continued to present monthly talks from colleagues and collaborators working across a range of disciplines as part of the Live Long Live Well Colloquium Series.
- The National Health and Medical Research Council (NHMRC) appointed Dr Lucy Busija assistant chair of the Project Grants Grant Review Panel on Reproductive Medicine + Obstetrics & Gynaecology + Paediatrics 1C.
- Led by Professor Marita McCabe, an IHA team received a research grant by the Dementia Collaborative Research Centres. The grant will enable a study into how residential aged-care providers might effectively deliver consumer-directed care.
- PhD student Venurs Loh won ACU's Three Minute Thesis (3MT) final at the University's North Sydney Campus. Her research examines the contribution of the neighbourhood environment to physical function and the role of physical activity in this relationship to delay and prevent the onset of physical function decline.
- PhD candidate Fatima Ghani received the Best Student Oral Presentation recognition at the 9th World Congress on Active Ageing held in Melbourne.

## INSTITUTE FOR POSITIVE PSYCHOLOGY AND EDUCATION

The Institute for Positive Psychology and Education (IPPE) undertakes research to positively influence the lives of individuals, families, communities, and organisations. It works to translate theory and research into effective policy and practice through eight research streams: Indigenous culture, education and wellbeing; mindfulness, compassion and action; physical activity, sport and health psychology; positive education; positive organisational and social context; positive psychological and social development; positive SELF and wellbeing; and substantive-methodological synergy.

Selected highlights from the year include:

- Dr Anthony Dillon received a McGregor Fellowship, which recognises individuals whose ideas and work contribute to the betterment of society and underpin the values for which the Centre for Independent Studies (CIS) stands.
- IPPE received a Templeton grant for an interdisciplinary study of wellbeing in health care.
- The institute also received two ARC Linkage grants for 'School Principals' Diminishing Well-being: What Makes a Positive Difference and An RCT of an Education Re-Engagement Program for At-Risk Youth.'
- The National Health and Medical Research Council (NHMRC) awarded IPPE a \$1.3 million partnership grant entitled 'Evidence-Based Physical Activity in Primary Schools: Improving Children's Health Through Sustainable Partnerships.'
- IPPE researcher Lynette Riley sang a song of welcome and celebration when Linda Burney, the first Indigenous woman to be elected to the House of Representatives, delivered her first speech as the Labor

- MP for the New South Wales seat of Barton. Ms Riley, who completed her thesis, Conditions of Academic Success for Aboriginal Students, has more than 30 years of experience working as a teacher and in Indigenous education and administration.
- Professor Joseph Ciarrochi from IPPE released a book, *The Thriving Adolescent*, along with Dr Louise Hayes.

## MARY MACKILLOP INSTITUTE FOR HEALTH RESEARCH

The Mary MacKillop Institute for Health Research (MMIHR) aims to identify critical gaps within community and health care services with the goal of improving health outcomes via innovative individual, community, and health service-focused programs. MMIHR's centres cover exercise and nutrition; the heart and mind; musculoskeletal research; primary care and prevention; and research excellence to reduce inequality in heart disease.

Selected highlights from the year include:

- The institute's director, Professor Simon Stewart, became a fellow of the American Academy of Nursing along with Professor Michelle Campbell, Executive Dean of the Faculty of Health Sciences. The induction recognises their leadership and efforts in health research, influence on health policy, and contribution to the health and wellbeing of society.
- The institute welcomed University of Miami student Ja'Shondra Pouncy, who joined MMIHR as part of a mentorship program that helps prepare minority undergraduate students in nursing, public health, and health sciences for a research career in health disparities. ACU is one of six institutions in five countries collaborating with the University of Miami's School of Nursing and Health Studies.
- Professor Simon Stewart, Director, published *The Heart of Africa: Clinical profile of an evolving burden of heart disease in Africa*. He and his research team also started a health surveillance project in Mozambique aimed at arresting an alarming spike in non-communicable diseases such as strokes and heart attacks.
- PhD candidate Jordan Loader from the MacKillop's NHMRC Centre of Research Excellence to Reduce Inequality in Heart Disease received two prestigious international research scholarships: a National Health and Medical Research Council (NHMRC) Dora Lush Biomedical Research Postgraduate Scholarship and the Endeavour Scholarship, which will support Jordan as he undertakes research overseas at the University of Avignon, France.
- Postdoctoral research fellow Dr Joshua Wiley received a Young Investigator Award to attend a colloquium for 'rising stars in psychosomatic medicine' from the American Psychosomatic Society. The National Institutes of Health-funded Stress Measurement Network also named him a Pilot Awardee.
- Dr Jocasta Ball and Dr Melinda Smith both won an ACU Research Award for Women

Academic Staff. Offered by the Office of the Deputy Vice-Chancellor (Research), the award aims to assist with the re-establishment of women's research profiles after a career interruption due to family responsibilities.

- Alongside the MMIHR, The University of Western Australia and Liverpool John Moores University, the School of Exercise Science hosted two workshops teaching cardiovascular ultrasound and echocardiography in sport and exercise science, providing ESSA CPD points to eligible workshop attendees.

## CENTRE FOR DISABILITY AND DEVELOPMENT RESEARCH

The Centre for Disability and Development Research (CeDDR) is an international collaboration for programmatic research that is designed to build knowledge of childhood disability, the mechanisms and broader impact of impairment, its consequences over the life course, and innovations in treatment that target these conditions.

Selected highlights from the year include:

- Founded by Directors Professor Christine Imms and Professor Peter Wilson, CeDDR launched in March 2016. An international research collaboration, the centre is dedicated to children with developmental impairments and their families.
- Key international institutional partners include McMaster University's CanChild Centre for Childhood Disability Research; Radboud University's Behavioural Science Institute; The Center for Cerebral Palsy Research at Teachers College, Columbia University; and Jonkoping's CHILD Research Centre. The centre also engages with parents and people with childhood-onset conditions as partners in research, including the Cerebral Palsy Support Network. Researchers from The Centre for Disability and Developmental Research (CeDDR), including co-directors Professor Christine Imms and Professor Peter Wilson, participated in the International Conference on Cerebral Palsy and other Childhood-Onset Disabilities, hosted in Stockholm, Sweden in June 2016.

## CENTRE FOR HEALTH AND SOCIAL RESEARCH

The Centre for Health and Social Research (CHaSR) specialises in social marketing. The centre's mission is to work with Australian communities to improve their health and wellbeing through research that has a direct and sustainable impact.

Selected highlights from the year include:

- A team of researchers from the centre developed a media literacy program, Game Changer+, which will be introduced in selected local schools in the Australian Capital Territory. Game Changer+ is an initiative of the Foundation for Alcohol Research and Education (FARE).
- CHaSR hosted the Lunchtime Research Seminar series, covering topics ranging from systematic reviewing to alcohol social marketing.



Research Symposium

## FACULTY OF THEOLOGY AND PHILOSOPHY

### INSTITUTE FOR RELIGION AND CRITICAL INQUIRY

The Institute for Religion and Critical Inquiry (IRCI) extends the traditional forms of philosophy and theology, delving into fundamental questions and issues associated with what it means to be human. The institute's four major focus areas include: biblical and early Christian studies; Catholic thought and practice; moral philosophy and applied ethics; and philosophy and phenomenology of religion.

Selected highlights from the year include:

- Researchers in the Centre for Biblical and Early Christian Studies – Associate Professor Bronwen Neil, Professor Pauline Allen, and Dr Wendy Mayer – along with Chris de Wet (South Africa) received an ARC Discovery Project Grant for 2017-2019 for their project *Memories of Utopia: Destroying the Past to Create the Future (200-650 CE)*.
- Research fellow Dr David Newheiser led a seminar at ACU's Rome Campus in September with participants from ACU, KU Leuven, Yale, Durham University, and Nottingham University. It was the first event relating to the ongoing research project, *Atheism and Christianity: Moving Past Polemic*. Professorial fellow Professor Lewis Ayres also led a seminar at the Rome Campus addressing Christian intellectual life before Origen.
- IRCI historian Laura Rademaker received the 2016 Serle Award from the Australian Historical Association for her thesis, *Language and the Mission: Talking and Translating on Groote Eylandt, 1943-1973*. The Serle Award is a prestigious prize awarded every two years by Australia's peak body of historians and recognises the 'best postgraduate thesis in Australian history.'
- The British Academy elected Professor Pauline Allen as a corresponding fellow.

- The Australian Academy of Humanities elected researcher Dr Wendy Mayer in recognition of her research in Early Christian Studies.

### FACULTY OF LAW AND BUSINESS

Under the leadership of Faculty ADR Professor Thomas Lange, the Centre for Sustainable HRM and Wellbeing has continued to grow its research base with the appointments of world-leading scholars Professor Michael Fischer, Professor Wayne Hochwarter, Professor Richard Croucher, Professor Mindy Shoss, Associate Professor Patrick Garcia, Associate Professor Bart de Jong, Dr Rajiv Amarnani and Dr Mayowa Babalola. The centre now benefits from 15 affiliated members.

The faculty hosted its second international research symposium entitled 'Social Identity in the Workplace and Employee' Engagement at the Peter Cosgrove Centre in North Sydney. The symposium attracted leading scholars and practitioners from the UK, Belgium, USA, and numerous business schools across Australia.

A strong upward trajectory in A\*/A-ranked publications has become evident. Beyond impact and engagement in the academy, the *British Journal of Management* publication entitled *The UK National Minimum Wage's Impact on Productivity*, co-authored by Professors Thomas Lange and Richard Croucher, has reached a broader public audience, with extensive national press and media coverage (eg SBS; 9News; *Herald Sun*; Yahoo! News Australia; Radio Adelaide).

A growing research momentum has also become evident in the faculty's law school. Deputy Head of the Thomas More Law School, Associate Professor Catherine Renshaw, has successfully secured research funding from Community of Democracies for a project entitled 'The Australia Myanmar Constitutional Democracy Project.' Funding supports a workshop on transitional justice in Kachin, Myanmar. In collaboration with colleagues at the University of New South Wales, Associate Professor Renshaw will serve as chief investigator of the project.

### AUSTRALIAN RESEARCH COUNCIL (ARC)

In the context of research intensification, ACU's advancing culture of research excellence supported the successful submission of grant applications to the ARC over two main rounds in 2016.

Earlier in the year, three Australian Research Council (ARC) Linkage grants were awarded to ACU at a value of more than \$1.2 million. Two of the grants are located within the Institute for Positive Psychology and Education and one within the Learning Sciences Institute Australia.

The second half of the year saw the successful submission of five ARC Discovery Project applications, a total of close to \$1.9 million in funding. These projects span disparate fields of research, including education, studies in human society, and history and archaeology, and demonstrate the University's capacity to excel in a range of areas of research interest.

In addition, two submissions to the ARC Discovery Early Career Researcher Awards were funded for a total of \$704,506. This funding supports early-career researchers in the Institute for Religion, Politics and Society, and the School of Arts to conduct research of critical national importance.

These successes represent a 28 per cent success rate across ACU submissions for these schemes; highly commendable when compared with the overall funding success rate across the sector (22 per cent) in 2016.

### NATIONAL HEALTH AND MEDICAL RESEARCH COUNCIL (NHMRC)

The Institute for Positive Psychology and Education (IPPE) received an NHMRC partnership project grant of almost \$1.3 million in support of its iPlay project. The project seeks to address physical inactivity, a leading cause of disease in Australia.

Expanding upon an existing research project, iPlay will deliver a professional development intervention targeting primary school teachers in NSW. The project constitutes significant collaboration with external stakeholders,

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including NSW Sport and Recreation and the Australian Council for Health, Physical Education and Recreation.

## **COLLABORATION AND RESEARCH ACTIVITIES**

This year, ACU's newest campus, the Rome Campus, played an integral role in fostering international collaborative efforts. Researchers from the Institute for Religion and Critical Inquiry conducted a series of seminars in September and October of this year. Attended by top researchers from geographically dispersed locations, including Yale, KU Leuven, Notre Dame and Sorbonne, events at the Rome Campus contribute to ACU's international renown in fields of key strategic interest to ACU, such as religious studies.

ACU continues to foster a vibrant and collaborative internal environment for researchers. The achievements of ACU researchers were showcased at various events throughout the year. The 2016 Health Research Symposium and Five-Minute Research Pitch provided opportunities for leading researchers to share their research plans and progress with colleagues. Similarly, the Three-Minute Thesis competition cast a spotlight on advances being made by candidates in the Higher Degree Research space.

# OUR ALUMNI



Cherisse Buzzacott, Alumni of the Year Award Winner 2016

# ACU'S ALUMNI NETWORK HAS EXPANDED TO MORE THAN 85,500 STUDENTS SINCE THE UNIVERSITY'S FORMATION IN 1990.

## OUR ALUMNI

ACU graduates are part of a thriving alumni network that spans the globe. With more than 85,000 graduates spread across the world, the network is an excellent resource for advice, support, contacts, and opportunities.

As ambassadors, volunteers, benefactors, and industry partners, ACU alumni continue to play a vital role in the University's success.

## COMMUNITY IMPACT

ACU graduates lead successful careers in the fields of health sciences, education and arts, law and business, theology, and philosophy.

Employers within the health, education, and social sectors particularly value ACU alumni for their strong ethics, compassion, and altruism, alongside their rigorous understanding and well-developed skills in their chosen fields.

Through their professional roles as well as volunteer work, ACU alumni make a difference in their communities. They inspire others as teachers and save lives as nurses, birth workers, and paramedics. As business and law graduates, they reinvigorate the corporate sector. And as theology and philosophy alumni, they apply their critical thinking skills in a range of professional roles. Regardless of their chosen profession, ACU graduates contribute to creating healthy, flourishing communities.

## 2016 HIGHLIGHTS

The University launched the inaugural Alumni Awards last year to highlight the contribution that alumni make to the community both locally and globally. In 2016, the Alumni Awards recognised outstanding graduates at a ceremony in Melbourne.

- Alumni of the Year Award: Indigenous midwife Cherrisse Buzzacott, the first student to graduate from ACU's Away from Base Bachelor of Midwifery (Indigenous) program.
- Aboriginal and Torres Strait Islander Community Award: Cherrisse Buzzacott, who provides culturally respectful antenatal and postnatal care as a midwife at Alice Springs Hospital and as an outreach midwife in the remote Warlpiri Aboriginal community of Yuendumu.
- Community Engagement Award: Javier Batista, co-founder and CEO of two businesses aimed at providing practical assistance to unemployed people and youth at risk in Brisbane. His programs were recently awarded funding by the Department of Education.
- International Contribution Award: Tin Ma Ma Htet (Tess), who has worked to improve standards of education in her home country of Myanmar using unique methods, including storytelling.
- Young Alumni of the Year Award: Zeina Chalich, co-founder of #aussieEd, Australia's largest educational professional learning network on Twitter, founder of #makerEDau, and a regular mentor for ACU's pre-service teachers.
- Alumni were invited to support ACU's first annual fundraising appeal this year, focusing on the new Creating Opportunities endowed fund for scholarships. Since 2008, the number of students at ACU has doubled from 16,000 to more than 32,000 but the number of equity scholarships has not kept pace with the growth. This appeal aims to double the number of equity scholarships available to students in need of support within five years.



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# OUR COMMUNITIES



North Sydney Campus

AT BANYO, WE HAVE OVER 6,000 STUDENTS AND 800 STAFF. MANY OF THE UNIVERSITY'S NATIONAL TEAMS ARE ALSO HEADQUARTERED HERE. WE'VE HAD DOUBLE-DIGIT GROWTH EACH YEAR FOR THE PAST FIVE YEARS. THIS YEAR, WE'VE SEEN 14 PER CENT GROWTH IN STUDENT NUMBERS.

Professor Jim Nyland, Associate Vice-Chancellor, Brisbane

## ADELAIDE (ST FRANCIS OF ASSISI)

### 2016 HIGHLIGHTS

The Adelaide Library migrated to its own version of ACU's current library management system in November 2016. The library will be responsible for the ongoing development and maintenance of systems, all aimed at providing a more intuitive user-interface and increased flexibility for users.

## BALLARAT (AQUINAS)

### 2016 HIGHLIGHTS

The Faculty of Education and Arts again held its Art Exhibitions on the Ballarat Campus. The exhibitions provide an opportunity for Bachelor of Education (Primary) and Bachelor of Education (Early Childhood and Primary) students to showcase their work. Miranda Brockman of the Melbourne Symphony Orchestra delivered a speech and performance at the first exhibition of the year. The second event featured Ballarat-trained artist Ash Coates as the special guest.

The Faculty of Education and Arts invited education alumni to campus to celebrate World Teacher's Day. The inaugural event acknowledged teachers' significant contributions to classrooms and communities. Ms Audrey Brown, Director of Catholic Education, served as the special guest presenter.

Dr Mellita Jones and several education students from the Ballarat and Melbourne campuses undertook professional experience placements in the Solomon Islands. The pre-service teachers worked with Year 3 to Year 6 classrooms. The placement challenged them to work with local infrastructure and available resources.

ACU education students joined with students from Victoria University in an ethno-drama at La Mama Theatre entitled *Land and Home*. Created in collaboration with ACU academic Dr Gillian Schroeter, the play explored themes of xenophobia and community tensions.

We're highly engaged with our community. Graduates have an enviable employment record — around 94 per cent and in some areas 100 per cent. We've launched new programs and recruited excellent staff, who've helped build on our reputation in the community.

Professor Jim Nyland, Associate Vice-Chancellor, Brisbane

ACU is a national university, yet each campus really serves its local community. We provide the health and education workforce in the Canberra region and almost 100 per cent of our graduates are employed. Employers tell us how much they value ACU graduates.

Associate Professor Patrick McArdle, Campus Dean, Canberra

The Ballarat Campus prides itself on its sense of community and its fundamental commitment to people. We take care of one another; our focus is the individual and the community.

Associate Professor Joe Fleming, Campus Dean, Ballarat

## BRISBANE (MCAULEY AT BANYO)

### 2016 HIGHLIGHTS

The Catholic Stakeholder Event on the Brisbane Campus engaged around 350 senior professionals from a variety of sectors. A panel addressed the topic of Leadership and Mercy, facilitating a robust debate that sought to provide new solutions to contemporary problems in the context of leadership and mercy. The event also served as a fundraiser for scholarships to support disadvantaged students.

The campus hosted the highly successful 2016 Indigenous UniGames, where Indigenous students from 25 Australian universities gathered to compete in friendly competitions of netball, touch football, basketball, and volleyball, plus a traditional Indigenous game. The Opening Ceremony featured a Welcome to Country and a song and dance performance by local Indigenous artists Excelsior.

The ACU Health Sciences Building launched in 2016. A student-led health clinic, it provides real services to the community at affordable rates to support both student outcomes and community health.

The campus continued to grow, reaching more than 6,000 students and ranking in the top six educational research institutes in Australia.

## CANBERRA (SIGNADOU)

### 2016 HIGHLIGHTS

The Canberra Campus continued to enhance its relationships with the local Catholic community, particularly in health, education, and welfare.

The community-driven Blackfriars Lectures series continued to celebrate research. The 2016 series focused on the theme of young people empowering the future. Robert Fitzgerald, the Royal Commissioner for the Inquiry into Institutional Responses to Child Sexual Abuse, was among several high-profile lecturers during the series. To further engage the community, lectures are available on the web.

New health and science facilities opened in 2016. The campus also added two new academic programs in 2016, with an additional two planned for 2017.



Strathfield Campus

# THE SYDNEY CAMPUSES OPERATE IN A VERY DYNAMIC SERIES OF COMMUNITIES. THEY PROVIDE OPPORTUNITIES FOR BOTH STAFF AND STUDENTS TO ENGAGE IN SIGNIFICANTLY RICH AND VARIED PROJECTS AND ENABLE US TO GROW AND CONTRIBUTE TO THE COMMUNITY.

Professor Marea Nicholson, Associate Vice-Chancellor, NSW/ACT

## MELBOURNE (ST PATRICK'S)

### 2016 HIGHLIGHTS

The Melbourne Campus joined with the Catholic Women's League of Victoria to develop a museum in honour of Dr Sister Mary Glowrey JMJ, Servant of God, founding president of the League in 1916 and only the second Australian to progress on the path to sainthood. The museum will be situated on the second level of Cathedral Hall on campus and open in April 2017.

Capital works on the campus included the establishment of a dynamic arts precinct. The precinct consists of five buildings and facilitates teaching for more than 1,800 students.

A life-size bronze of St Patrick, the campus' patron saint, rendered as a 5th century man was installed and blessed by Archbishop Hart. The Melbourne Campus also presented council with plans for a major new capital development projected to open in 2020.

Events included an ongoing program of public and community lectures. The campus hosted the Australian Psychological Society (APS) Careers in Psychology Seminar. More than 600 students and parents attended. Additional events that attracted leading thinkers included the Annual Conference of the Colloquium on Violence and Religion held in July and the SimGHOSTS Medical Simulation Technology Conference, also in July and 6,000 people on campus for five conferences in early December.

Engaging with the community, the campus continued to work with the homework clubs on the nearby housing estate and participated in the Gertrude Street Light Festival, sponsoring the Uprising Theatre to perform on campus. The group works with disenfranchised youth from across Melbourne. St Patrick's hosted the first of monthly community markets in St Mary of the Cross Square.

The first cohort from the Thomas More Law School on the Melbourne Campus completed studies and are preparing for their graduation ceremony early next year. Another first was the completion of studies of the first cohort from the Catholic Teachers Education Consortium (CTEC), a pilot program in conjunction with the Catholic Education Office Melbourne and 16 colleges to develop teachers to serve in Melbourne's outer suburbs.

The continued growth of the St Patrick's campus — in what is a flattening market for tertiary education — is exciting and inspiring. We've had record student numbers and year-on-year growth for the past seven years.

Dr John Ballard, Associate Vice-Chancellor, Melbourne

## SYDNEY: NORTH SYDNEY (MACKILLOP) STRATHFIELD (MOUNT SAINT MARY)

The dynamic relationships between ACU and its various communities and stakeholders was a central highlight for the Sydney campuses in 2016, demonstrating the richness and diversity the campuses engage in.

### 2016 HIGHLIGHTS

ACU Sydney secured \$1.1 million through a relationship with the NSW Department of Industry for the ACU Collaborate Plus Project. This program connects emerging small and medium enterprises with the resources, knowledge, research, and expertise to support developing businesses that ACU can provide through access to world-class faculty, students, and research facilities.

An 18-month process culminated in April with the gazetting of the Strathfield Campus on the NSW State Heritage listing. This listing recognises the heritage significance of both the social, aesthetic, and technical/research aspects of the campus. This milestone has enabled work to proceed on the redevelopment of the Strathfield Campus commencing recently with the main entry and bus set-down. This will provide a safer and more efficient means of entry into the campus for all vehicles. Further works on the campus will commence in 2017.

In May, Caroline Chisholm House, at 33 Berry St, North Sydney, was blessed and opened. The 13-storey building enables ACU to meet demand from a growing student and staff population. The Federal Member for North Sydney, Mr Trent Zimmerman, opened the building, which was then blessed by the Very Reverend Gerald Gleeson, Vicar General of the Archdiocese of Sydney. The descendants of Caroline Chisholm have graciously loaned memorabilia to ACU for the building.

The 2016 Sir George Reid Lecture, held on 4 October in Tenison Woods House, was delivered by the Hon. Linda Burney MP, Member for Barton, who addressed the question: How has your cultural background

influenced your time in parliament? This annual lecture, organised by students and for students, is designed to develop direct dialogue between ACU students and politicians.

Two examples of localised engagement in 2016 were the ACU Medieval World Fair (Strathfield) and the inaugural Backstreet Block Party (North Sydney). These events engaged local businesses and residents in activities close to or on the campus, along with our own students and staff.

In terms of cultural activities, the McGlade Gallery hosted a number of exhibitions throughout the year, as well as showcasing the works of our visual arts students and external artists. Of particular note was the *Seasons of Birth* exhibition, co-curated by ACU Senior Lecturer, Lachlan Warner, and Rev Dr Doug Purnell from the Australian Centre for Christianity and Culture.

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# OUR SERVICES



# THE UNIVERSITY CONTINUED TO IMPROVE THE CAMPUS EXPERIENCE FOR STUDENTS AND STAFF BY CREATING PURPOSE-BUILT, WELCOMING SPACES, IMPROVING FREQUENTLY USED ONLINE SYSTEMS TO MAKE THEM MORE USER FRIENDLY, AND DELIVERING KEY ENHANCEMENTS BASED ON INPUT FROM THE ACU COMMUNITY.

Dr Stephen Weller, Chief Operating Officer and Deputy Vice-Chancellor (Corporate Services)

The Corporate Services Portfolio at ACU enables and fosters an engaging student and workplace experience through services aligned to the University's identity, mission, and strategic plan. The portfolio includes:

- Finance
- Governance
- Human Resources
- Information Technology
- Marketing and External Relations
- General Counsel
- Planning and Strategic Management
- Properties and Facilities
- Student Administration

ACU's Corporate Services remained focused on upholding quality and implementing enhancements to support the mission. From technology improvements to the development of new buildings, Corporate Services works towards pursuing service excellence in the student and workplace experience.

## PROGRESS TOWARDS SERVICE EXCELLENCE

Corporate Services oversaw several enhancements to service delivery at ACU over the course of 2016 to advance the Service Matters Framework – ACU's service strategy – and improve both the student and staff experience. Service standards are being piloted to ensure students and staff are aware of services they can expect, while service deliverers have clarity on performance expectations. Student-centric improvements included developing more welcoming and purpose-built spaces in campus buildings. Along with this, a Campus Concierge service was introduced, which operates from 7am to 7pm on most campuses. The Campus Concierge provides a welcoming and informative service on every campus by directing people to events and lectures and providing personalised, friendly assistance that reflects ACU's identity and culture.

Staff members and students were engaged in the University's brand initiative. To lay the groundwork for upcoming brand enhancements, a comprehensive process was completed to gather feedback from current

By providing continuously improved service delivery and systems, we've worked to enable learning, teaching, and research across our campuses. In this way, we strive to continually foster a culture of service at ACU.

Dr Stephen Weller, Chief Operating Officer and Deputy Vice-Chancellor (Corporate Services)

students, prospective students, current staff, the University's clergy, and other key members of the ACU community.

Facilities and infrastructure continued to be improved over the course of the year across all campuses. Aside from capital developments, these improvements also included features requested by ACU students, such as campus ATMs, additional wireless points on campus, and more power points throughout buildings. Improvements to virtual infrastructure also contributed to an enriched experience for students and staff. These enhancements included laying the foundation for several upcoming developments: a new finance system, a new business intelligence system, an upgrade to the student management system, and a new human resources system.

## CORPORATE SERVICES RECOGNISED IN VICE-CHANCELLOR'S STAFF EXCELLENCE AWARDS

The Corporate Services Portfolio earned recognition with three awards in the 2016 Vice-Chancellor's Staff Excellence Awards.

Recognised for its best-practice approach to service delivery, the Service Matters Improvement Team (SMIT) received the Vice-Chancellor's Award for Service Excellence. To support the Service Matters Framework, which launched in 2014, the SMIT developed and delivered a training program across the University that bolstered staff capabilities in service excellence and process improvement methodology.

The AskACU Project team earned an award in the Innovation Excellence category. The award acknowledged the team's successful efforts to develop an overarching and consistent service model for students and staff by tailoring systems, processes, and spaces that enable a multi-faceted approach.

The National Manager of Enrolments, Fees and Scholarships, also received an award for the delivery of a motivational workshop that boosted the morale of staff across the University.

## MAJOR ACHIEVEMENTS IN KEY RESULT AREAS

In all aspects of its work, the Corporate Services Portfolio ensures the ACU Mission resonates across the University. In 2016, the portfolio continued to improve services and augment ACU's culture of service excellence in key results areas (KRAs) from the Strategic Plan. Selected achievements in each KRA follow.

## STRATEGIC APPROACH AND GOVERNANCE

- World Ranking Systems – for the first time, ACU has appeared in two of the world's leading ranking systems: *The Times* Higher Education World University Rankings and QS World University Rankings. In both systems, ACU was ranked in the top five per cent of universities worldwide, with exceptional performance in the impact and citation level of peer reviewed publications. ACU was ranked 6th in Australia and 43rd in the world, in the new Shanghai Ranking's Global Ranking of Sports Science Schools and Departments 2016. It is the first attempt by Shanghai Ranking to rank institutions with the same subject focus.
- Business Intelligence Project – Significantly progressed the development and implementation of a Data Warehouse/ Business Intelligence Solution to achieve a higher level of systems integration across ACU and to provide timely and accurate provision of information, analysis, reporting, and advice to support management decision-making.



Strathfield Campus

- Survey Governance Framework – published Survey Governance Framework on the ACU website to promote a clear and transparent methodology for governance of student surveys.
- Higher Education Standards Framework – in conjunction with faculties and the Chair, the Academic Board coordinated a comprehensive implementation and assurance program for the new Higher Education Standards Framework to ensure that ACU meets the minimum criteria to deliver higher education in Australia.
- Risk Management – a mature Risk Management Framework was developed, which facilitates sound risk management processes, risk identification and mitigation methodology, training and reporting, and establishes responsibilities for implementation of response strategies. A project commenced to develop effective Business Continuity Plans to deal with compromises of identified critical University processes.
- Internal Audit – ACU entered into an arrangement with PwC to deliver an internal audit function, including an approved rolling three-year annual audit plan. Management and the Audit & Risk Committee will be notified of identified significant risks to ensure appropriate remedial action.
- Ongoing Review of Company and Senate – various governing documents have been amended during 2016 including: The Constitution, various Statutes (1, 2, 6, 7, 9, 10) and Regulations (pursuant to Statute 6); Initiated a review of Academic Board election processes and drafted individual implementation plans for each State Chapter.
- New Privacy Framework – the Privacy Statement was replaced by a new Privacy Framework (Policy and Procedures), with a comprehensive set of guidelines and a dedicated presence on the ACU website.
- Protected Disclosures Framework – The Protected Disclosure (Policy and Procedure) were launched along with a communication and education strategy, and a dedicated presence on the ACU website. An external third party provider (KPMG) manages the receipt of protected disclosures.

- Strategic Professional Development for Excellence – delivered a professional development program across all campuses with the aim of building staff capability to pursue service excellence and improve service delivery. Conducted 16 workshops with 220 staff members.
- Organisational Unit Reviews – undertook reviews of the units of Research, Office of Student Success, Student Engagement and Services, and Directorate of Governance/ General Counsel in 2016.
- Records Management Framework – significant progress was made to advance this project including improving the finalisation of this framework to include the Record Keeping and Archive Policy and the Information Management Policy. Several pilots have been undertaken with key organisational units to assess electronic record-keeping needs and to provide tailored training in TRIM.

### WORKFORCE, CULTURE, STAFF PERFORMANCE AND DEVELOPMENT

- The Capability Development Framework was launched along with staff and supervisor information sessions on all campuses. This was complemented with information such as a quick reference guide, and the integration of the framework with people management processes.
- Continued implementation of the ACU Gender Equality Strategy (GES) 2015-20 – actions included development of an ACU parents' network, exploration of specialised counselling with the Employee Assistance Program provider, and inclusion of topics for working parents in the 2017 Work-Life Balance seminar series. Workplace Gender Equality Agency awarded ACU the Employer of Choice for Gender Equality citation for the fifth consecutive year.
- Career Planning and Development – updated professional staff Performance Review and Planning form and conversation guides to support career planning at the initiative of the staff member, and provided career planning sessions for staff and supervisors.
- Leadership and Accountability of the Supervisor Program – delivered two modules of the Leadership and

Accountability of the Supervisor Program, to enhance capabilities of ACU leaders.

### FINANCIAL ACCOUNTABILITY, TRANSPARENCY AND SUSTAINABILITY

- Finance Management System (FMS) Replacement – Technology One appointed to implement and deliver its Finance One solution, with expected launch in early 2017, and additional functionality and modules introduced throughout 2017.
- New Online Travel Booking System – replaced the existing travel booking system with a user-friendly, smarter and effective tool, Serko Travel Booking System, to better meet the specific requirements of ACU travellers and travel bookers.
- University Procurement Hub (UPH) – commenced the first wave of sourcing activity and contracts, with several stakeholders involved.

### INFRASTRUCTURE AND ENVIRONMENT

- Public Cloud Services Adoption – successfully tested our ability to adopt major public cloud platform for significant enterprise services, which supports the new enterprise DWBI system, and elements of the Student Portal and Single Sign-on.
- Disaster Recovery Establishment – increased ACU's operational resilience by testing/ simulating ICT disaster recovery plans with business units of HR, Finance, and Student Administration Systems.
- Teaching space Echo360 prep – upgraded all lecture theatres to new Echo360 - Active Learning Platform standards.
- Lecture Theatre Remote Monitoring – established remote monitoring of ICT systems/services in main lecture theatres, including a centralised monitoring dashboard, to ensure any issues with technology are monitored and resolved rapidly and in advance where possible through pro-active monitoring.
- Enterprise Integration Hub – established enterprise application integration platform as a university wide central mechanism for data exchange between systems to enable simpler, secure, and quicker sharing of data between systems as part of digital enablement.

- Single Sign On – established an easier access management platform to enhance the user experience by ensuring that re-login is not required once initially logged in. Student portal was the first system to use this facility.
- Social Infrastructure – developed Social Infrastructure strategy to define amenity development programs for ACU campuses.
- Food and Beverage Retail Strategies – cafe space upgrades and new contracts have been executed with cafe operators at several campuses.
- Concierge Service Request – implemented an enhanced service request process to provide a dedicated service request and resolution mechanism for property and facility management related issues for staff.
- Extended Hour Support – implemented several initiatives to provide extended hour support for night and weekend academic programs.
- Commenced a range of campus developments including:
  - construction of physiotherapy building and refurbishment of Camillus Housing on the Ballarat Campus with completion expected in early 2017.
  - submission of Development Plan Overlay to Yarra City Council for major development at Melbourne Campus.
  - commenced work to upgrade the entrance and bus set-down on Strathfield Campus, and progressing approvals for an underground carpark.
- Alumni – reconnected with more than 30,000 lost alumni during the year in the lead up to the University's first annual appeal.
- Annual Appeal and Staff Giving programs – established the Creating Opportunity Fund to create an endowed fund that will double the number of equity scholarships available to ACU students in need within five years. Launched Staff Giving with a focus on the Creating Opportunity Fund as well as existing ACU Foundation projects in East Timor and the Thai-Burma border.
- AskACU – completed the AskACU project to provide an enhanced service to students via new or refurbished AskACU centres and a student contact centre for all phone, email, and web enquiries, resulting in AskACU centres handling more than 142,000 student enquiries in a 12-month period.
- Student Management System – the Banner system continues to be upgraded with additional modules and functionality rolled out, including the Banner Document Management System.

## STAKEHOLDER RELATIONS

- Student Portal – completed Phase 1 of the Student Portal to enhance the student experience by providing a 'one-stop shop' for enrolment, orientation, timetables, communication, results, integration with LEO and other systems, and important candidate management information.
- Digital transformation activities – developed cashless campus strategy with six key initiatives. Commenced public website project to align with new brand launch next year. Developed a digital ecosystem to enhance digital marketing activities for campaigns to deliver 'always on', personalised and timely content to prospective students.
- Midyear marketing – this campaign contributed to a 65 per cent increase in undergraduate applications, which converted to a 33 per cent increase in mid-year enrolments, along with a four per cent increase in postgraduate enrolments.
- Insights – conducted several studies to understand student decision-making, gain brand benchmarks, and investigate future course opportunities for the Ballarat and Canberra campuses.
- Open Days – hosted Open Days in Brisbane, Melbourne, Canberra, Ballarat, North Sydney, and Strathfield. More than 15,600 prospective students and their friends and families attended.