



2014 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*. It is a national university which operates in a number of states.

It is regulated by the *Corporations Act* and the *Australian National Charities Commission* 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 Signado College of Education (ACT). Today, ACU has seven campuses nationally: Brisbane (McAuley at Banyo), North Sydney (MacKillop), Strathfield (Mount Saint Mary), Canberra (Signadou), Ballarat (Aquinas), Melbourne (St Patrick's) and Adelaide (St Francis of Assisi).

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

Letter of transmittal

April 2015

Australian Charities and Not-for-profits Commission
GPO Box 5108,
Melbourne VIC 3001

In accordance with the requirements under the *Corporations Act*, I am pleased to submit for your information the *Australian Catholic University Annual Report* for the year ending 31 December 2014.

The *Annual Report* was approved by the Australian Catholic University Senate on April 2015.

Yours sincerely



The Honourable John Fahey AC
Chancellor

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MESSAGE FROM THE VICE-CHANCELLOR AND CHANCELLOR



Chancellor, The Honourable John Fahey AC with Vice-Chancellor, Professor Greg Craven

IT IS OUR GREAT PLEASURE TO INTRODUCE THE AUSTRALIAN CATHOLIC UNIVERSITY ANNUAL REPORT FOR 2014.

Last year saw the final stage of our 2012-2014 Strategic Plan. Growth was a major driver of the plan and the University did not disappoint. In 2014, ACU sustained growth with a 12.6 per cent increase in equivalent full-time student load from 2013. The University achieved these gains despite the proposal of major reforms to the higher education sector and increased competition from other tertiary education providers.

Our students are not just numbers, however, and the quality of our graduates is something of which we are extremely proud. An ACU education goes beyond classroom walls or a single area of study. 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.

Community engagement is an important part of every student's experience at ACU and is embedded within most courses and in the Core Curriculum – and the results speak for themselves. ACU graduates are in demand and in 2014 more than 93 per cent secured a job within four months of graduating*.

Mirroring ACU's overall growth in student enrolments, the University's staff numbers also increased in 2014 as did our local and international partnerships, our course offerings, and our buildings and teaching spaces.

However, our most important area of growth was research. Last year ACU embarked on an ambitious plan for research intensification, which will see the University prioritise, champion and nurture research to achieve better performance in priority areas over the next five years.

Research needs to be at the heart of the university system. It is essential for the creation of new knowledge and original ideas, and research-informed education must characterise our student experience.

The current government is clear that it wants universities to focus on research and innovation that will best serve society. Emphasising quality research rather than quantity, ACU has begun remodelling its research environment and culture. This shift will ensure that we are best placed to apply for the funding and partnership opportunities that will allow the University to flourish.

Five new research institutes were established in 2014 as part of the new strategy and two more are in development. These institutes focus on our priority research areas and, in a short amount of time, have already produced some impressive results as well as attracting significant funding.

Last year was also a busy year for university appointments. We farewelled our outgoing Chancellor, Peter Cosgrove AC MC CNZM and thank him for his unfailing guidance and support, his sound advice and his hard work. Our thanks also go to the Pro-Chancellor, Edward Exell AM, for acting as Chancellor during our search for a new appointment.

We also welcomed The Most Reverend Denis J Hart DD, Archbishop of Melbourne, as the new President of Australian Catholic University Limited. It is a great honour to have such a distinguished member of the Australian and the Catholic community to lead the University.

We would also like to take this opportunity to farewell and thank our outgoing President, Cardinal Pell DD AC, who was recently appointed Prefect of the Secretariat the Economy of the Holy See and Vatican City State. Cardinal Pell's dedication and commitment to the development of ACU has benefited not only the University, but Catholic education in all of Australia.

As one of the largest Catholic universities in the English-speaking world and the largest single national ministry of the Catholic Church in Australia, ACU's reach is widespread. While we continue to grow, we do so with a constant and careful eye on our mission – which espouses a commitment to the pursuit of knowledge, the dignity of the human person, and the common good.

In 2015, the University will reach a special milestone – 25 years of people, learning and achievements that continue to bring about real change in our communities.

Big plans are also afoot with the new Strategic Plan 2015-2020, Strength to Strength. ACU has developed and grown substantially over the last five years and its strategic positioning has now entered a new phase. We have transitioned from a university striving towards ambitious targets to one that is comprehensively embedding excellence.



Chancellor, The Honourable John Fahey AC

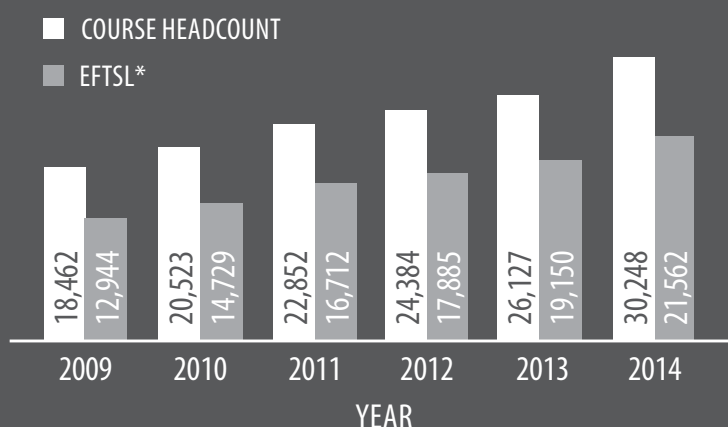


Vice-Chancellor, Professor Greg Craven

*Of those ACU graduates available for full-time employment, *Graduate Destination Survey 2014*

ACU AT A GLANCE

STUDENT NUMBERS



*Equivalent full-time student load



Total headcount for 2014 was 30,248

STAFF OVERVIEW



Total staff FTE*: 2033.4
Total academic staff FTE*: 1051.4

* Full-time equivalent (FTE)



ACU recognised as Employer of Choice for Gender Equality

CAMPUS DEVELOPMENTS



ACU Leadership Centre Brisbane launched



Saint John Paul II building on Brisbane (McAuley at Banyo) Campus opened



Courses began at the Adelaide Campus (St Francis of Assisi)



The Faculty of Health Sciences established four new ACU Clinical Schools

ACU ABROAD



Core Curriculum program in Paris launched

22%



increase in commencement of international students in exchange programs at ACU

More than 400 ACU students travelled abroad in overseas exchange programs



RESEARCH INTENSIFICATION



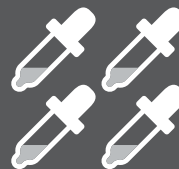
- Mary MacKillop Institute for Health Research
- Institute for Religion and Critical Inquiry
- Institute for Positive Psychology and Education
- Institute for Social Justice
- Learning Sciences Institute Australia

...and announced the development of two additional research institutes:

- Institute for Health and Ageing
- Institute for Religion, Politics, and Society.



ACU received seven Australian Research Council (ARC) grants in 2014



ACU health researchers received four National Health and Medical Research Council (NHMRC) research grants



PREPARING GRADUATES

ACU moved up to number one in the *Good Universities Guide* in preparing Australian teachers

OUR MISSION



North Sydney 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

ACU's mission is captured in the spirit of students, staff and the University as a whole. Grounded in the 2,000-year-old Catholic intellectual tradition, the mission guides all of the University's pursuits—from the classroom to research labs to engagement within the local and global communities in which the University operates.

Central to the Catholic intellectual tradition is a belief in human dignity; this remains at the forefront of teaching, research and engagement at ACU. Students and staff examine contemporary issues through the lens of the Catholic faith. Likewise, this value system and world view informs every aspect of the University's activities from operations to research.

Guided by the mission, the University and its students consider social, ethical and religious dimensions while advancing knowledge in education, health, commerce, the humanities, the sciences and technologies, and the creative arts. Expressed in intellectual freedom, personal development and serving the common good, the University's Catholic identity fosters a sense of the sacred in life and invites people to adopt a transformational approach to the mission.

Because of this foundation, the University's graduates are more than engaged citizens with a solid knowledge base in their specific area of study; they are also attuned to the interconnected nature of humanity and prepared to lead thoughtful, philosophical lives driven by commitment to serving the common good and fostering a just society. ACU students do more than read about and study those who are change-makers; they are the change-makers themselves, building a flourishing community through positive action.

LIVING THE MISSION TO ADVANCE THE COMMON GOOD

A commitment to advancing the common good drives ACU's mission. In 2014, as in prior years, the University demonstrated this commitment in a myriad of ways.

The University restructured its commitment to the formation of the next generation of teachers for Catholic schools, forming the new La Salle Academy for Religious Education. The academy was established to better prepare

those planning to teach in Catholic primary and secondary schools across Australia and respond to the needs of the education sector. Community engagement programs in Timor-Leste forged ahead with ACU students and staff on the ground helping to enrich the lives of local communities. Through partnerships with Catholic Care, the Society of St Vincent de Paul and Mission Australia among others, programs such as Clemente Australia continued to provide more vulnerable people with access to higher education.

Through these initiatives and others, ACU students and staff continued to give expression to the University's mission through the pursuit of knowledge, actions demonstrating respect for the dignity of humanity and commitment to the common good.

BOARD OF IDENTITY

ACU established the Board of Identity to provide objective and independent advice and guidance on issues relevant to the University's Catholic identity and mission. The board undertakes an annual review of the University's progress in terms of its Catholic character. It also occasionally 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 Company 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.

It has been designed 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 Company retains full responsibility for the Catholic character of the University.

For more examples of how ACU brought its mission to life in 2014, see page 9 on the Institute for Advancing Community Engagement (IACE).

STRENGTHENING THE CORE

Across all fields of study, 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 Core Curriculum students ground their experience

OUR GRADUATES WILL BE SKILLED IN THEIR CHOSEN FIELDS, ETHICAL IN THEIR BEHAVIOUR, WITH A DEVELOPED CRITICAL HABIT OF MIND, AN APPRECIATION OF THE SACRED IN LIFE AND A COMMITMENT TO SERVING THE COMMON GOOD.

“The mission drives everything we do, and everything we do is anchored in the mission of the University.”

Professor Greg Craven, Vice-Chancellor

“We are unapologetically a Catholic university, guided by principles of Catholic social teaching, beliefs around equity and social justice, and respect for humankind.”

Professor Pauline Nugent, Provost

“I see that education transforms people. It's the great leveller.”

Father Anthony Casamento CSMA, Director, Identity and Mission

“Making a difference is part of ACU's fabric. Our relationships with community and industry partners are vital to our ability to prepare graduates who will enter the world of work prepared to make a positive impact.”

Professor Greg Craven, Vice-Chancellor

“Our course offerings, including nursing, allied health and teacher education, reflect some of society's greatest needs. Our programs, including the Core Curriculum, embed our mission and prepare graduates vocationally, but also to be attuned to social justice principles.”

Professor Pauline Nugent, Provost

and understanding of the Catholic ethos in courses that reflect ACU's mission.

[Learn more about the Core Curriculum and how it reflects ACU's mission and Catholic identity on page 29.](#)

OUR VISION



North Sydney Campus

OUR NATIONAL FOOTPRINT, STRONG INTERNATIONAL ENGAGEMENT AND INTEGRATION OF SECTOR AND COMMUNITY PARTNERS INTO THE ACADEMIC EXPERIENCE CONTRIBUTE TO A UNIQUE AND MISSION-INSPIRED APPROACH FOR OUR STUDENTS.

Professor Greg Craven, Vice-Chancellor

OUR VISION

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

Grounded in the principles of Catholic social teaching, 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 needs. 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 largest 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

With seven 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), ACU can sustain 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 grow in targeted areas of demand.

RESPONDING TO THE NEEDS OF STUDENTS AND INDUSTRY

ACU upholds strong partnerships with healthcare providers, schools, legal practices, faith-based organisations and other businesses. These relationships ensure that ACU students graduate with the professional skills and knowledge that employers seek in today's market.

These partnerships also contribute to the outstanding employment outcomes of ACU graduates. Within four months of graduation, 93 per cent of ACU graduates find employment.¹

For highlights from 2014 for each of ACU's seven campuses, go to page 58.

¹ Of those ACU graduates available for full-time employment, Graduate Destination Survey 2014

At ACU, students benefit from a national and international perspective. As a university we are also linked to industry, so our students gain the industry exposure they need to enter and succeed in the workplace.

Professor Pauline Nugent, Provost

PRIORITY ACADEMIC AND RESEARCH AREAS

The University's mission is embodied in its academic and research focus. Both revolve around key areas of societal need, including health and education. Founded by Catholic tertiary institutions that had been training teachers and nurses since the mid-19th century, ACU continues that tradition today by preparing graduates in these fields and other areas that will advance social responsibility and contribute to the well-being of people around the world.

ACU's four faculties are:

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

See page 31 to learn about the restructuring of ACU's faculties in 2014, as well as key achievements in each area.

The University's priority research focus areas are:

- Education
- Health
- Theology and Philosophy
- Social Justice and the Common Good.

For more on the University's research intensification strategy, priority research focus areas and new research institutes, go to page 49.

LIVING THE UNIVERSITY'S MISSION WITH COMMUNITIES

The Institute for Advancing Community Engagement (IACE) facilitates relationships and partnerships between the University and community with the goal of enhancing the well-being and dignity of people in Australia and worldwide. Within the framework of the Catholic intellectual tradition and Catholic social teaching, community engagement is central to the University's mission and is

an integral part of students' personal and professional development at ACU.

Staff and students work collaboratively with community groups and organisations, nationally and internationally, to build capacity, improve well-being and contribute to just and sustainable outcomes in the interests of people, communities and the University.

Community engagement encompasses three themes that support ACU's dedication to the Church and its teachings:

- Beyond Disadvantage, focusing on social inclusion and well-being 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.

Key highlights from 2014 in the area of community engagement at ACU include:

- Growing the national commitment to engaging with vulnerable people through Clemente Australia in partnership with community organisations and corporates, many of which are Catholic or other faith-based.
- Broadening the University's sustainable approach to capacity building in Timor-Leste with a focus on education, health, sport and well-being.
- Extending the partnership and research base in community engagement across a wide range of contexts for the mutual benefit of communities and the University.
- Giving priority to embedding reflection in students' community engagement, which assists students in making real connections between the University's mission, their personal values and their professional lives.
- Strengthening ownership by the faculties and other University organisational units of significant community engagement programs and their expression of ACU's mission.

KEY VALUES





To fulfil its mission and vision, the University is guided by its 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 of 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 and through innovation and creativity, strives to produce the highest quality intellectual, educational and learning experiences.

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.

OUR GOVERNANCE



Vice-Chancellor Professor Greg Craven

COMPANY STRUCTURE

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 Company'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. Its constitution may be viewed on the University's website at www.acu.edu.au

The University Senate governs the University. Members of Senate are the Board of Directors. Four Chapters, based in the Australian Capital Territory, New South Wales, Queensland and Victoria, provide an interface between the University and the local community. The local archbishop appoints the members of each Chapter, and while the Chapters have no direct governance role in the University, the chair of each Chapter advises the annual general meeting of the Company.

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 Company select the Chancellor and Pro-Chancellor; the Senate appoints the Vice-Chancellor.
- The Company elects four members from Chapter nominations by each Chapter.
- Members of the Company elect four from nominations provided by members of the Company and the Senate.
- Academic staff elects three.
- General staff elects one.
- Students elect one.

DIRECTORS' MEMBERSHIP OF EXTERNAL BOARDS

Mr Stephen Noel Elder

- Catholic Education Commission of Victoria Ltd
- Catholic Capital Grant (Victoria) Ltd

COMMITTEES

SENATE COMMITTEES

- Standing and Finance Committee
- Audit and Risk Committee
- Honorary Awards Committee
- Academic Board

STANDING COMMITTEES OF ACADEMIC BOARD

- Academic Administrative Committee
- Academic Board Executive Committee
- Courses and Academic Quality Committee
- Faculty Boards
- Internationalisation 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.

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.

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.

There are Directors and Managers for each major area of the University's activities (see organisational chart on page 18).

Each campus has a student association. The national student body, Australian Catholic University National Students' Association (ACUNSA), provides a voice for students.

PRINCIPAL OFFICERS OF THE UNIVERSITY 2014



CHANCELLOR THE HON JOHN FAHEY AC

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 made a Companion of the Order of Australia for his work in the political arena and 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 Reconstruction Inspectorate.



PRO-CHANCELLOR EDWARD EXELL AM BA (Hons) (Melb) BEc (ANU)

Pro-Chancellor of the University since November 2000, Mr Edward Exell was previously Business Manager of the Catholic Archdiocese of Melbourne.

He is Chair of the Standing and Finance Committee of the University.

Before joining the Catholic Archdiocese, Mr Exell was Deputy Managing Director of the Australian Trade Commission.

Mr Exell has served on the National Board of Employment Education and Training, on the Mercy Health and Aged Board, and as a member of the School Council of Xavier College. He was made a Member in the General Division of the Order of Australia in 1988.



VICE-CHANCELLOR PROFESSOR GREG CRAVEN BA LLB (Hons) LLM (Melb)

Vice-Chancellor of ACU since 2008, Professor Greg Craven is an expert in public and constitutional law.

Previously, Professor Craven was Deputy Vice-Chancellor (Strategy and Planning) of Curtin University in Western Australia, where he also held the positions of Professor of Government and Constitutional Law and Executive Director of the John Curtin Institute of Public Policy.

He has also held academic positions at the University of Notre Dame (WA) and the University of Melbourne. For three years, Professor Craven oversaw major policy reforms as Crown Counsel to the Victorian Government.

Professor Craven is Deputy Chairman of the Council of Australian Governments (CoAG), Vice-President of the Australian Higher Education Industrial Association (AHEIA) Executive Committee, member of the National Catholic Education Commission (NCEC) and lead Vice-Chancellor of the Universities Australia Standing Committee on the Tertiary Education Quality and Standards Agency (TEQSA). He is a member of the Department of Industry, Innovation, Science, Research and Tertiary Education's (DIISRTE) National Advisory Group on Higher Education Data and Information. He is the Chair of the Australian Government's Teacher Education Ministerial Advisory Group. Professor Craven is also a member of the Truth, Justice and Healing Council.



PROVOST AND DEPUTY VICE-CHANCELLOR (ACADEMIC)

PROFESSOR PAULINE NUGENT

BAppSc (Lincoln Institute of Health Sciences) MEd (Monash)

Professor Pauline Nugent, 2009 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 and she has received more than \$5 million in public funding.



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

DR STEPHEN WELLER

BA (Syd) 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.



DEPUTY VICE-CHANCELLOR (STUDENTS, LEARNING AND TEACHING)

PROFESSOR ANNE CUMMINS

BEd (Canberra CAE) MA (Macquarie) MEdL (ACU) GradDipEd (Religious Studies) (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 Marist Youth Care and a member of the Council of St Ignatius' College Riverview. She is also co-convenor of the Universities Australia Executive Women group.



DEPUTY VICE-CHANCELLOR (RESEARCH)

PROFESSOR WAYNE MCKENNA

BA (Hons) PhD (University of Leeds)

Professor Wayne McKenna joined ACU as Deputy Vice-Chancellor (Research) in 2013.

Professor McKenna came from the University of Western Sydney (UWS), 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(Qld) MEd(DU) PhD(Qld)

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

PROFESSOR MICHELLE CAMPBELL RN BAppSci(LincolnInstHlthSc) MNSt DN(LaTrobe)

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

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

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

PROFESSOR ANNEMARIE (ANNE) J. HUNT OAM BSc(Melb) DipEd(MelbCollEd) BEd(Monash) BTheol(MCD) MSc(Ed)(Fordham, NYC) MA(Theol) (CathTheolUnion, Chicago) DTheol(MCD) FACE

DEANS

DEAN OF LAW (OFFICE IN MELBOURNE)

PROFESSOR BRIAN FITZGERALD BA(Griffith) BCL(Oxf) LLB(QUT) LLM(HU) PhD(Griffith)

DEAN OF RESEARCH (OFFICE IN NORTH SYDNEY)

PROFESSOR PATRICK HEAVEN D(Lit&Phil) (UNISA)

DEAN OF THE LA SALLE ACADEMY FOR RELIGIOUS EDUCATION

DAVID HALL BEd(ACU Grad Dip Ed (RE) (McCauley) MA (Theol) (SCD) DMin (CTU, Chicago)

ASSOCIATE VICE-CHANCELLORS

BRISBANE

PROFESSOR JIM NYLAND BA(Hon)(Bangor) MSt(Manchester) EdD(Derby)

SYDNEY

PROFESSOR MAREA NICHOLSON DipTeach(NewcastleCAE) BA(Macq) GradDipEdSt(NepeanCAE) MEd PhD(Syd)

MELBOURNE

DR JOHN BALLARD BA(ANU) MHA(UNSW) PhD(Macq)

CAMPUS DEANS

ASSOCIATE PROFESSOR GERARD PATRICK (JOE) FLEMING BA(Melb) BEd(LaTrobe) GradCertRE MEd PhD(ACU) (Ballarat Campus)

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

DIRECTORS

DEPUTY PROVOST (OFFICE AT MELBOURNE CAMPUS)

PROFESSOR DAVID SPENCER LLM(UTS)

ACADEMIC REGISTRAR (OFFICE AT NORTH SYDNEY CAMPUS)

MS KATHRYN BLYTH BA(Canterbury NZ) DipMgmt MBA(HenleyMgmtColl UK)

DIRECTOR, ACUCOM (OFFICE AT MELBOURNE CAMPUS)

MRS ANNE DEBORAH (DEBBIE) WILSON

DIRECTOR OF FINANCE (OFFICE AT NORTH SYDNEY CAMPUS)

MR SCOTT JENKINS BCom (MQ), CA

DIRECTOR OF GOVERNANCE, GENERAL COUNSEL (OFFICE AT NORTH SYDNEY)

CAROL KIRBY BA (Adel Hons), BA (Cantab), LL.B (Adel), GDLP (UniSA)

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

MR JULIAN LEESER BA(Hons) LLB(UNSW)

DIRECTOR OF HUMAN RESOURCES (OFFICE AT NORTH SYDNEY CAMPUS)

MS DIANA CHEGWIDDEN BComm(EmpRes) MComm(HRM&IR)(UWS)

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

FR ANTHONY CASAMENTO CSMA BSc(Psyc) (Hons) BA(Hons)(UNSW) BTheol(CISyd) MA(UNSW)

DIRECTOR OF CENTRE FOR INDIGENOUS EDUCATION AND RESEARCH (OFFICE AT BRISBANE CAMPUS)

MS JANE CEOLIN DipTeach (Griffith)

EXECUTIVE DIRECTOR, INFRASTRUCTURE & DEPUTY CHIEF OPERATING OFFICER (OFFICE AT NORTH SYDNEY CAMPUS)

MR PAUL CAMPBELL MBT(UNSW)

DIRECTOR OF INFORMATION TECHNOLOGY (OFFICE AT BRISBANE CAMPUS)

RICHARD (RICK) VAN HAEFTEN GDipIT(UNSW)

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

PROFESSOR JUDE BUTCHER CFC AM TC BA MA(Macq) PhD(Syd)

DIRECTOR OF INSTITUTE FOR CATHOLIC IDENTITY AND MISSION (OFFICE AT CANBERRA CAMPUS)

ASSOCIATE PROFESSOR PATRICK MCARDLE BTheol(SydCollDiv) GradDipEd(UniSA) STL(CISyd) MEd PhD(ACU)

DIRECTOR OF STUDENT STRATEGIES (OFFICE AT NORTH SYDNEY)

PAULINE MURPHY PSM, BADipEd (Macq), MLS (UTS)

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

DR KEVIN ASHFORD-ROWE BA(Hon)(Hull) PGrCertEd(Exeter) GDiplntMedia(UTS) MEd(ECU) MProfSt(UNE) EdD(UOW)

DIRECTOR OF LIBRARIES (OFFICE AT NORTH SYDNEY CAMPUS)

MS FIDES LAWTON BLibSc GradDipMgmt(MacqGradSchMgmt) MLIB(UNSW)

DIRECTOR OF MARKETING AND EXTERNAL RELATIONS (OFFICE AT MELBOURNE CAMPUS)

MS ANDREA TURLEY BA/BBus GradDipEd(FEDU) DipMgmt(DU)

DIRECTOR OF NATIONAL CHURCH LIFE SURVEY RESEARCH (OFFICE AT NORTH SYDNEY CAMPUS)

ASSOCIATE PROFESSOR RUTH POWELL PhD(MacQ)

DIRECTOR OF PLANNING AND STRATEGIC MANAGEMENT (OFFICE AT NORTH SYDNEY CAMPUS)

(Acting) **MR SIMON POTTS** BSocSc(OS) PGCertMktRes(KIN)

DIRECTOR, STRATEGIC PROJECTS, OFFICE OF THE VICE-CHANCELLOR (OFFICE AT NORTH SYDNEY CAMPUS)

DR JUDY LAVERTY BAppSc(Hons)(UNSW) MEd(Hons)(UWS) PhD(UOW)

DIRECTOR OF PROPERTIES (OFFICE AT NORTH SYDNEY CAMPUS)

DR OJDANA (DANA) SKELIN MBA PhD(UTS)

DIRECTOR OF RESEARCH SERVICES (OFFICE AT NORTH SYDNEY CAMPUS)

MS ANNE THOEMING BAppSc(Canberra) MEdLead(Macq)

EXECUTIVE DIRECTOR OF INTERNATIONAL (OFFICE AT NORTH SYDNEY CAMPUS)

MR CHRISTOPHER RILEY BA(ANU) MBA(UNE)

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

MS EVELYN PICOT BSocSt(Syd) MComm(CSU)

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

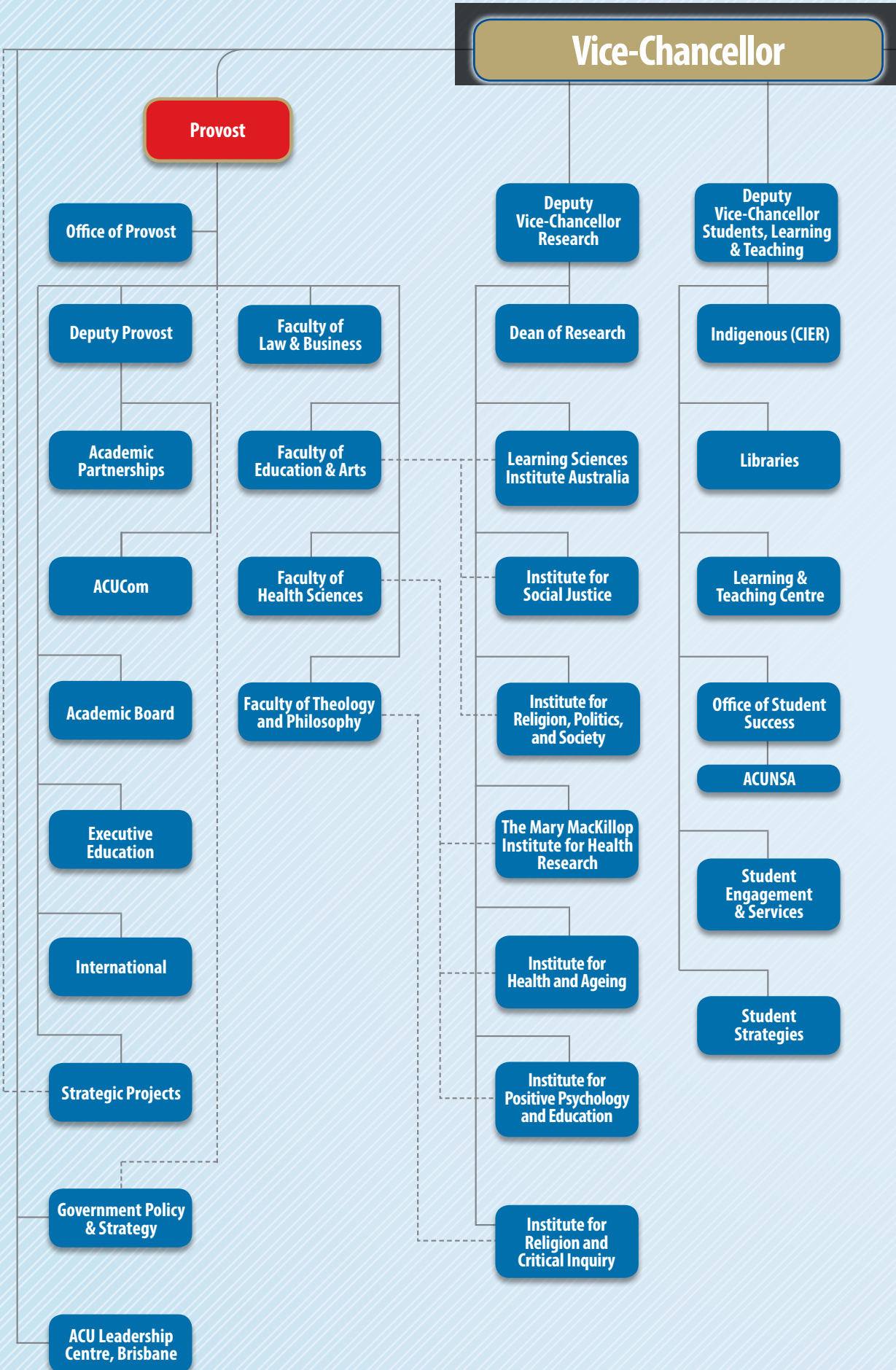
MR PAUL MCJANNETT BBld(UNSW) DipTeach(SCAE)

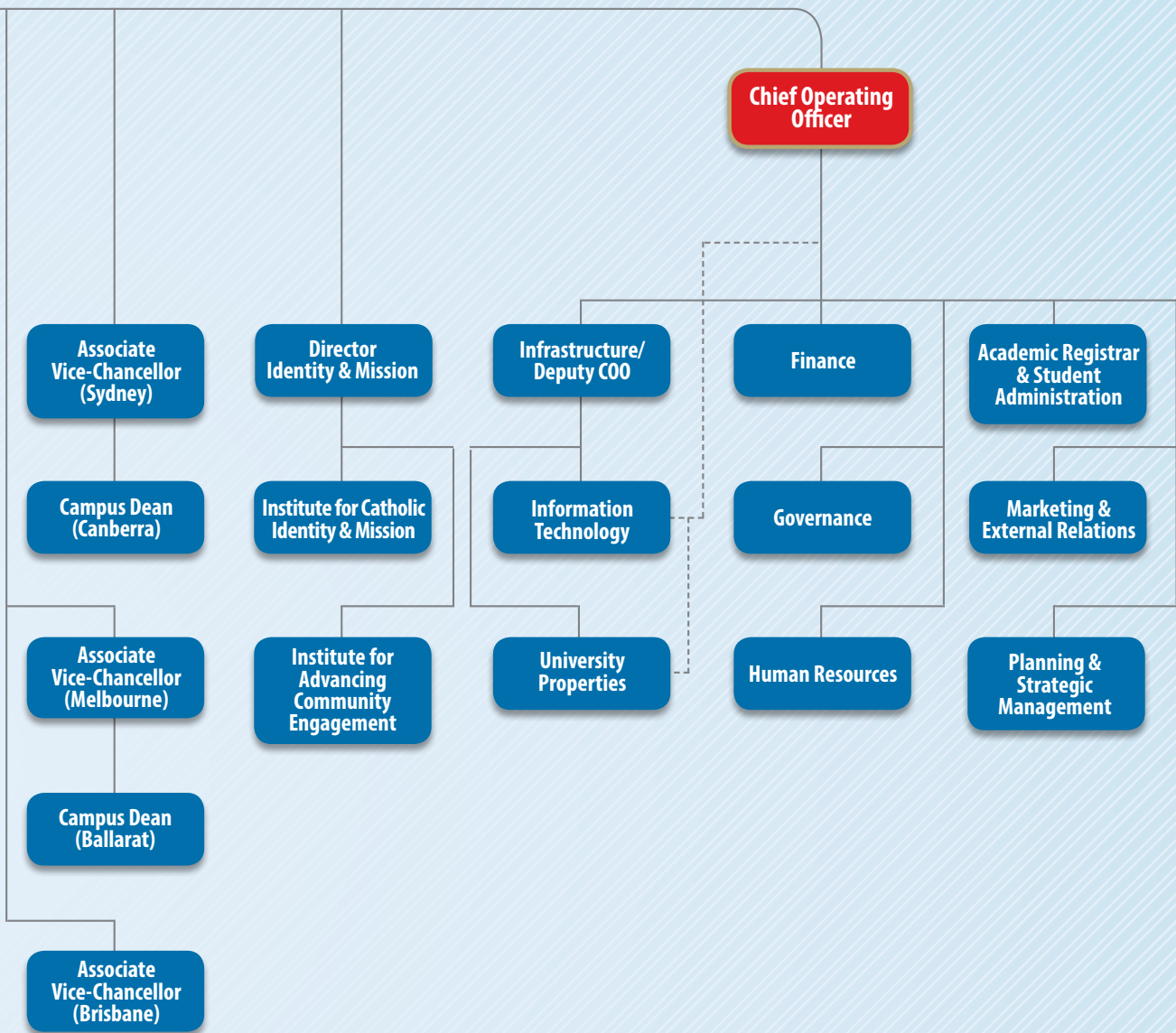


FINANCIAL HIGHLIGHTS

| | 2014 \$'000 |
|--|----------------|
| Commonwealth Government Grants | 324,922 |
| Other Operating Revenue | 87,662 |
| Finance Income | 1,026 |
| Salary Cash Expenses | (246,198) |
| Non-Salary Cash Expenses | (99,798) |
| Non-Cash Expenses (Depreciation, Amortisation and Provisions) | (30,201) |
| Net Result for the Period | 37,413 |
| Working Capital Surplus/(Deficit) | (45,501) |
| Working Capital Surplus/(Deficit) Adjusted for Employee Benefits Classified as Current but due to be settled in greater than 12 months | (29,539) |

For more information please read the 2014 ACU Review of Results and Audited Financial Statements





OUR CHURCH



WE ARE AUSTRALIA'S PRE-EMINENT CATHOLIC UNIVERSITY. AT ACU, FAITH AND REASON ARE ENGAGED THROUGH DIALOGUE TO ADVANCE THE DIGNITY AND COMMON GOOD OF HUMANITY.

Father Anthony Casamento CSMA, Director, Identity and Mission

As the largest single national ministry of the Catholic Church in Australia, ACU is dedicated to fulfilling its 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 sees education, professional development, faith and community engagement as essential cogs within the same wheel, working together rather than disparately to educate the whole person. Approaching education with the belief that faith and reason are compatible with human inquiry, ACU nurtures the development of 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.

ACU's connection to the Catholic Church is apparent on a daily basis across the University's seven campuses and around the world, where students and staff are actively working to contribute to the wellbeing of global society. Programs promoting equity and access to higher education are also central to ACU's Catholic identity.

[To read more about pathway programs at ACU, go to page 27.](#)

ANIMATING ACU'S MISSION THROUGH CAMPUS MINISTRY AND EVANGELISM

Campus Ministry, which is open and available to students and staff of all faiths and backgrounds, operates under the leadership of Father Anthony Casamento CSMA, the Director of Identity and Mission. The ministry supports the ACU community by providing a place for interreligious dialogue, engagement and faith.

“ We look at the issues of our time through the lens of our faith. ”

Father Anthony Casamento CSMA, Director, Identity and Mission

Each campus has a campus minister and a chaplain who presents liturgies, staff and student faith formation programs, as well as providing other opportunities to engage with the University's mission. Even when individuals are away from campus—for instance, when a staff member is on long-term sick leave—the campus ministry continues contact to maintain people's connection to ACU and provide support for individuals in distress.

More broadly, some of the Campus Ministry activities across ACU's campuses include:

- Mass on campus
- Prayer and reflection
- Student and staff retreats
- Christian meditation
- Student faith groups
- Pilgrimages
- International and local speakers
- Social justice and community engagement.

Through these activities and more, people of all faiths are invited to participate in ACU's mission. As a result, a vibrant community of diverse individuals thrives across ACU campuses.

COMMUNITY ENGAGEMENT AND SERVICE

In 2014, ACU built on its Catholic identity in a variety of ways both big and small. For instance, a significant number of people contributed the names of individuals who had passed away to be included in a prayer book for All Souls that was published on campus.

Looking abroad, ACU students had the opportunity to study Core Curriculum classes in Paris thanks to the launch of a partnership with St. John's University and the Institut Catholique de Paris.

Through community engagement in local areas around ACU campuses, across Australia and around the world, ACU students and staff continued to personify the University's Catholic identity and connection to the Church through service to the common good. Community service highlights from 2014 include:

- Ongoing homework tutoring and mentoring in Melbourne and Sydney for children and youth from refugee, migrant and low socioeconomic communities
- Education and capacity building in Timor-Leste
- Access to tertiary education for refugees through the Thai-Burma Program.

ACU succeeded in securing the role of host of the 25th General Assembly of the International Federation of Catholic Universities (IFCU), which will take place in Melbourne in July 2015. Centred on the theme 'Times change. Values endure', the IFCU General Assembly will coincide with the 25th anniversary of the establishment of ACU and provide ACU with an unprecedented opportunity to develop and foster ties with leading Catholic universities on an international stage.

[Learn more about preparations to host the 25th General Assembly of the International Federation of Catholic Universities on page 39.](#)

OUR STAFF

STUDENT
ADMINISTRATION



ACU IS A VERY RELATIONAL UNIVERSITY. PEOPLE LIKE TO GET TO KNOW EACH OTHER AND FEEL LIKE THEY'RE PART OF A COMMUNITY.

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

I HAVE BEEN DELIGHTED AT HOW CLOSELY ACU VALUES ALIGN WITH MY OWN AND HOW MUCH SATISFACTION IT GIVES ME TO WORK IN A PLACE THAT PROMOTES AND ABIDES BY THOSE VALUES.

ANONYMOUS RESPONSE FROM THE MYVOICE STAFF SATISFACTION SURVEY

Staff members at the University play a pivotal role in the realisation of ACU's mission by empowering, inspiring and nurturing students on their educational journey. Our staff's fundamental areas of expertise—education and arts, health sciences, law and business, and theology and philosophy—reflect the University's commitment to serving and strengthening communities.

Mirroring ACU's overall growth trend in student enrolment, the University's staff numbers also increased in 2014. New hires and key appointments demonstrate the University's commitment to not just grow in size but to grow in academic and overall excellence too. ACU continues to attract and retain world-leading scholars, researchers, teaching and leadership staff.

STAFF OVERVIEW

| STAFF STATISTICS | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| Total staff FTE | 1375.5 | 1468.9 | 1626.7 | 1764.3 | 1886.8 | 2033.4 |
| Total academic staff FTE | 728.0 | 788.9 | 869.8 | 914.6 | 978.7 | 1051.4 |

Academic staff FTE by level

| | | | | | | |
|-------------------------------|-------|-------|-------|-------|-------|-------|
| Vice-Chancellor | 3.0 | 4.0 | 4.0 | 4.0 | 5.0 | 4.0 |
| Deputy Vice-Chancellor | | | | | | |
| Professor (Level E) | 37.8 | 49.3 | 65.5 | 75.5 | 78.2 | 99.7 |
| Associate Professor (Level D) | 51.4 | 60.1 | 67.0 | 64.8 | 58.2 | 69.3 |
| Senior Lecturer (Level C) | 113.0 | 122.4 | 130.6 | 145.9 | 159.9 | 167.7 |
| Lecturer (Level B) | 281.3 | 307.1 | 316.3 | 317.6 | 329.7 | 364.7 |
| Associate Lecturer (Level A) | 241.5 | 245.9 | 286.4 | 306.8 | 347.8 | 345.9 |

Staff FTE by state/territory

| | | | | | | |
|------------|-------|-------|-------|-------|-------|-------|
| NSW | 563.2 | 592.4 | 664.9 | 720.0 | 778.6 | 853.7 |
| Victoria | 463.9 | 504.0 | 547.2 | 587.6 | 626.8 | 664.1 |
| Queensland | 271.9 | 293.3 | 331.1 | 362.7 | 387.8 | 421.8 |
| ACT | 75.5 | 77.6 | 80.8 | 92.3 | 92.6 | 89.8 |
| SA | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 3.0 |
| Virtual | 1.0 | 1.7 | 2.7 | 1.7 | 1.0 | 1.0 |

Staff FTE by work contract

| | | | | | | |
|----------------------|-------|-------|--------|--------|--------|--------|
| Full-time | 883.0 | 958.0 | 1057.0 | 1166.0 | 1178.0 | 1289.0 |
| Fractional Full-time | 185.9 | 196.0 | 201.6 | 200.3 | 278.5 | 314.0 |
| Casual | 306.6 | 314.9 | 368.1 | 397.9 | 430.3 | 430.3 |

Staff FTE by overall function

| | | | | | | |
|-----------------------|-------|-------|-------|-------|--------|--------|
| Teaching and Research | 416.2 | 452.5 | 467.2 | 371.7 | 334.5 | 359.2 |
| Teaching Only | 269.4 | 274.5 | 319.0 | 423.6 | 505.1 | 524.7 |
| Research Only | 20.3 | 36.3 | 59.6 | 80.1 | 42.5 | 57.0 |
| Other Function | 669.6 | 705.5 | 781.0 | 888.9 | 1004.7 | 1092.5 |

Table adheres to reporting requirements for the Department of Education.



Strathfield Campus

STAFF BY ORGANISATIONAL UNIT (FULL-TIME EQUIVALENT)

| | ACADEMIC | PROFESSIONAL | TOTAL |
|--|---------------|--------------|---------------|
| Vice-Chancellery | 1.0 | 9.4 | 10.4 |
| Associate Vice-Chancellors | 0.0 | 6.6 | 6.6 |
| Campus Deans | 1.0 | 3.4 | 4.4 |
| Identity and Mission | 8.4 | 16.6 | 25.1 |
| Provost and Deputy Vice-Chancellor (Academic) | 24.6 | 72.6 | 97.2 |
| Faculty of Education and Arts | 325.6 | 79.7 | 405.3 |
| Faculty of Health Sciences | 510.7 | 125.1 | 635.7 |
| Faculty of Law and Business | 82.0 | 22.1 | 104.1 |
| Faculty of Theology and Philosophy | 69.8 | 15.2 | 85.0 |
| Chief Operating Officer | 0.0 | 402.6 | 402.7 |
| Deputy Vice-Chancellor (Research) | 4.6 | 24.4 | 29.0 |
| Deputy Vice-Chancellor (Students, Learning and Teaching) | 23.6 | 204.3 | 228.0 |
| Total | 1051.4 | 981.9 | 2033.4 |

2014 SIGNIFICANT STAFF APPOINTMENTS

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

Professor Kathryn Brennan – Director, National Centre for Teacher Quality and Leadership, Faculty of Education and Arts.

Professor Geraldine Castleton – Deputy Dean, Faculty of Education and Arts.

Professor Rhonda Craven – Director, Institute for Positive Psychology and Education, Faculty of Health Sciences.

Professor Susan Dann – National Head, School of Business, Faculty of Law and Business.

Professor Brian Fitzgerald – Dean, Thomas More Law School (Academy of Law), Faculty of Law and Business.

Professor Karen Flowers – Deputy Dean, Faculty of Health Sciences.

Brother David Hall – Dean, La Salle Academy of Religious Education, Faculty of Education and Arts.

Mr Scott Jenkins – Director of Finance.

Professor Terri Joiner – Executive Dean, Faculty of Law and Business.

Professor Sandra Jones – Director, Centre for Health and Social Research, Faculty of Health Sciences.

Professor Nikolas Kompridis – Director, Institute for Social Justice, Faculty of Education and Arts.

Professor Marita McCabe – Professor and Director, Institute for Health and Ageing, Faculty of Health Sciences.

Professor Simon Stewart – Director, The Mary MacKillop Institute for Health Research, Faculty of Health Sciences.

Professor Meg Stuart – National Head of School of Science, Faculty of Health Sciences.

Ms Andrea Turley – Director, Marketing and External Relations.

Professor Claire Wyatt-Smith – Director, Learning Sciences Institute Australia, Faculty of Education and Arts.

2014 VICE-CHANCELLOR STAFF AWARDS

The Vice-Chancellor Staff Awards are presented to staff members who, in addition to performing their normal job duties with excellence, also demonstrate initiative in contributing to the ACU community.

The 2014 recipients are:

Mrs Shae Cubillo, Manager, Indigenous Employment, Brisbane Campus, for building strong working relationships with the Indigenous staff at ACU and local Indigenous community elders.

Ms Colleen Malone, External Relations Coordinator ACT/NSW, Strathfield Campus, for working to strengthen and build ACU's existing external relations as well as finding new opportunities for the University to engage with Catholic and other external partnerships.

Ms Maria Scaffidi, Executive Assistant to Executive Dean, Faculty of Health Sciences, Melbourne Campus, for demonstrating exceptional initiative and proficiency in welcoming, orientating, assimilating and providing a high level of service to new Faculty of Health Sciences members during the recent faculty realignment and research intensification.

Professor Morag McArthur, Director, Institute of Child Protection Studies, Canberra Campus, for demonstrating consistent leadership and academic and professional excellence that has helped create an internationally respected research institute.

Mr Greg Sizeland, Property Officer, Ballarat Campus, for demonstrating exceptional proficiency and quality in his workmanship, and for promoting harmony in the workplace. Greg is also responsible for creating a commemorative sculpture celebrating 25 years of nursing at the Ballarat Campus.

Ms Alicia D. Moore, Events Coordinator, NSW, North Sydney Campus, for consistently delivering professional and exceptionally well organised events to the University's internal and external stakeholders.

MYVOICE STAFF OPINION SURVEY RESULTS

Conducting its third staff opinion survey, myVoice, the University gained valuable insight into a range of workplace and management practices. Results indicated a high level of job satisfaction for staff as well as resonance with ACU's mission, vision and values. Since the last myVoice survey, which was conducted in 2011, the University improved in staff satisfaction in several areas. Results also place ACU above the benchmark for universities in most areas analysed.

With a response rate of 74 per cent, ACU's myVoice survey surpassed the average of 62 per cent for the higher education sector.

According to the 2014 myVoice staff satisfaction survey results, ACU's key strengths include:

- A high level of job satisfaction for staff members

OVER THE PAST 13 YEARS, ACU'S RETENTION RATE OF STAFF WHO HAVE TAKEN PARENTAL LEAVE HAS AVERAGED 90 PER CENT, WHICH IS A WONDERFUL ACHIEVEMENT THAT HAS BEEN SUSTAINED OVER A LONG PERIOD. PARENTAL LEAVE PROVISIONS ARE ALSO AVAILABLE FOR MEN AND 100 PER CENT OF THE DADS WHO HAVE ACCESSED THIS OPTION HAVE RETURNED TO WORK AT THE UNIVERSITY.,

Kim O'Brien, Manager for Organisational Performance

- Strong belief among staff in the University's mission and values
- Good teamwork and role clarity
- Gender equality.

Areas for improvement include:

- Cooperation across the University
- Work pressure
- Career planning
- Involvement of staff in decision-making.

ACU shared the survey results with staff. These results continue to inform management practices and planning at all levels of the University. To further track progress, the University will administer the next myVoice survey in 2017.

ACU RECOGNISED AS EMPLOYER OF CHOICE FOR GENDER EQUALITY

The Federal Government's Workplace Gender Equality Agency (WGEA) recognised ACU's leading-edge workplace support for women and men, awarding the University a citation for Employer of Choice for Gender Equality. ACU's commitment to providing a range of family-friendly employment provisions aligns with the University's mission and values. It also sets the tone for a respectful and inclusive workplace.

Examples of the University's policies include provisions for leave for birth and non-birth parents, support for new parents returning to work and research awards for female academics returning from parental leave.

ONGOING PROFESSIONAL DEVELOPMENT FOR STAFF

In 2014, ACU continued to invest in staff professional development. The University made progress on creating a Capability Development Framework, which will provide a comprehensive approach to staff development across all University operations. ACU also strengthened its relationship with the Association for Tertiary Management, an external partner and training provider.

Recognising the importance of leaders in fostering a culture of excellence and supporting strategic objectives, the University enhanced leadership development opportunities. At the 2014 Academic Leadership Forum, participants drew upon the Catholic intellectual tradition to consider what it means to lead a mission-driven organisation. Academic leaders explored effective ways to

deliver key outcomes for the University and its students.

Furthermore, the University hosted the second Managing and Leading in the ACU Context conference for leaders and managers. Conference topics included service excellence, research excellence and performance excellence. The conference received an overall satisfaction score of more than 91 per cent from attendees.

Other new and ongoing courses offered during 2014 included Management Fundamentals @ ACU, the Leadership Competency Framework Series, Certificate IV in Frontline Management and the Emerging Leaders and Managers program.

INDIGENOUS STAFF INITIATIVES

To increase Indigenous staff participation, ACU implemented the Indigenous Employment Framework, which includes the Indigenous Staff Network. The network enables widely dispersed Indigenous staff to connect via a quarterly videoconference. This video conference promotes knowledge-sharing and provides a forum for guest speakers. In 2014, speakers included the Vice-Chancellor, the Deputy Vice-Chancellor of Students, Learning and Teaching, Professor Jim Bright and the Institute for Positive Psychology and Education.

The University introduced a new series, the Indigenous Perspectives Seminar, which expands on ACU's Indigenous Cultural Awareness Workshops. The series provides an interactive forum for ACU staff to increase their understanding of Indigenous knowledge. External groups, including Oxfam, and ACU Indigenous academics contributed to videoconference presentations. During ACU Indigenous Week, there was a panel discussion, 'Conversations on Indigenous Constitutional Recognition', featuring Mr Mick Gooda, the Aboriginal and Torres Strait Islander Social Justice Commissioner. ACU staff and students as well as representatives from external organisations attended the event.

NEW STAFF ENTERPRISE AGREEMENT

Last year, the University met with representatives from the National Tertiary Education Union and the Community and Public Sector Union to negotiate a new Staff Enterprise Agreement. The bargaining parties

I love that my colleagues at ACU have a commitment to social justice, equity and that we are striving towards the same goal.

Anonymous response from the myVoice staff satisfaction survey

I really value working with equally committed and very passionate colleagues.

Professor Marea Nicholson, Associate Vice-Chancellor, Sydney

I feel there is a real camaraderie in the office... I find that my relationships with people here motivate me to go above and beyond what is expected of me.

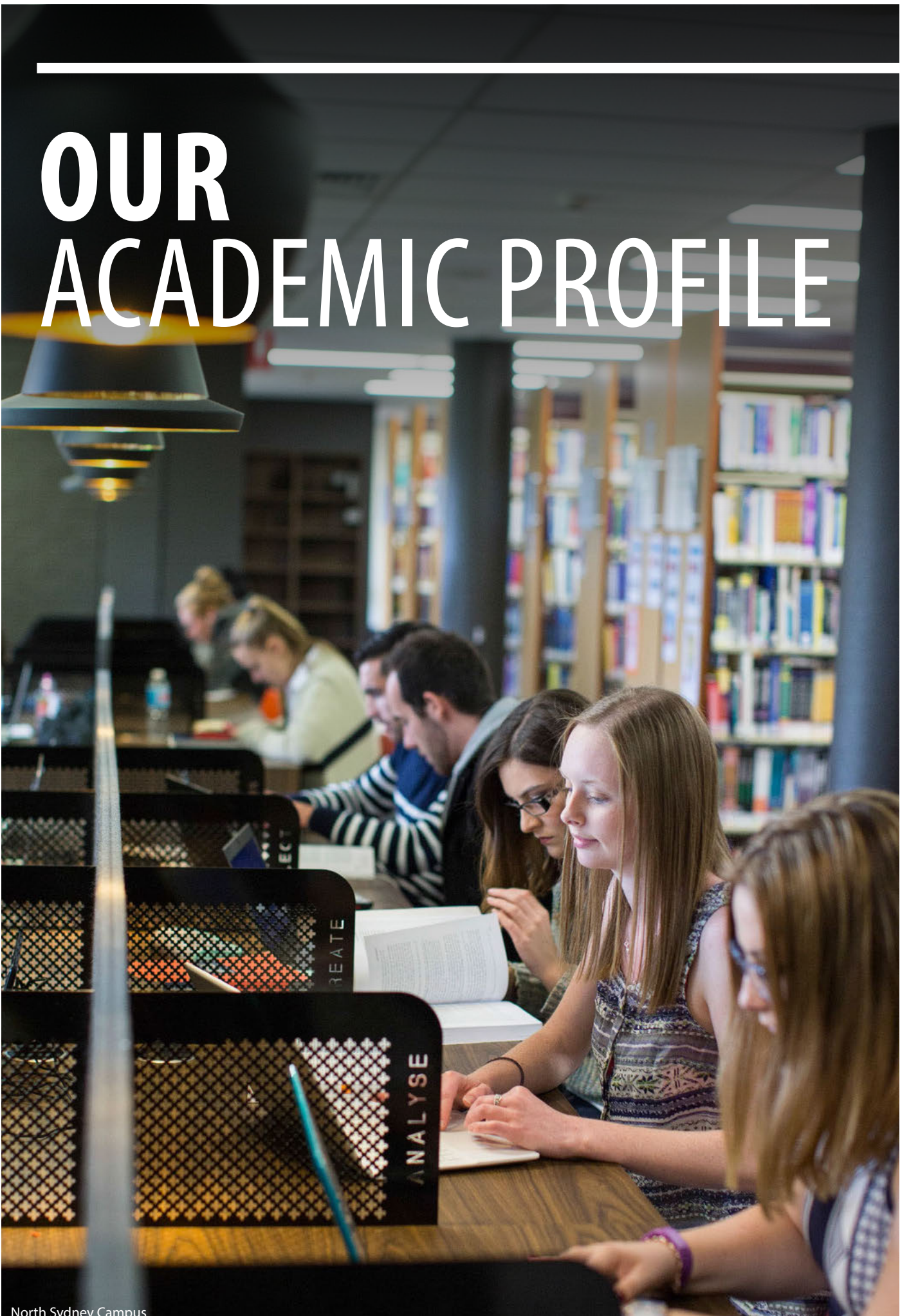
Anonymous response from the myVoice staff satisfaction survey

reached an agreement on the proposed Australian Catholic University Staff Enterprise Agreement 2013-2017 in December 2013.

Following a staff ballot on the proposed agreement in February 2014, and subsequent approval by the Fair Work Commission, the Australian Catholic University Staff Enterprise Agreement 2013-2017 took effect on 19 March 2014.

The University began implementing new and updated workplace arrangements embedded in the new agreement. This included laying the groundwork for a new Academic Workload Policy for 2015. A salary increase for staff of three per cent per annum for each of the four years covered by the agreement also went into effect. Other provisions included in the new agreement include extra entitlements for Australian Defence Forces Reserve Leave, Carer's Leave for grandparents and new leave provisions to support staff members who experience the effects of domestic or family violence.

OUR ACADEMIC PROFILE



ACU IS COMMITTED TO EXCELLENCE IN ACADEMIC ENDEAVOURS AND OUR LEADING ACADEMICS DEVELOP AND DELIVER QUALITY COURSES DESIGNED TO MEET THE NEEDS OF A CONTEMPORARY AND DIVERSE STUDENT BODY,

Professor Pauline Nugent, Provost

Strengthened by the 2,000-year-old Catholic intellectual tradition, ACU excels at providing students with a rich educational experience. 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 places a high value on 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, both academically and personally.

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

2013 TO 2014 ENROLMENT GROWTH (EFTSL) BY STATE OR TERRITORY

| | |
|-------------|------|
| NSW and ACT | 9.3% |
| Victoria | 6.1% |
| Queensland | 5.9% |

CORE THEMES IN 2014

In 2014, the Provost's portfolio included strategic projects centring around four core themes: enrolment and growth, academic quality, government, policy and strategy, and internationalisation.

ENROLMENT AND GROWTH

ENROLMENT STRATEGY

ACU's four faculties drove enrolment growth with ACU exceeding enrolment targets for the 2014 academic year, catering for more than

30,000 students (by headcount). Hallmarks of 2014 included embedding enrolment growth and the diversification of offerings across campuses, funding sources and disciplines.

In 2014, ACU sustained growth with a 12.6 per cent increase in equivalent full-time student load (EFTSL) from 2013. The University achieved these gains despite the proposal of significant reforms to the higher education sector and increased competition from other higher education providers.

Led by the Provost, the Enrolment Plan has been established as a key management tool for the planning of student load within the University, developed with cooperative input from across ACU. To further ensure a robust approach to the development of the Enrolment Plan—in particular, ACU's strategic goal to grow enrolments across disciplines, funding sources and campuses—2014 saw the development of an Enrolment Planning Policy by the Provost.

Faculties shaped anticipated load for 2015, including ACU strategic priorities, past enrolment trends and a range of external factors.

POSTGRADUATE GROWTH

ACU increased its postgraduate full fee-paying domestic and international student (EFTSL) numbers between 2013 and 2014 by 23.5 per cent, diversifying the University's enrolment base.

Key initiatives were undertaken to achieve this increase:

- Postgraduate Week in October, which put a spotlight on postgraduate studies at ACU with a range of on-campus and online real-time information sessions
- Provost postgraduate event series
- Introduction of a postgraduate discount for ACU alumni
- An ACU alumni discovery campaign (see page 57).

The University established a Postgraduate (Coursework) Strategy to diversify ACU's student profile and revenue streams as well as enhancing the postgraduate student experience. It will achieve this by increasing postgraduate (full fee paying) coursework

2013 TO 2014 ENROLMENT GROWTH (EFTSL) BY FACULTY

| | |
|------------------------------------|-------|
| FACULTY OF THEOLOGY AND PHILOSOPHY | 76.5% |
| FACULTY OF HEALTH SCIENCES | 18.2% |
| FACULTY OF EDUCATION AND ARTS | 13.8% |
| FACULTY OF LAW AND BUSINESS | 13.0% |

student enrolments from 2014 to 2018. This is an ACU-wide strategy with four objectives:

- Strengthen and diversify ACU's postgraduate products
- Create a distinctive ACU postgraduate brand
- Build a stronger postgraduate culture
- Ensure quality systems, services and facilities.

The Postgraduate Strategy will contribute to the achievement of ACU's strategic goals and objectives, mapping to the key result areas outlined in ACU's 2012-14 Strategic Plan.

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 or degree-level courses. There are a number of different programs available, ranging from education to commerce to theology.

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 Program, which encourages a well-rounded approach to support students' goals in academics and athletics
- 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 TAFE students and other public and private providers both nationally and internationally



London, United Kingdom

- The Aboriginal and Torres Strait Islander Special Entry Scheme
- Canberra Campus entry programs, including the ACU Bright Futures Program and the Campus Dean's Partnership Program.

ACADEMIC PARTNERSHIPS

Partnerships are vital to the University's ability to bring its mission to life and ACU values its growing partnerships with other universities, educational institutions and community organisations locally and globally.

Each of ACU's seven campuses works with local partners to provide students with meaningful service learning opportunities. These partnerships catalyse positive change for individuals and communities as a whole while also enriching the student experience.

The University's academic partnerships ensure strong ties with other educational institutions. They also provide prospective students with the opportunity to gain credit for prior study and pathway programs into higher education.

Key new partnership agreements in 2014 include:

- **The William Light Institute (TWLI), Adelaide:** TWLI will teach ACU business courses at their Adelaide site to international students who will be enrolled as ACU students. This partnership will enable ACU to enrol cohorts of new international students and create a presence in Adelaide for its business courses. Courses are due to commence in February 2015.
- **Charlton Brown, Fortitude Valley, Queensland:** Charlton Brown is a leading registered training organisation. Aligning with ACU's values and mission, the organisation focuses on community services care. ACU established new agreements with Charlton Brown in early childhood education, community services work and business and management.
- **Kirana Training Pty Ltd and Access Training Pty Ltd:** These organisations have a national presence with locations in Brisbane, Sydney (Chatswood & Liverpool), Canberra, Melbourne, Perth, Darwin, Adelaide and Hobart, where both face-to-face and online training options are available. Focusing on domestic students, Kirana and Access Training provide a pathway for students to university or employment. ACU established agreements in the areas of early childhood and primary education, business and management and community services work.

“ This was without a doubt one of the best planned, structured and delivered symposiums I have ever attended. I gained an enormous amount from it. Well done! ”
ACU Executive Education Health Executives Symposium attendee

“ In summary, terrific material, wonderful contributions from presenters and participants, tools that can be taken away and put to creative use in our organisation, about the right number of participants, excellent venue that was very conducive to what was an intense couple of days. At the end of the symposium, I left feeling very invigorated . . . ” ACU Executive Education Health Executives Symposium attendee

- **HELP University, Malaysia:** ACU entered into an Entry Pathway Agreement whereby HELP University graduates from both the Foundation in Arts and the Foundation in Science courses are eligible for direct admission into any of the undergraduate degree programs in the ACU School of Business.

ACU also has a number of credit transfer agreements with public and private providers, nationally and internationally, including TAFEs, colleges and other universities.

[To learn more about international partnerships, including ACU's growing relationship with the Pontifical Catholic University of Chile, see page 39.](#)

ACUCOM

ACU's private Registered Training Organisation, ACUcom remained strong in 2014 despite increased competition from other providers.

ACUcom offers a range of pathway programs into bachelor courses offered by the University and vocational training in the areas of health, education, business and fitness. Its key achievements for 2014 were:

- The opening and blessing of a new administrative and teaching centre on the Melbourne Campus
- Approval of the Diploma of Nursing by the Senate, Academic Board and the Australian Nursing and Midwifery Accreditation Council for delivery on the Ballarat Campus in 2015
- Strong growth of the Certificate in Education Support Pathway into the Bachelor of Education (Primary)
- Successful pilot scheme for the delivery of first aid courses to undergraduate students on the Brisbane Campus. It is hoped that ACUcom will be able to offer this service to undergraduate students on all campuses.

EXECUTIVE EDUCATION COURSES

Working with all four faculties and partner universities and educators, ACU Executive Education is the leadership and professional development arm of ACU. Courses provide pathways towards further qualifications, including ACU's flagship range of graduate certificates and masters programs.

Reflecting the University's mission, ACU Executive Education includes programs on:

- Healthcare solutions
- Management of not-for-profit organisations
- Leadership and Catholic culture.

Programs have been developed in consultation with leading practitioners to satisfy a particular need within each sector. There are also custom-designed programs to address specific skill gaps and build capacity within organisations.

In 2014, ACU Executive Education completed a third year where revenues have grown by 100 per cent, with clients including TAFE, Dental Corp (BUPA), Good Shepherd, Employers Mutual, ACCOR, Genysis Health and Cabrini Health.

In June 2014, ACU Executive Education held the inaugural Health Executives Symposium, titled 'Complexity and Transformation in Healthcare', along with facilitating partner McKinsey & Company. The exclusive event was specifically designed to provide senior executives within the healthcare sector with new approaches to organisational resilience in conjunction with tools, models and processes to transform their organisations. The symposium's program utilised successful frameworks and customised them to the challenges facing the sector, with content that focused on peer-to-peer learning and the inclusion of real life issues provided by all delegates.

THE CORE CURRICULUM GETS ALL STUDENTS, CATHOLIC OR NOT, TO THINK ABOUT FUNDAMENTAL QUESTIONS PERTAINING TO THE HUMAN EXPERIENCE. IT SHARPENS ETHICAL AWARENESS.,

Professor Pauline Nugent, Provost

CANBERRA, BALLARAT ACADEMIC RENEWAL (CARBAR)

An academic renewal process for the Canberra (Signadou) and Ballarat (Aquinas) campuses commenced this year, with a focus on increasing student enrolments, delivering course offerings to meet market and stakeholder needs, and better recognising the contributions the two campuses can make to ACU's mission and national model.

An ACU-wide working group guided renewal developments, focusing on health and education courses. These align with ACU's strengths and the specific needs of Catholic stakeholders. In Canberra, the Faculty of Health Sciences launched the new Bachelor of Social Work for 2015 enrolments. With funding through CARBAR, the Faculty of Education and Arts is developing a new graduate certificate in inclusion. At Ballarat, opportunities for an increased health and ageing focus are being explored along with a strengthening of teacher education enrolments.

SATELLITE CENTRES

ACU has a number of sites that are located away from its seven campuses. These satellite centres help advance academic, research and professional development opportunities for students while providing pathways for prospective students. Many of the centres are run in collaboration with partners.

Under the Provost's sponsorship, ACU established a working party to clarify and confirm academic and corporate governance arrangements linked to these off-campus satellite operations and to provide a process for considering new external and internal requests for additional centres.

ACU launched the new Leadership Centre Brisbane. The centre is dedicated to postgraduate and executive studies in the heart of the city, providing both a learning and teaching centre and a venue for corporate and networking events. The location of the ACU Leadership Centre connects the Brisbane Campus with the local community and makes it accessible for professional students who wish to pursue postgraduate study at ACU. Most crucially, the centre provides an ideal venue to strengthen partnerships with ACU's Catholic partners in Brisbane by providing a platform to reinforce ACU's mission and identity messages.

The development of the ACU Leadership Centre Brisbane played a pivotal role in informing the work on satellite centre governance.

In 2014, the working group made progress on a number of initiatives, including:

- A draft policy outlining the principles for establishing satellite centres
- Draft procedures addressing the approval process for new satellite centres
- The establishment of a satellite centre register for domestic and international centres
- An audit of current centres
- A review of models from other institutions.

ACADEMIC QUALITY

ACADEMIC QUALITY ASSURANCE, ACCREDITATION AND COURSE LOAD REVIEW

To ensure the University is upholding its standards of excellence while preparing graduates who will meet industry needs and serve society, ACU maintains a number of processes for academic quality assurance. Whenever possible, industry partners from outside the University are included in academic review groups to provide insight and expertise. Regular reviews are conducted for faculties, schools and academic disciplines. There is also a five-year review process for all courses.

In 2014, ACU conducted organisational unit reviews and developed response plans for:

- The Centre for Indigenous Education and Research
- The Faculty of Theology and Philosophy
- The Faculty of Business.

ACU is Australia's only public Catholic university and is part of the government-funded national system of Australian universities. Accreditations include the following:

- ACU degrees are recognised within the Australian Qualifications Framework, which is the Australian Government regulation body for education and training qualifications.
- The University is registered with the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), which gives ACU authorisation to enrol international students.
- ACU is also a member of the Association of Commonwealth Universities and the International Federation of Catholic Universities, giving the University valuable global connections and networks.
- The University conducts its activities in accordance with the Educational Services for Overseas Students (ESOS) Act 2000.

ACU strengthened its academic review processes to identify courses and units with low student numbers. This aimed to reduce fragmentation and support greater viability of offerings for students. As a result, ACU has more clearly defined courses and units that align to student demand, ACU's mission and strengths. The University also developed stronger policy and procedures to address low demand courses in a more systematic way. A Working Group involving the Provost (Chair), Chair of Academic Board, Executive Deans, OPSM and the Academic Registrar has overseen this improvement process.

ACADEMIC BOARD

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

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. By exploring topics and questions in the Core Curriculum, students engage both their heart and their head.

Some students immerse themselves in another country and culture by taking their Core classes overseas. Whether at home in Australia or abroad, students are encouraged to reflect on humanity within the context of their own discipline area and beyond. Through dialogue with people who share a common experience, as well as those whose experiences are markedly different, students are continually constructing an understanding of the world.

ACU offers Core classes in London, Paris and Florence through partnerships with other universities. The Paris program, which is run in partnership with the Institut Catholique de Paris and St. John's University, was launched in 2014.

ACU is committed to continuous improvement and to this end a review of the Core Curriculum was instituted in 2014. The review examined the implementation of Core Curriculum over the past two years and made a series of recommendations for its future development. The review included a broad range of matters including student satisfaction, governance, marketing and the academic structure of the courses.

“ The Paris program has not only changed my university experience and provided me with very fond memories but it is also an experience that I can draw on as I move into the professional arena next year. ”

Belinda Wych-Done, Bachelor of Arts, Paris program participant

“ Living in Florence enhanced my learning . . . by taking me completely out of my comfort zone, opening my mind and enchanting me with Italian culture. ”

Susan Gallagher, Bachelor of Nursing, Florence program participant

“ Education is a transformative activity. When people have the benefit and privilege of an education their world and their life is enriched. That’s an amazing thing to contribute to. ”

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

“ Providing equity and access to education is an important part of what we do. ”

Father Anthony Casamento CSMA, Director, Identity and Mission



Florence, Italy

ACU FACULTIES, LED BY HIGHLY EXPERIENCED EXECUTIVE DEANS WORKING WITH LEADING ACADEMICS IN RESPECTIVE DISCIPLINES, BRING CREDIBILITY TO THE ACADEMIC OFFERING AT ACU.

Professor Pauline Nugent, Provost

Academic staff make great efforts to engage personally with students and build real relationships with them.

Anonymous response from the 2014 MyVoice staff survey

With its strong commitment to research and teaching excellence in education, the humanities and social sciences, the Faculty of Education and Arts produces career-ready graduates with the knowledge and skills to shape the world.

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

I study education and ACU is one of the best primary teaching degree providers. My course is challenging but my degree has equipped me for these challenges. When I first started my course, I couldn't imagine I'd be doing some of the things that I am doing now.

Nina Alahakoon, Bachelor of Education (Primary), international student from Sri Lanka

ACU'S FACULTIES

As part of the Futures Project, the University successfully completed a significant restructuring of its faculties in January 2014 to improve collaboration and cross-disciplinary studies. Four faculties were established out of the previous six. There were no redundancies as a result of the reorganisation.

The four newly formed faculties at ACU are:

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

FACULTY OF EDUCATION AND ARTS

The Faculty of Education and Arts was formed in January 2014 following the University's Futures Project. The new faculty brings together a strong reputation in teacher education

spanning more than 100 years with arts, humanities and social sciences programs, which challenge students to question their beliefs, actions and choices. The faculty aspires to produce graduates who are socially responsible, critical thinkers with the real-world experience necessary to enter the global workforce.

2014 HIGHLIGHTS

The Faculty of Education and Arts capitalised on the strengths of its existing staff and filled newly created leadership roles. Throughout the year of significant change, the faculty continued to provide quality teaching and learning experiences in both of the newly formed National Schools, Education and Arts.

Three new research institutes were established in the faculty to advance the University's research intensification goals, including:

- Learning Sciences Institute Australia
- Institute for Social Justice
- Institute for Religion, Politics, and Society.

For more information on the newly established institutes and the faculty's four ARC grants, see page 48.

The La Salle Academy was established within the faculty to recognise the commitment to and importance of religious education as a discipline and practice. Its partners include the Faculty of Theology and Philosophy and the Directorate of Identity and Mission. The former principal of Marcellin College, Br David Hall fms, will lead the academy; he commences late January 2015. The key role of the academy is to provide an integrated approach to religious education curriculum development, delivery and assessment, and to provide formation activities that focus on the development and formation of teachers and leaders of religious education in Catholic schools.

The faculty also established the Centre for Teacher Quality and Leadership in 2014. Professor Kathryn Brennan has been appointed to lead the centre as it engages with the profession in a number of contexts.

In the research arena, the Historical Studies Research Concentration was funded by the DVCR within the National School of Arts for three years.

Academics in the National School of Arts produced numerous high-quality book and journal publications. Some highlights include:

- Hannah Forsyth, *A History of the Modern Australian University*, University of NSW Press, 2014.
 - Jean-Paul Gagnon, *Democratic Theorists in Conversation*, Palgrave, 2014.
 - Mark Chou, *Democracy Against Itself*, Edinburgh University Press, 2014.
 - Shurlee Swain and Denise Cuthbert, *The Market in Babies: Stories of Australian Adoption*, Marian Quartly, 2014.
- Recognised as the largest educator of teachers in the country, the faculty contributed to and influenced educational policy and the national curriculum. Other key advancements and innovations in education in 2014 included:
- The development of a university/school partnership program with Brisbane Catholic Education to offer a pathway into the elite Master of Teaching (Secondary) (Professional Practice).
 - The review of the Bachelor of Teaching/ Bachelor of Arts and the Bachelor of Education (Primary) with innovative professional experiences and interdisciplinary specialisations.
 - The receipt of funding from the Victorian Government for a pilot program in Melbourne that will advance excellence in teacher education.

COMMUNITY ENGAGEMENT AND PARTNERSHIP HIGHLIGHTS

The faculty maintains relationships with individual schools within the dioceses as well as nearly 20 different Catholic Education Offices around Australia. Demonstrating the University's reach in the secular sphere, the Faculty of Education and Arts also engages with a number of independent schools.

In addition to education placements offered to ACU students through school partnerships, the faculty works with a diverse cross-section of non-governmental organisations and corporate businesses to provide students with workplace experience and engage community stakeholders.

The National School of Arts ran an impressive range of exhibitions in 2014, including the annual BVAD exhibition and the Pixel Prize for high school photography. The Pixel Prize connects local high school students with ACU, introducing them to the visual arts programs available.

PREVIOUSLY RANKED SECOND, ACU MOVED UP TO NUMBER ONE IN THE GOOD UNIVERSITIES GUIDE IN PREPARING AUSTRALIAN TEACHERS IN 2014.

IN THE RESEARCH ARENA, THE FACULTY EARNED FOUR ARC GRANTS IN 2014.



Hayden Piercy, Bachelor of Nursing/Bachelor of Paramedicine

STUDENT ACHIEVEMENTS

- BVAD students in Sydney engaged with their local community by completing a 39-metre mural at Homebush Public School, which launched at the BVAD Exhibition Opening Night.
- Honours student Gabriel Maddock received the State Library of Victoria Summer Internship.
- Third-year BVAD student Agata Krajewska was selected as a finalist in the Bowness Photography Prize.
- Students from the Bachelor of Education (Primary) participated in professional experience in the Solomon Islands.

STAFF ACHIEVEMENTS

Teaching and learning achievements in 2014 include:

- Tim McKenry (National School of Arts) received the ACU Vice-Chancellor's Teaching Excellence Award.
- Ellen Warne, Nell Musgrove, Noah Riseman and Tim McKenry (all from the National School of Arts) received Office of Learning and Teaching (OLT) citations for Outstanding Contributions to Student Learning.
- Dr Christina Grima-Farrell received an OLT Citation for inspiring students by developing inclusive curricula that advance 'research to practice' teaching approaches through building collaborative partnerships between universities and schools.
- Paul Chalkley and Dr Mark Lyall (both from the National School of Arts) received Faculty of Education and Arts Excellence in Teaching Awards.
- Nell Musgrove, Naomi Wolfe and Nerida Blair received the Teaching Development Grant: 'Embedding Aboriginal and Torres Strait Islander perspectives in curriculum for staff and students'.
- Associate Professor Michael Ondaatje (Head, National School of Arts) participated in a roundtable discussion at the National Press Club at the launch of the Australian Academy of the Humanities' report *Mapping the Humanities and Social Sciences in Australia*.

- Professor Shurlee Swain (National School of Arts) filled the role of historical consultant for the Royal Commission into Institutional Responses to Child Sexual Abuse (see her report: Shurlee Swain, *History of Child Protection Legislation*, Royal Commission into Institutional Responses to Child Sexual Abuse, Sydney, 2014). She also acted as a historical consultant for the TV series *Love Child* (2014) and *Who Do you Think You Are?* (2014).
- Dr Jean-Paul Gagnon (National School of Arts) spoke at the Second Annual Festival of Democracy in Sydney, highlighting the emerging strength in political science in arts.
- Maya Cranitch presented on the ACU Thai-Burma Refugee Education Program at two international workshops convened in association with UNHCR.

FACULTY OF HEALTH SCIENCES

As part of the Futures Project, staff and students from psychology, social work and science joined the Faculty of Health Sciences. The faculty also made significant new appointments with Professor Karen Willis becoming Associate Dean of Learning and Teaching and Professor Maree Johnson appointed Associate Dean of Research.

2014 HIGHLIGHTS

The Faculty of Health Sciences reached a significant milestone in 2014 with the establishment of four new ACU Clinical Schools. Promoting the scholarship of teaching and learning, research and clinical education, the clinical schools reflect ACU's commitment to pursuing innovative and collaborative approaches to health education. New schools opened in 2014:

- Prince Charles Hospital, Brisbane
- RSL Life Care Narrabeen, Sydney
- St Vincent's Health Network, Sydney
- St Vincent's Public Hospital, Melbourne

Three new research institutes are associated with the Faculty of Health Sciences: *The Mary MacKillop Institute for Health Research, the Institute for Positive Psychology and Education, and the Institute for Health and Ageing.* Read more on page 49.

To continue providing medical and allied health services for students, staff and the local community, the faculty maintains a number of ACU Health Clinics.

In line with the University's overall growth, the Faculty of Health Sciences introduced new undergraduate and postgraduate programs in 2014, including:

- Bachelor of Applied Public Health/Bachelor of Global Studies
- Bachelor of Exercise Science/Bachelor of Business Administration
- Bachelor of Exercise Science/Bachelor of Public Health
- Graduate Certificate, Graduate Diploma and Master of High Performance Sport
- Graduate Certificate, Graduate Diploma and Master of Mental Health

Facilities expanded as well. Occupational therapy and speech pathology students moved to ACU's new purpose-built facilities at 8-10 Berry Street (Champagnat House) in North Sydney. The Mary Aikenhead Clinic also opened on the Strathfield Campus. Read more on page 61.

COMMUNITY ENGAGEMENT AND PARTNERSHIP HIGHLIGHTS

The Faculty continued to work with communities locally and globally to improve health outcomes for people around the world.

On the local front, the Bachelor of Midwifery (Indigenous) program initiated the Away from Base Mid Enhancement Program. To optimise learning and engagement for Indigenous students studying in the away from base mode, the faculty:

- engaged an Indigenous lecturer in midwifery to contribute culturally relevant knowledge to the curriculum, provide cultural advocacy and support and strengthen connections with the Indigenous community;
- established an additional clinical placement in tertiary hospital to enable students to meet increased midwifery registration requirements.

The School of Nursing, Midwifery and Paramedicine (SoNMP) provided students with the opportunity to engage with communities in Timor-Leste, Vanuatu, Cambodia and China.

‘I’M STUDYING AT ACU TO BECOME A PARAMEDIC – SOMETHING I’VE ALWAYS DREAMED OF DOING. TO ME, BEING A PARAMEDIC MEANS EACH DAY HOLDS THE POSSIBILITY OF MAKING A REAL, POSITIVE DIFFERENCE TO SOMEONE’S LIFE.’

Hayden Piercy, Bachelor of Nursing/Bachelor of Paramedicine

THE FACULTY OF EDUCATION AND ARTS IS:

- ACTIVE ON SIX OF ACU’S SEVEN CAMPUSES
- A VIBRANT MULTICULTURAL COMMUNITY OF MORE THAN 12,000 STUDENTS
- HOME TO THREE NEW RESEARCH INSTITUTES
- A DIVERSE, NATIONAL AWARD-WINNING FACULTY WITH UNDERGRADUATE, PRE-SERVICE, POSTGRADUATE AND RESEARCH PROGRAMS.

- **Timor-Leste:** In partnership with the Institute for Advancing Community Engagement (IACE), SoNMP students helped educate community health workers in the Barefoot Nurses Project: Train the Trainer Program. Students also participated in two Community Birth Attendants Refresher programs.
- **Vanuatu:** A partnership with Northern Provincial Hospital – Luganville, Espiritu, immersed students in the challenges of providing maternal services for an overseas population. Nursing and midwifery students undertook clinical placements at Efate Vanuatu, Port Vila Hospital.
- **Cambodia:** In a new initiative, nursing and paramedicine students travelled to Cambodia with the Challenges Abroad organisation.
- **China:** Bachelor of Nursing students visited Beijing University of Chinese Medicine for a two-week traditional Chinese medicine study tour.

The School of Exercise Science supported a FIFA coaching course in partnership with host organisation Baucau Catholic Parish. This engagement led to a five-week tournament for local children, culminating with an award presentation from the Secretary of State and a gala dinner.

Physiotherapy students travelled to Vietnam as part of the Gamma Group Consultancy Volunteers.

The University’s expanded partnerships—such as the signing of a memorandum of understanding with Tongji University in Shanghai—impacted the Faculty of Health Sciences by expanding offshore partnerships in the health arena and increasing opportunities for staff and students to go abroad.

Staff and students from the Faculty of Health Sciences helped raise funds to provide healthcare to young Sudanese refugees affected by drugs and alcohol by participating on the ACU/YSAS Murray to Moyné Cycling Team.

STUDENT ACHIEVEMENTS

Two Faculty of Health Sciences students represented Australia at the Commonwealth Games in Glasgow:

- Annabelle Smith, Bachelor of Exercise and Health Science

‘ACU has a proud history of preparing students for the healthcare workforce.’

Professor Michelle Campbell, Executive Dean, Faculty of Health Sciences.

‘ACU was my first choice for nursing. ACU’s mission to help those less fortunate resonates with me and has largely influenced my views on public health campaigns and the role of health promotion.’

Asmara Jammali-Blasi, Bachelor of Nursing (Honours)

- Paul Adams, Bachelor of Nursing and member of ACU’s Elite Athlete Program. Bachelor of Nursing student Kylie Chenery received a scholarship to study the unit ‘Understanding Self and Society’ in Paris for two weeks.
- Master of Psychology (Clinical) student Ruby Warber received the Wexford Senate Bursary scholarship. Australian members of the Wexford Senate established the scholarship to support Aboriginal and Torres Strait Islander students undertaking postgraduate study at ACU.

STAFF ACHIEVEMENTS

- Dr Craig Duncan, Senior Lecturer and Course Coordinator of the Master of High Performance Sport in the School of Exercise Science, was named Exercise and Sport Science Australia’s (ESSA) Sport Scientist of the Year.
- Ms Jessica Hansson, Accredited Exercise Physiologist and Clinical Practicum Supervisor in the School of Exercise Science, received the Practicum Supervisor Award at the Exercise & Sport Science Australia (ESSA) Awards Gala Dinner.
- Mrs Machellee Kosiak, Lecturer in Midwifery, School of Nursing, Midwifery and Paramedicine, published a book chapter in the first Australian nursing and midwifery textbook written entirely by Aboriginal and Torres Strait Islander nurses. The book is entitled *Yatdjuligin: Aboriginal and Torres Strait Islander Nursing and Midwifery Care*.
- Dr Margaret Pack, Associate Professor of Social Work and Deputy Head, School of Allied Health, launched *Evidence Discovery and Assessment in Social Work Practice*, a book that reviews the nature of evidence-based interventions and their application to social work practice.
- Several researchers from the faculty received National Health and Medical Research Council (NHMRC) research grants. See page 53 for details.
- At the National Lead Clinicians Group (NLCG) 2014 Awards for Excellence, the Nursing Research Institute (NRI) team—a joint collaboration between ACU and St Vincent’s Health Australia (Sydney)—and the Quality in Acute Stroke Care (QASC) Implementation project team were finalists in the Innovative Implementation of Clinical Practice category.
- Professor Sandy Middleton, Director of the Nursing Research Institute, received the NSW Health Excellence in Nursing and Midwifery Award for Innovation Research.
- Mr Joshua Pierce, Casual Academic, School of Nursing, Midwifery and Paramedicine, received recognition for his contribution to nursing in Indigenous communities when he was awarded the Congress of Aboriginal and Torres Strait Islander Nurses and Midwives Sally Goold Award.
- Professor Mary Courtney, National Head, School of Nursing, Midwifery and Paramedicine, was inducted into the ‘International Nurse Researcher Hall of Fame’ of Sigma Theta Tau International Honour Society for Nursing.
- Ms Prudence Snedden, Lecturer in Paramedicine, School of Nursing, Midwifery and Paramedicine, successfully led the Queensland Fire and Emergency Services Redland City team in the Australasian Road Crash Rescue Challenge.
- Ms Sandra Hyde, Lecturer in Nursing, School of Nursing, Midwifery and Paramedicine, won Best Paper at the Australian Council of Mental Health Nursing Conference in October.
- Six teams from the Faculty of Health Sciences received Teaching Development Grants.



Students and alumni celebrating 20 years of business

FACULTY OF LAW AND BUSINESS

The Faculty of Law and Business was created in January 2014 with the merger between the former Faculty of Business and Faculty of Law. Bringing together 20 years of growth and development in the areas of law and business, the faculty equips graduates with the skills to become leaders in their fields and their community.

Reflecting the University's overall mission, the faculty emphasises the ethical, social and environmental duties of the modern business leader and lawyer. Courses integrate a strong practical component through community engagement, pro bono work and internships.

2014 HIGHLIGHTS

The Thomas More Law School hosted a debate between two of Australia's top legal minds, The Hon Michael Kirby AC CMG and ACU Vice-Chancellor Professor Greg Craven in July. The longstanding friends and formidable colleagues took on the topic "The Constitution and the Law: Ancestry worship or climbing the living tree?" Sydney barrister Talitha Fishburn adjudicated the debate.

MBA Executive students embarked on the first International Study Tour to New York. Through intensive engagement, the tour aimed to expose participants to the diverse business practices in international business and foster appreciation of cultural diversity and business behaviour. One of ACU's partner universities, Fordham University, hosted the tour, which also provided an opportunity to strengthen ACU's links with the Jesuit University of New York. Beyond signifying ACU's robust partnerships around the world, the tour demonstrates the faculty's ongoing commitment to expanding postgraduate offerings.

To celebrate 20 years of teaching business in Melbourne, the Faculty of Law and Business hosted an event on the rooftop of the Daniel Mannix Building. Alumni were invited to rejoice in the program's growth and development during its two-decade span. More than 160 current students, alumni and staff attended the event.

“The drawcard for ACU Law was the emphasis on social justice, specifically the pro bono program.” Tom Morrison, Bachelor of Laws

“The Faculty of Law and Business at ACU provides a unique and inspiring educational journey with a strong emphasis on practical, employment-relevant skills as well as focusing on a fundamental concern for justice, equity and the dignity of all human beings.” Professor Terri Joiner, Executive Dean, Faculty of Law and Business

ACU launched the Thomas More Academy of Law in April 2014 at an official event in Melbourne featuring the Honourable Robert French AO, Chief Justice of the High Court of Australia.

ACU Pro Chancellor Mr Edward Exell; His Grace, the Most Reverend Dennis Hart, Archbishop of Melbourne and recently elected President of ACU Limited; His Excellency, The Honourable James Gobbo; the Honourable Justice Richard Tracey of the Federal Court and the Honourable Justice Tim Ginnane of the Victorian Supreme Court also attended the launch event.

The new academy will offer a unique and supportive academic learning environment to a small cohort of students each year. To broaden their knowledge and build on their capacity to engage internationally, students will study subjects such as international human rights law, public and private international law and international trade law. From the second year onwards, students will participate in a pro bono placement.

COMMUNITY ENGAGEMENT AND PARTNERSHIP HIGHLIGHTS

The Faculty of Law and Business hosted Three Hot Topics in Not-for-Profits, a panel series that was one of many events throughout the year. The series represented ACU's commitment to engaging in ongoing dialogue with partner organisations and the public to better serve not-for-profits. In partnership with the Australian Scholarship Foundation and Centre for Executive Education, the discussions featured the CEOs of St Vincent de Paul, Endeavour Foundation and

others. Events were held in Brisbane, Sydney and Melbourne, where there were high-level networking events hosted in conjunction with the panel discussions.

[Learn more about the new ACU Leadership Centre Brisbane on page 29.](#)

In 2014, the faculty's postgraduate and executive programs relocated to the newly developed ACU Leadership Centre, a state-of-the-art complex at Cathedral House in Brisbane's CBD. Public lectures featuring industry leaders provide the public and students with an opportunity to network and engage in dialogue. This year guest speakers included Professor Michael Drew, who discussed how to create a sustainable retirement income, and Michael Crutcher, former editor of the *Courier Mail*, who spoke about 'Strategies for a new media world'. The speakers provided valuable industry expertise in areas that mapped to the finance, change management and managerial marketing streams of the MBA Executive program. This initiative forms part of the school's community engagement strategy.

The faculty also maintained and augmented key partnerships in 2014, including relationships with:

- Disabled Alternative Road Transport Service (DARTS) in Sydney. A partner for 14 years, DARTS provides social, recreational and shopping activities for people with physical disabilities and people who use wheelchairs. During 2014, 44 business students participated in a community engagement placement with DARTS.

IN STUDYING LAW, I HAVE READ MANY HIGH COURT JUDGEMENTS. HOWEVER, IT WAS DIFFERENT ACTUALLY HEARING THE QUESTIONS ASKED FROM THE BENCH AND WATCHING HOW THE JUSTICES REACT TO COUNSELS' ORAL SUBMISSIONS. IT WAS ALSO FANTASTIC TO BE ABLE TO SIT IN THE PRACTITIONERS' OFFICES WITH OUR COUNSEL AND TAKE NOTES ON HOW THEY PREPARE AND WHAT GOES ON BEHIND THE SCENES OF A HEARING. , Ellen Turner, second-year law student

THE FACULTY OF LAW AND BUSINESS OFFERS:

- A SUITE OF BACHELOR DEGREES AND COMPREHENSIVE RANGE OF POSTGRADUATE BUSINESS PROGRAMS
- A WIDE RANGE OF DUAL DEGREES WITH ARTS AND HEALTH SCIENCE, AS WELL AS COURSEWORK AND RESEARCH DEGREES WITH DOCTORAL PROGRAMS
- AN INTERNATIONALLY RECOGNISED TEACHING STAFF.

- ACU's Institute for Advancing Community Engagement (IACE) in Melbourne. Through ongoing partnership with the IACE, the Faculty of Law and Business is able to provide students with meaningful opportunities to develop awareness of social justice and economic issues. Through guest speaker engagements and placements, students develop personally, ethically, professionally and spiritually.

- St Vincent de Paul Society Queensland.

Through the coordination of Sir James Gobbo, previously of the Supreme Court of Victoria and Governor of the state, students in the Thomas More Academy of Law worked with members of the Order of Malta to distribute warm, waterproof overcoats to community members 'sleeping rough' in the CBD during winter. In this way, the law students enhanced the dignity and wellbeing of vulnerable and marginalised community members while gaining practical experience through collaboration with the Order of Malta.

To ensure the program's sustainability, the academy is working with the Order to create a mentoring program to encourage participation from law students. Senior students who have volunteered in the program will take on a leadership and mentoring role to support the involvement of newer students.

A small group of second-year law students worked with the Walk Free Foundation. The foundation aims to end modern slavery through activism, research and the recruitment of businesses and government bodies that will drive change. Working with the Australian Catholic Religious Against Trafficking in Humans (ACRATH), ACU law students reviewed modern slavery legislation in a number of priority countries for the Global Slavery Index, a publication that measures modern slavery and ranks countries according to the estimated prevalence of slavery. Students fact-checked findings and conducted further research to fill in legislative gaps.

To further enhance engagement with the community, students in the academy

Theology and philosophy lie at the very heart of the University's mission and identity and together seek to serve the University in all its endeavours. ,

Professor Anne Hunt, Executive Dean, Faculty of Theology and Philosophy

undertake 80 hours of pro bono work from their second year onwards. Many work in community legal centres, including those providing specialised advice in the areas of refugee law, employment law and social security and disability support. Others work in private law firms with dedicated pro bono divisions or at in-house and government law offices.

STUDENT ACHIEVEMENTS

MBA student Andrew Costa won the Graduate Management Association of Australia (GMAA) 'Most Outstanding MBA Student' prize for 2014 within ACU.

Second-year Melbourne ACU law student Ellen Turner helped the Refugee and Immigration Legal Centre (RILC) present one of its cases to the High Court of Australia in Canberra. RILC successfully challenged the migration regulations, which placed a cap on the number of protection visas awarded each financial year.

Three students, Hayley Gould, Taminka Hanscamp and Thomas Morrison, attended the 2014 Catholic Social Ministry Gathering Young Leaders Initiative in Washington, D.C., along with 40 other international young leaders. The conference focused on the issues of poverty, aid, war, incarceration and immigration. Through discussions on these topics, the conference encouraged critical and reflective thinking and the application of ethical perspectives in a global setting.

Taminka Hanscamp received a prestigious Australian National Internship working at the heart of Australian policy and politics. During the 13-week research-orientated program, she will undertake a placement in one of the major federal departments or a major think tank, a peak NGO or a foreign embassy in Canberra.

STAFF ACHIEVEMENTS

Lecturer Sr Dr Thuy-Linh Nguyen received \$21,500 toward student subsidies for English Camp in Vietnam. The funding was part of the \$383,500 ACU received from the Australian Government for its AsiaBound, ISEP/ECKSEP and STMP project submissions. Sr Dr Nguyen's project provides students from the ACU School of Business with the opportunity to volunteer with Vietnamese students of the Salesians of Don Bosco, a large international religious and educational institute.

FACULTY OF THEOLOGY AND PHILOSOPHY

In accord with Apostolic Constitution on Catholic Universities, Ex Corde Ecclesiae (1990), the Faculty of Theology and Philosophy is committed to the vision of the relationship between faith and reason as expressed in the Encyclical Letter Fides et Ratio (1998). True to the mission of the University, the faculty collaborates with a wide range of Catholic agencies to assist them in achieving their missions.

2014 HIGHLIGHTS

The faculty applauded the establishment of the Institute for Religion and Critical Inquiry at the beginning of the year.

To learn more about the Institute for Religion and Critical Inquiry, see page 50.

The faculty hosted visits from international scholars, including:

- Mary Gautier (Georgetown)
- John Pawlikowski OSM (CTU, Chicago)
- Archbishop Michael Fitzgerald (previously President of the Pontifical Council for Interreligious Dialogue)



Brisbane Campus

THE FACULTY OF THEOLOGY AND PHILOSOPHY INCLUDES MORE THAN 50 TENURED ACADEMICS AS WELL AS 60 HONORARY FELLOWS, ADJUNCT AND HONORARY PROFESSORS WHO CONTRIBUTE TO THE WEALTH OF SCHOLARSHIP AND BREADTH OF EXPERTISE IN THE FACULTY.

- Michael Barnes SJ (Heythrop)
- Terence Tilley (Fordham)
- Catherine Clifford (St Paul University Ottawa)
- Dr Bruce Ellis Benson (Wheaton College).

The faculty launched a program of short (non-award) courses in theology under the leadership of Dr Joel Hodge. Lecturers Dr Gemma Cruz and Edmund Chia led the Philippines Catholic Education and Social Justice Study Tour. Dr Dermot Nestor and Dr Emmanuel Nathan led the Bible Lands Study Tour.

The faculty hosted three major conferences:

- The International Theological Conference on Inter-Faith Dialogue: Paths to Dialogue in Our Age, hosted in partnership with the Australian Intercultural Society.
- The annual conference of the Australasian Society for Continental Philosophy, organised by Dr Richard Colledge.
- The Australian Girard Seminar in January, which focused on the theme, 'Crisis and Its Management: Leadership and Relationship in Organisations and Communities'.

COMMUNITY ENGAGEMENT AND PARTNERSHIP HIGHLIGHTS

Members of the faculty contributed in numerous ways in service to the Church and its agencies:

Professor Pauline Allen FAHA continued to serve as a member of the editorial boards of the following publications: *Scrinium* (St Petersburg), *Theological Studies* (USA), *Sacris Erudiri* (Belgium), *Phronema* (Australia), *Adnotationes* (Belgium), *Catholic Studies* (The Netherlands), and *British Society for the Promotion of Byzantine Studies*.

Ms Kathryn Boyle continued as member of the editorial board of *The Summit*, published by the members of the faculty. She also worked with the Archbishop's Office for Evangelisation in Melbourne, regularly writing the Scripture material for the RCIA resource, and leading workshops. She also facilitated workshops. Rev Dr Alan Cadwallader delivered conference papers at the Society for Biblical Literature meeting in San Diego and at the Annual Symposium for New Testament and Early Christian Studies in Pretoria.

Dr Elizabeth Dowling RSM is a member of a Mercy International Working Party Against Human Trafficking and leads the Theological Reflection Process with the group. She is also member of the Circle of Mercy Theologians Working Group.

Associate Professor Stephen Downs is Chair of the Diocesan Ecumenical and Interfaith Commission (Adelaide) and member of the Adelaide College of Divinity Academic Board.

Rev Associate Professor Gerard Hall SM is a member of Brisbane Archdiocesan Commission for Ecumenism and Interreligious Dialogue.

Dr Maeve Heaney VDMF has continued liaising and working with various initiatives and numerous Catholic institutions in projects involving formation in the field of theology, music and spirituality.

Dr Christiaan Jacobs-Vandegeer is secretary/treasurer of the Australian Catholic Theological Association.

Dr Clare Johnson is a member of the National Liturgical Council, which advises the Australian Catholic Bishops Conference.

The Rev Professor Anthony Kelly CSsR is a member of the Alfred Hospital Ethics Committee.

Dr Josephine Laffin, Rev Dr James McEvoy and Rev Professor Denis Edwards are members of the Australian national Lutheran-Roman Catholic Dialogue.

Dr Stephen Matthews is a member of the Ethics Committee, NSW Institute of Psychiatry.

The Rev Dr James McEvoy is President of the Australian Catholic Theological Association and member of the Executive Committee of the International Network for Societies of Catholic Theology.

Rev Professor Francis Moloney SDB FAHA AM led seminars for the Church both locally and internationally, working in Myanmar, Thailand, the United States of America and Australia.

Dr Dermot Nestor was appointed to the Academic Board of the Sydney College of Divinity. He continues to provide support for staff and students in the dioceses of Adelaide, Cairns and Bathurst.

Professor Neil Ormerod is editorial consultant for *Theological Studies* and continues as editor of the *Australian eJournal of Theology*.

Professor John Ozolinis is Chair of the Mercy Health Human Research Ethics Committee, Secretary-General of the World Union of Catholic Philosophy Societies and Vice-President, Asia-Oceania, Conference of Catholic University Institutions of Philosophy. He is also a member of the John Paul II Institute Council and of the John Paul II Institute Academic Board.

Dr Michael Theophilos is an elected board member of the Australian Institute of Archaeology.

The Rev Dr Michael Trainor is executive member of the International Council of Christians and Jews, member of the Research Council of the International Council of Christians and Jews, co-chair of the South Australian Council of Christians and Jews; executive member of the Australian Council of Christians and Jews and co-chair of the Uniting Church-Roman Catholic Dialogue of South Australia.

STUDENT ACHIEVEMENTS

Outstanding student achievements in 2014 include:

- Nathan Lyons (Master of Philosophy) received a scholarship to complete a PhD in philosophy of religion at Cambridge University.
- Dr Peter McGregor, PhD graduate, received one of only two 2013 Vice-Chancellor's Awards for Excellence in the PhD Thesis category.
- Glen Veitch, Bachelor of Theology (Hons), received the 2013 Faculty Honours Medal and a University Medal.

- Christopher Taucar, Bachelor of Theology, received the 2013 Faculty Pass Medal.
- Students who received the Dean's 2013 List Commendations were: Gabriela Aguilar, Daniel Bull, Christina Chisholm, Callistus Ezedinma, Sarah Elliott, Walter Ehrich, Julianne Fogarty, Graham Hembrow, Matthew Hogg, David Hughes, Samiuela Hukehuke, Emmanuel Igwe, Adalbert Imperial, Anthony Iwuchuku, Elizabeth Mason, Laurence McMahon, Joseph Moloney, Christopher Nliam, John Obalum, Barbara Place, Christopher Taucar, Julien Varrenti-Osmond, Joshua Whitehead and Thomas Zaranski.

STAFF ACHIEVEMENTS

Staff accomplishments in 2014 include:

- Dr Edmund Chia participated in the Schillebeeckx 100 Conference delivering an address 'Glimpses of Schillebeeckx in Asian Theology'.
- The Rev Dr Geoffrey D. Dunn became an honorary research associate in the Department of Ancient Languages, University of Pretoria.
- Professor Anne Hunt OAM FACE completed her term of appointment as Executive Dean of the Faculty of Theology and Philosophy.
- Dr Clare Johnson delivered a keynote address, 'Unearthing a treasure of inestimable value: liturgical music and the ars celebrandi', at the Lift Up Your Hearts National Liturgy Conference.
- The Centre for Research on Augustine (University of Wuerzburg) invited Rev Dr Joseph Lam to become a member.
- Dr Bronwen Neil and Associate Professor David Sim were elected Fellows of the Australian Humanities Academy (FAHA).
- Dr Bronwen Neil secured an ARC Future Fellowship for \$843,142 for a project on dream interpretation in classical Greco-Roman society.
- The International Academy of Practical Theology elected Dr David Kirchoffer as a member.
- Professorial fellow Rabbi Fred Morgan was made a Member (AM) in the General Division of the Order of Australia.
- Dr Jonathan Tan was appointed Archbishop Paul J. Hallinan Professor of Catholic Studies, Case Western Reserve University, USA.
- Dr Michael Theophilos was overall winner for his presentation on 'Oxyrhynchus: Recovering Lost Manuscripts from the Ancient World' in the 5 Minute Research Pitch (SRP) competition.
- The Pontifical Academy for Life appointed Associate Professor Bernadette Tobin, Director, Plunket Centre for Ethics, as a corresponding member.
- Professors Robert Gascoigne and Raymond Canning retired from the University after over 30 years of exemplary service.

PROVIDING OUR STUDENTS AND STAFF WITH AN INTERNATIONAL EXPERIENCE IS ABOUT THE UNIVERSITY'S MISSION IN ACTION. IT'S PART OF WHO WE ARE AS A CATHOLIC UNIVERSITY – PROVIDING OUR STUDENTS WITH AN ETHICAL FRAMEWORK WITHIN WHICH THEY CAN REFLECT UPON AND GAIN INSIGHT INTO THEIR PLACE IN THE WORLD.

CHRIS RILEY, EXECUTIVE DIRECTOR, ACU INTERNATIONAL

AROUND THE WORLD

ACU PARTNERS WITH LEADING UNIVERSITIES AND EDUCATIONAL INSTITUTIONS AROUND THE WORLD, INCLUDING:

- AQUINAS UNIVERSITY COLLEGE, SRI LANKA
- AREP SCHOOL, AUSTRALIA
- BEIJING UNIVERSITY OF CHINESE MEDICINE, CHINA
- CATHOLIC UNIVERSITY OF HEALTH AND ALLIED SCIENCES, TANZANIA
- CHALLENGES ABROAD AUSTRALIA
- DILI INTERNATIONAL SCHOOL, TIMOR-LESTE
- FAIRFIELD UNIVERSITY, USA
- GEORGETOWN UNIVERSITY, USA
- GGC VOLUNTEERS, AUSTRALIA
- MARIST MISSION RANONG, THAILAND
- MAYNOOTH UNIVERSITY, IRELAND
- NOTRE DAME OF MARYLAND UNIVERSITY, USA
- PALMS AUSTRALIA
- PONTIFICAL CATHOLIC UNIVERSITY OF CHILE
- ST. PATRICK'S COLLEGE, MAYNOOTH, IRELAND
- UNIVERSIDAD PILOTO DE COLOMBIA

ACU INTERNATIONAL 2014 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 97 COUNTRIES, UP FROM 92 IN 2013.
- WITH 23 STUDENTS, THE CORE CURRICULUM PROGRAM IN FLORENCE REACHED RECORD ENROLMENT.
- WORKING WITH ST. JOHN'S UNIVERSITY IN NEW YORK, ACU LAUNCHED A TWO-WEEK CORE CURRICULUM PROGRAM IN PARIS, FRANCE.
- MORE THAN 400 ACU STUDENTS TRAVELLED ABROAD THIS YEAR IN OVERSEAS EXCHANGE PROGRAMS.

INTERNATIONALISATION IS AN IMPORTANT PART OF THE WORK OF ACU AND IN PARTICULAR MY ACADEMIC PORTFOLIO. WE ARE COMMITTED TO AN INCLUSIVE OUTLOOK, DIVERSE GEOGRAPHICAL REACH AND DIVERSIFIED MODELS OF ENGAGEMENT. THIS WORK ASSISTS US TO BUILD OUR ACADEMIC AND MISSION-DRIVEN COLLABORATIONS WITH CURRENT AND POTENTIAL INTERNATIONAL PARTNERS.

Professor Pauline Nugent, Provost

All students ultimately, when they go into the workforce, will engage with people from diverse cultures and backgrounds. The more international experiences we can offer them while they're at ACU the better prepared our students will be when they move into the workforce.

Chris Riley, Executive Director, ACU International

Students are not constrained by the fact that they have a passport that says Australia. Through our international programs, they can see that there's a raft of international opportunities for them, regardless of what they may be studying.

Chris Riley, Executive Director, ACU International

ACU'S INTERNATIONALISATION STRATEGY

Aligned with the University's strategic plan, ACU's internationalisation strategy was launched this year and will continue through to the end of 2016.

The strategy focuses on the following key result areas:

- Building ACU's global profile through collaboration
- Developing the 'international classroom'
- Expressing ACU's community and mission internationally.

This strategy will strongly position the University in the international higher education sector by delivering high quality international classroom, research and community engagement experiences for students and staff. By embedding the University's Catholic mission and identity across international activities, ACU will build its brand and reputation both domestically and internationally.

Enriched personal experiences, compassion, appreciation for diversity and the interconnected nature of the world—these are just some of the benefits students and staff members reap through international programs at ACU.

Internationalism speaks to the University's Catholic identity and its commitment to social responsibility. More than a transactional exchange, ACU international programs are a launch pad for students and staff to participate in meaningful engagement opportunities. These opportunities may include work experience abroad, community service, research collaborations or teaching exchanges.

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.

INTERNATIONAL PARTNERSHIPS

The University develops holistic relationships with partners around the world to provide opportunities for student and staff exchanges, research collaborations, community engagement opportunities and more. Currently, ACU maintains strong partnerships with more than 130 universities and education institutions in the Americas, Europe, Africa and Asia.

Demonstrating how ACU is focused on deepening these relationships, the University expanded its partnership with Fairfield University in the United States after 20 years of working together. Now, in addition to study abroad opportunities for students, ACU and Fairfield are also offering staff exchanges, collaborating in art exhibitions and working together to deliver a program to ACU students in Florence, Italy.

ACU's relationship with the Pontifical Catholic University of Chile, the top-ranked university in Latin America, also deepened in 2014. The universities are collaborating in curriculum development and training through the

“Through international programs, you want your students to see the axis of the world tilted a little differently. The world is still spinning, but students have a new appreciation.” Liz Griffin, Associate Director, International Marketing and Student Recruitment

“This joint endeavour provides ACU with an exciting opportunity to continue to build an international classroom. It will expand opportunities for our respective student bases and supports ACU's growth in establishing satellite centres both in Australia and now offshore.” Professor Pauline Nugent, Provost, on the new Rome Centre

establishment and growth of the PUC Chile English language centre in Santiago. ACU also hosted the director from the Pontifical University for a week to engage in curriculum discussions and identify future areas of collaboration. This partnership will continue to grow through face-to-face interactions in Australia and Chile and on a remote basis.

Another example of collaboration is a tri-continental endeavour involving a new study centre in Rome. The groundwork for this milestone was completed in 2014, forged on academic and mission imperatives. A joint initiative between ACU and The Catholic University of America (CUA), the centre was sealed by a Memorandum of Understanding signed in 2014.

NEW COLOMBO PLAN

In 2014, ACU participated in programs supported by the government's New Colombo Plan, which seeks to further develop knowledge of the Indo-Pacific through study and internship opportunities for Australian students. ACU received nearly \$100,000 in funding under the plan. The University will continue developing programs and expanding its participation in the New Colombo Plan moving forward.

LOOKING AHEAD: HOSTING THE 25TH GENERAL ASSEMBLY OF THE INTERNATIONAL FEDERATION OF CATHOLIC UNIVERSITIES IN 2015 AND DEVELOPING THE ROME CENTRE

Coinciding with the 25th anniversary of the establishment of ACU, the University will host the 25th General Assembly of the International Federation of Catholic Universities (IFCU) in Melbourne in July 2015. The theme of this assembly will be 'Times change. Values endure'.

The General Assembly represents a unique opportunity for IFCU affiliates to engage in an enriching program enabling delegates to reflect on the challenges faced by our universities in the different contexts in which they exist. Additionally, networking events, liturgical services and cultural tours will be involved.

In conjunction with the IFCU 25th General Assembly, ACU will also host a series of related events that will focus on specific networking opportunities such as health research collaborations, global collectives of international courses and curriculum innovation. A highlight includes ACU's Presidents' Roundtable, a two-day think-tank on internationalisation in higher education to be held on 11-12 July 2015.

Other related events are the AUSJAL General Assembly (6-7 July 2015) and the Jesuit Higher Education Conference (7-10 July 2015).

A strong governance model pertaining to the planning, management and implementation of the General Assembly and related events has forged ahead in 2014, incorporating budgeting, risk management, promotion, relationship development, sponsorship, logistics and related governance.

Sharing a commitment to the Catholic intellectual tradition, The Catholic University of America (CUA) and ACU commenced discussions, via respective Provosts, in early 2014 around the pursuit of academic excellence and the universities' shared belief in providing international experiences for staff and students. As a result of these discussions, ACU and CUA signed a Memorandum of Understanding related to a new joint endeavour, the Rome Centre.

Opening in September 2015, the Rome Centre will be located on Janiculum Hill, close to the Vatican, and will offer residential facilities as well as teaching spaces, a library and a chapel. The joint centre marks a three-continent endeavour that will advance the footprint of Catholic higher education and help ACU to achieve one of its strategic objectives of building an international classroom.

GOVERNMENT, POLICY AND STRATEGY

OFFICE OF GOVERNMENT, POLICY AND STRATEGY

ACU hosted the inaugural New South Wales Interfaith Parliamentary Prayer Breakfast, which attracted more than 200 attendees, including parliamentarians of all parties and religious leaders from 24 different faith traditions. A unique initiative in Australia, the event facilitated relationship building with key government and religious stakeholders while highlighting the depth of ACU's engagement with the broader community.

ACU continued to champion the maintenance of a demand-driven funding system, which has increased access to higher education for a greater number of Australians. In 2014, ACU continued lobbying efforts to gain support for maintaining the demand-driven system. The University also lodged a submission to the government-appointed review, which provided recommendations for maintaining and extending the system.

OUR STUDENTS, LEARNING AND TEACHING



THE MISSION OF THE UNIVERSITY IS TO ENGAGE STUDENTS IN AN EDUCATION THAT BALANCES FAITH AND REASON AND THAT LOOKS TO THE DEVELOPMENT AND DIGNITY OF THE WHOLE PERSON... ENSURING THE UNIVERSITY PROVIDES QUALITY TEACHING AND LEARNING EXPERIENCES IS REALLY CENTRAL TO THAT MISSION.

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

I enjoy studying at ACU because the campus is beautiful, the quality of teaching is outstanding and my course has a good reputation... The other great thing about ACU is that you can make friends from everywhere. Everyone knows each other and it feels like a family.

Yiwen Huang, Master of Health Administration,
international student from China

IF YOU TOOK 100
ACU STUDENTS,
YOU WOULD HAVE:



73 studying undergraduate courses

10 who came from overseas
(international students)

72 females

2 from Aboriginal or Torres Strait
Islander background

35 aged between 20 to 24 years old

STUDENT STATISTICS

| | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 |
|---|----------|----------|----------|----------|----------|----------|
| Total students (enrolments) | 18,462 | 20,523 | 22,852 | 24,384 | 26,127 | 30,248 |
| Equivalent full-time student load (EFTSL) | 12,943.8 | 14,728.5 | 16,712.1 | 17,884.9 | 19,150.3 | 21,559.0 |

Enrolments by state and territory

| | | | | | | |
|---------|-------|-------|-------|-------|-------|--------|
| ACT | 800 | 775 | 773 | 951 | 1,012 | 1,024 |
| NSW | 6,970 | 7,629 | 8,531 | 9,006 | 9,432 | 10,392 |
| VIC | 5,980 | 6,668 | 7,575 | 8,332 | 9,047 | 10,010 |
| QLD | 2,979 | 3,519 | 4,105 | 4,562 | 4,910 | 5,201 |
| Virtual | 1,733 | 1,932 | 1,868 | 1,533 | 1,726 | 3,620 |

Enrolments by faculty

| | | | | | | |
|---|-------|-------|--------|--------|--------|--------|
| Faculty of Education and Arts | 8,407 | 9,543 | 10,288 | 10,688 | 10,904 | 12,409 |
| Faculty of Health Sciences | 6,363 | 7,077 | 8,155 | 9,385 | 10,860 | 12,844 |
| Faculty of Law and Business | 2,231 | 2,424 | 2,869 | 2,829 | 2,900 | 3,277 |
| Faculty of Theology and Philosophy | 478 | 512 | 515 | 508 | 484 | 519 |
| Tertiary Preparation Pathway and Study Abroad | 348 | 282 | 248 | 159 | 132 | 233 |
| Research Services | 354 | 383 | 438 | 470 | 471 | 504 |
| Combined Schools | 281 | 302 | 339 | 345 | 376 | 461 |

Enrolments by course level

| | | | | | | |
|--------------------------|--------|--------|--------|--------|--------|--------|
| Higher Degree Research | 354 | 383 | 438 | 470 | 471 | 504 |
| Higher Degree Coursework | 2,126 | 2,399 | 2,656 | 2,866 | 2,848 | 4,207 |
| Other postgraduate | 2,068 | 2,051 | 2,000 | 1,961 | 2,236 | 2,493 |
| Bachelor's | 12,579 | 14,282 | 16,419 | 17,933 | 19,493 | 21,765 |
| Other undergraduate | 813 | 809 | 766 | 473 | 382 | 330 |
| Non-award | 522 | 599 | 573 | 681 | 697 | 948 |

Enrolments by subset

| | | | | | | |
|---------------|--------|--------|--------|--------|--------|--------|
| Female | 13,384 | 14,871 | 16,514 | 17,661 | 18,869 | 21,684 |
| Male | 5,078 | 5,652 | 6,338 | 6,723 | 7,258 | 8,563 |
| Indigenous | 363 | 380 | 396 | 390 | 398 | 461 |
| Full-time | 12,813 | 14,648 | 16,620 | 17,616 | 18,965 | 21,103 |
| International | 3,633 | 3,898 | 3,925 | 3,320 | 3,002 | 3,155 |

Enrolments by age

| | | | | | | |
|-------------|-------|-------|-------|-------|-------|--------|
| Up to 19 | 4,761 | 5,593 | 6,615 | 7,526 | 8,201 | 9,264 |
| 20 to 24 | 6,382 | 7,131 | 8,028 | 8,338 | 9,217 | 10,494 |
| 25 to 29 | 2,465 | 2,685 | 2,947 | 3,010 | 3,066 | 3,679 |
| 30 to 39 | 2,361 | 2,467 | 2,572 | 2,747 | 2,917 | 3,490 |
| 40 to 49 | 1,572 | 1,644 | 1,691 | 1,739 | 1,751 | 2,150 |
| 50 to 59 | 775 | 835 | 832 | 862 | 814 | 987 |
| 60 and over | 146 | 168 | 167 | 162 | 161 | 183 |

Notes by OPSM:
1: 2009-2012 data are from Statistical Digest - Section 1 (Student Digest Cube).
2: Data for 2013 are actual based on HEIMS Student Data Collection file.
3: Data for 2014 are preliminary as at 21 November 2014.
4: Student course headcount is used as the enrolment number.
5: Any error data in Enrolments by Age are included in 'Up to 19' group.



GRADUATE STATISTICS

| | 2010 | 2011 | 2012 | 2013 | 2014 |
|-----------------|-------|-------|-------|-------|-------|
| Total graduates | 4,203 | 4,324 | 4,969 | 4,822 | 5,574 |

Graduates by state and territory

| | | | | | |
|---------|-------|-------|-------|-------|-------|
| ACT | 163 | 150 | 186 | 201 | 231 |
| NSW | 1,620 | 1,606 | 1,836 | 1,743 | 1,970 |
| VIC | 1,391 | 1,335 | 1,617 | 1,732 | 1,836 |
| QLD | 607 | 654 | 709 | 739 | 919 |
| Virtual | 422 | 579 | 621 | 407 | 618 |

Graduates by faculty

| | | | | | |
|---|-------|-------|-------|-------|-------|
| Faculty of Education and Arts | 1,777 | 2,040 | 2,298 | 2,209 | 2,693 |
| Faculty of Health Sciences | 1,686 | 1,542 | 1,912 | 1,854 | 2,080 |
| Faculty of Law and Business | 568 | 544 | 550 | 583 | 610 |
| Faculty of Theology and Philosophy | 120 | 160 | 167 | 156 | 151 |
| Tertiary Preparation Pathway and Study Abroad | 11 | 1 | 0 | 0 | 0 |
| Research Services | 41 | 37 | 42 | 20 | 40 |

Graduates by course level

| | | | | | |
|--------------------------|-------|-------|-------|-------|-------|
| Higher Degree Research | 41 | 37 | 42 | 20 | 40 |
| Higher Degree Coursework | 587 | 623 | 720 | 684 | 805 |
| Other postgraduate | 907 | 1,066 | 1,196 | 963 | 1,150 |
| Bachelor's | 2,576 | 2,491 | 2,929 | 3,019 | 3,463 |
| Other undergraduate | 92 | 107 | 82 | 136 | 116 |

Graduate course satisfaction (percentage broad agreement)

| | | | | | |
|--------------------------|-----|-----|-----|-----|-----|
| Good Teaching | 89% | 88% | 90% | 90% | 91% |
| Clear Goal and Standards | 82% | 82% | 83% | 83% | 83% |
| Appropriate Workload | 79% | 66% | 66% | 66% | 67% |
| Appropriate Assessment | 58% | 70% | 70% | 68% | 67% |
| Generic Skills | 93% | 92% | 93% | 93% | 94% |
| Student Services | 91% | 91% | 92% | 92% | 93% |
| Overall Satisfaction | 93% | 92% | 93% | 94% | 94% |

Graduate outcomes

Of those available for FT employment:

| | | | | | |
|---|-----|-----|-----|-----|-----|
| In FT employment | 79% | 77% | 79% | 71% | 70% |
| Seeking full-time employment, working part-time | 17% | 18% | 16% | 23% | 24% |
| Seeking full-time employment, not working | 5% | 5% | 5% | 6% | 7% |

Notes by OPSM:

1: Completions data for 2010-2014 are from Statistical Digest - Section 2 (Completion Digest Cube), year reference is different - see note (2).

2: Year refers to data collection year, e.g. 2014 collection year includes students who completed their course between January and December 2013.

3: Graduate Course Satisfaction and Graduate Outcomes are from Statistical Digest - Section 7 (CEQ and GDS).

STUDENT EXPERIENCE

An ACU education goes beyond classroom walls or a single area of study. 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. 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.

STUDENT SUCCESS

The Office of Student Success (OSS) supports students from their first day on campus all the way to their first job application. To encourage academic and personal success, OSS consists of:

- Academic Skills Unit
- Campus Life
- Career Development Service
- Counselling Service
- Disability Services
- Student Advocacy Service.

To meet the demands of growth in student and staff numbers and to improve integration of services within faculties, OSS initiated several organisational changes in 2014. Campus Life was restructured and a new unit, Student Success, will be implemented by the beginning of 2015. Brisbane and Melbourne Office of Student Success teams will operate from new locations in 2015, using purpose-built workspaces and a different model of service delivery.

Campus Life supported student elections in 2014 by promoting student leadership positions to potential leaders. Campus Life also provided support and development for student associations across all campuses.

A suite of national clubs and societies facilitated through Campus Life provided students with opportunities to develop graduate attributes and to engage with fellow ACU students on and off campus. Campus Life also hosted national student competitions.

In 2014, the OSS Academic Skills Unit collaborated with faculties to support academic staff and students. OSS worked with academic staff to embed language and learning practices such as English Language Standards of Proficiency in an effective, sustainable way. Initiatives under the Taskforce for Student Achievement and Retention (TSAR) included the Post Enrolment Language Assessment (PELA) program and the Peer Assisted Study Sessions (PASS) program, which was offered nationally.

CAREERHUB IS AN ONLINE RESOURCE FOR CURRENT STUDENTS AND ACU GRADUATES SEEKING EMPLOYMENT. IN 2014, CAREERHUB ADVERTISED 1,652 WORK OPPORTUNITIES, INCLUDING PART-TIME AND CASUAL JOBS, STUDENT JOBS ON CAMPUS, GRADUATE POSITIONS AND VOLUNTEERING AND INTERNSHIP OPPORTUNITIES.

ACU's Golden Key International Honour Society Chapter commenced in 2013 and was implemented in 2014. OSS helped with recruitment, program management and the provision of support for new leaders to attend regional and international conferences.

To help students reach their career goals, ACU offers comprehensive career development support. The Career Development Service is available to all students to assist with identifying possible career paths, developing skills for career planning and making informed career decisions. The service also helps students recognise the significance of ACU values in relation to employability and corporate social responsibility. The Career Development Service helps students leverage the employment value of their studies and develop a greater understanding of personal strengths, skills and values as they pursue their careers.

In 2014, the Counselling Unit continued to provide support to students and implemented mental health first aid workshops on campuses. The use of the online counselling service and resources increased.

Counselling staff supported academic programs in resilience building and skills for working with vulnerable people.

Disability Services support students with disabilities to achieve their academic goals, ensuring access to education and student life for students with disabilities. In 2014, Disability Services assisted the University to achieve compliance by addressing inherent requirements and developing a disability policy. The service also aimed to consult with Indigenous Units and international advisers across national campuses in order to develop guidelines for working with these important groups of students.

Disability Services has continued to provide training opportunities for staff including lunchbox-style staff sessions, information sessions to schools, liaison with the Library, reader/scribe training for Timetabling, Examinations and Results staff and continued improvement and updating of web-based resources.

In 2014, Disability Services (formerly the Equity and Disability Unit) experienced 11 per cent growth in student registrations.

In 2014 OSS expanded the new Student Advocacy Service to include a range of workshops, programs and resources to inform and empower students to navigate ACU policy and processes. The Student Advocacy Officer has refined the online self-service system to assist with triaging a range of student queries.

The Student Advocacy Service developed a number of self-help resources, including:

- Responsibilities at university student tips
- Unsatisfactory progress support
- Emailing tips
- Results resource.

THE AUSTRALIAN CATHOLIC UNIVERSITY NATIONAL STUDENT ASSOCIATION (ACUNSA)

Student leaders across ACU's campuses convene in the ACUNSA. The organisation focuses on issues relating to students on a national level; it also provides support to the local campus Student Associations and the ACU Postgraduate Students Association.

This year ACUNSA developed and implemented a Student Travel Scholarship to assist students to undertake practicums, clinical placements and conferences in Australia.

STUDENT ENGAGEMENT

Student Engagement and Services (SES), in collaboration with the Office of Student Success, facilitates Student Services and Amenities Fee (SSAF)-funded programs on campus and online. SES extends the student experience through numerous programs, including:

- Living and Learning Communities Unit
- Health, Sport and Wellbeing Unit
- National Enterprise Programs
- Equity Pathways.

Collection and use of SSAF are governed by Commonwealth legislation and guidelines. The Deputy Vice-Chancellor (Students, Learning and Teaching), reports annually to Senate about payment of the SSAF by students and consults with students on its expenditure on student services and amenities. Information is also provided on the University's website, updated annually.

In line with Commonwealth Guidelines, the democratically elected Student Senator and ACUNSA members play key roles in the consultation process about expenditure priorities. Feedback is welcomed from other student groups and 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.

In 2014 SES's Health, Sport and Wellbeing Unit focused on developing engagement with the wider student community through ACU Games, campus gyms, recreational facilities on the Brisbane Campus and founding a number of national sporting clubs. Work continues on

building campus fitness classes, relaunching the social sports program and building capacity around Australian university sporting events.

The National Enterprise Programs in 2014 included the Student Legal Service, Tax Return Service, national choirs and a range of co-curricular programs providing equitable access across student cohorts.

SES also provided advice on a number of university projects with significant effect on student engagement.

SES highlights from the year include:

- 2,860 students participated in sport, health and wellbeing and recreation activities across all campuses.
- 152 athletes competed in the Australian University Games in Sydney. ACU won five gold medals, four silver and two bronze. Sixteen students won Green and Gold honours for athletes who have performed amongst the best in a selected sporting competition. Accredited coaches and team managers, including three staff members from ACU, supported the teams.
- 66 students joined student choirs across four campuses, with 24 attending the inaugural National Choir Master Class.

The Students, Learning & Teaching portfolio also proudly sponsored ACU students to participate in elite level sport.

- Five ACU students represented Australia at the 2014 Commonwealth Games: Anabelle Smith (Bachelor of Exercise and Health Science) in diving, Jarrod Geddes (Bachelor of Physiotherapy) in athletics, swimmers Jessica Ashwood (Bachelor of Inclusive Education and Disability) and Madison Wilson (Bachelor Education and Early Childhood), and shooter Paul Adams (Bachelor of Nursing).
- Anabelle Smith received a bronze medal at the 2014 Diving World Cup and a bronze medal at the 2014 Commonwealth Games in Glasgow.
- Meg Lanning (Bachelor of Exercise and Health Science) became captain of the Australian women's cricket team.
- Nikolai Topor-Stanley (Bachelor of Exercise and Sports Science) captained the Western Sydney Wanderers winning Asian Football Cup Champions.
- Will Skelton (Bachelor of Commerce) was selected for the Wallabies Australian rugby team.
- Ellodie Ruffian and Morgan Baxter, both Bachelor of Physiotherapy students, represented Australia in water polo.
- James Connor (Bachelor of Teaching/Bachelor of Arts) represented ACU at the World University Championships in cross-country.



2014 EQUITY PATHWAYS HIGHLIGHTS

- OUTREACH TO STUDENTS INCREASED FROM 6,500 TO 9,000.
- OUTREACH TO ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS INCREASED FROM 180 TO 395.
- SCHOOL PARTNERS GREW FROM 90 TO 120 AND REACHED 12,025 SCHOOL STUDENTS.
- OUTREACH TO SCHOOL TEACHERS MORE THAN TRIPLED, GOING FROM 150 TO 500.
- OUTREACH TO PARENTS GREW, INCREASING FROM 250 TO 1,300.
- STUDENT-TO-STUDENT ACTIVITY INCREASED FROM 120 TO 420.

ADDITIONALLY, EQUITY PATHWAYS PROVIDED:

- ACADEMIC SUPPORT FOR TEACHING DIVERSE CLASSES AT ACU
- THE ASSESSMENT PROJECT
- INFORMATION LITERACY SUPPORT THROUGH THE ACU LIBRARY
- STUDENT ADMINISTRATION SUPPORT FOR ALTERNATIVE PATHWAYS
- SUPPORT FOR STUDENTS WITH A DISABILITY.

WE WILL REMEMBER

ACU EXTENDS ITS DEEPEST SYMPATHIES TO THE FAMILIES AND FRIENDS OF STUDENTS WHO PASSED AWAY THIS YEAR. THESE STUDENTS WILL ALWAYS BE REMEMBERED AS VALUABLE MEMBERS OF OUR COMMUNITY.

Miguel Cordero Residence in Sydney

ACADEMIC DEVELOPMENT IS INFORMED BY THE STUDENT VOICE. STUDENT PERFORMANCE, STUDENT SATISFACTION, EMPLOYMENT OUTCOMES – ALL OF THESE THINGS FEED BACK IN TO THE CONVERSATION WE'RE HAVING WITH OUR STAFF ABOUT THE WAY THEY TEACH, WHAT THEY TEACH AND THE POLICIES WE HAVE AROUND TEACHING AND LEARNING.

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

In 2014 SES completed a National Accommodation strategy addressing future growth requirements for accommodation services for ACU students over the next 10 years. The strategy considers specific opportunities at each campus.

The University opened Miguel Cordero Residence in Sydney in the second semester. The residence provides a 'living and learning community' experience. The National Rental Affordability Scheme (NRAS) funded 50 beds valued at \$5 million. Enhanced accommodation options were provided at Ballarat and Canberra campuses.

Within SES, Equity Pathways manages ACU's Equity Pathway Programs in collaboration with the Centre for Indigenous Education and Research (CIER). This aligns with the University's mission to increase participation and success in tertiary education among people from low socio-economic backgrounds and Aboriginal and Torres Strait Islander people.

In 2014 the Equity Pathways team further developed the ACUgate suite of programs and also enabled OSS and faculty-based initiatives supported by Commonwealth Higher Education Participation and Partnership Program funds. The initiatives aim to:

- Increase student, parent and community awareness of higher education
- Increase student aspirations to higher education
- Make entry into higher education more accessible for students
- Support low socio-economic background student and Aboriginal and Torres Strait Islander students in achieving academic success at ACU.

LEARNING AND TEACHING

Learning and teaching is central to the University's mission. The University's Learning and Teaching Centre (LTC) provides leadership in strategy, policy and capacity building to promote excellence in learning and teaching. The centre's programs support professional development of academic staff and the technology platforms for course delivery and student engagement.

In 2014, the Provost and Deputy Vice-Chancellor (Students, Learning and Teaching)

launched ACU's 2014 – 2017 Learning and Teaching Framework, 'Learning for Life'. Work undertaken on formulating the plan will underpin the LTC's role in project managing implementation in conjunction with the faculties and other directorates. The LTC also supported the implementation of the learning and teaching component of 'Service Works' and upgraded the Learning Management System and a range of other Learning Environment Online (LEO) technologies.

The LTC also supported a range of curriculum design, development and delivery enhancements, including:

- Revising ACU's definition of Scholarship of Teaching
- Implementing an ACU University Standards and Criteria Framework
- Developing a set of University Postgraduate Attributes
- Facilitating a range of workshops and online support materials
- Designing, developing and releasing an advanced prototype of a student-centric ACU mobile application that will be formally launched for semester one in 2015.

Student participation in orientation workshops increased by more than 50 per cent from 2013 to 2014.

The usage of Student Evaluation of Unit (SEU) and Student Evaluation of Teaching (SET) surveys to systematically collect student feedback increased in 2014.

Throughout the year, the LTC provided support, advice and feedback to 20 course review committees and four new course committees, compared with nine in 2013. The LTC developed essential resources for course reviews and new course development; a new online tool will be trialled in 2015.

Additionally, the LTC reviewed, revised and delivered its flagship Graduate Certificate in Higher Education to teaching staff.

The centre also supported internal and external learning and teaching excellence awards. Highlights include:

- A new postgraduate teaching award category
- Support for greater numbers of academic staff in their applications for nationally funded and prestigious Office of Learning and Teaching (OLT) awards and grants

- The receipt of four OLT grants to ACU staff as lead university and one as partner university
- The awarding of three OLT citations. Dr Timothy McKenry received the Vice-Chancellor's Teaching Excellence Award, and 11 ACU grants and five citations were awarded in 2014.

The LTC provided professional development support through 36 face-to-face workshops for staff and 23 webinars. Nearly 350 staff members in total attended.

In July, LTC facilitated ACU's Learning and Teaching Conference to highlight innovative teaching being conducted by ACU's academic staff.

Finally, LTC also continued to provide support for the University at the executive and corporate governance levels. Through ongoing advice and consultation, LTC helped the University plan and prepare for the 2015 TEQSA re-registration process as well as ongoing amendments to a range of areas of national governance and quality assurance, including the Australian Qualifications Framework and Higher Education Standards Framework.

GRADUATE ATTRIBUTES AND EMPLOYABILITY

By engaging the head and the heart, 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.



Strathfield Campus

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

The Centre for Indigenous Education and Research (CIER), which will become the First Peoples and Equity Pathways Directorate following an organisational review in 2014, supports student engagement, retention and success for Aboriginal and Torres Strait Islander students. The centre focuses on community engagement, student support and outreach, and Indigenous leadership.

In addition to supporting alternative entry requirements and conducting recruitment interviews for applicants to the Alternative Entry Program, CIER provides many other services on and off campus. Examples from 2014 include:

- Providing culturally safe places at Yalbalinga, Weemala, Jim-baa-yer and Dhara Daramoolen for students and community
- Providing logistical support for the Away from Base programs in Sydney and Brisbane
- Coordinating and delivering community engagement programs with Aboriginal and Torres Strait Islander community groups, including establishing the Elders' Advisory Group
- Initiating a trial Elders in Residence Program at Yalbalinga Residential programs
- Managing key external stakeholder engagement including ACU Aboriginal and Torres Strait Islander Week
- Conducting workshops to assist students with scholarship applications
- Strengthening cultural presence by installing a major art piece and coordinating a photography exhibition featuring well known Aboriginal identities on the Canberra Campus
- Developing the Weemala Cultural Garden on Brisbane Campus.

The centre implemented the CIER Communication Plan to increase the profile of Aboriginal and Torres Strait Islander education and students at ACU. This included developing targeted marketing materials and advertisements as well as promoting the 'River to Reef' logo. To enhance the sense of community and identity amongst Indigenous students and build a community presence at the University, ACU also offers graduation regalia in the Aboriginal colours.

In 2014, CIER worked to improve diversity and equity for ACU students through the development of the ACU acknowledgment cards, the establishment of support programs and initiatives such as Harmony Days, and by providing assistance to Equity Pathways on key stakeholder events such as 'Come to Dinner'.

To engage Aboriginal and Torres Strait Islander students in university life at ACU, CIER supported students' participation in leadership programs and student life, including:

- ACU Student Ambassador program
- Golden Key group
- 2014 Indigenous Games
- National Indigenous Business Conference
- CATSINaM Conference
- Social Work Conference.

CIER provided leadership across ACU campuses, partnering with Human Resources to develop and deliver staff cultural awareness programs. Academic coordinators from the centre contributed to the implementation and teaching of the Core Curriculum, and staff from Indigenous Higher Education Units (IHEU) participated in campus market days and Open Days. The centre also hosted two-day workshops with each of the faculties and schools to discuss ways to embed Aboriginal and Torres Strait Islander perspectives in the curriculum.

A group of staff members, including the Deputy Vice-Chancellor (Students, Learning and Teaching), also attended the World's Indigenous Peoples Conference in Hawaii.

[More than 38 per cent of Aboriginal and Torres Strait Islander students took advantage of tutorial support \(ITAS\) offered by CIER.](#)

CIER continued to provide policy advice on Aboriginal and Torres Strait Islander perspectives and student experience through membership on key ACU boards and committees, including:

- Executive Planning Group
- Academic Board
- Education and Arts Faculty Board
- Law and Business Faculty Board
- Theology and Philosophy Faculty Board
- ACU English Language Policy Working Group
- University Equity.

LIBRARIES AND LEARNING RESOURCES

Located at six of the University's campuses, library staff members support ACU's strategic priorities in teaching, learning and research.

To enhance students' educational experience, the ACU Library staff implemented a number of improvements and initiatives, including the launch of a new library website in January. The site improves mobile access to library content and provides consistent branding with other ACU sites.

The Library also made improvements to facilities. The North Sydney Campus Library refurbishment project on level one, which was completed in January, added 551 square metres to the library floor area. Beyond increasing the library space by 39 per cent, the project transformed the area into a modern, open learning environment with a mixture of group and individual study areas. A new service desk and improvements to individual and group study rooms were implemented in Canberra and access to after-hours facilities in Ballarat was introduced.

The Library developed a reading room and a leisure-reading print collection to encourage leisure and other reading for the residents of the newly launched Miguel Cordero student residence in Camperdown.

To improve access for students with print disabilities, the Library contracted Vision Australia to conduct an accessibility audit of a Core Curriculum unit.

The Library also engaged the Library Print Disability Service (LPDS) to review assistive technology offered to students with disabilities. Accordingly, the Library updated its PCs to include Read and Write Gold, a software program that facilitates independent access to library and information resources for those with print disabilities.

[More than 5,000 students completed Leap into Learning, the Library's online information literacy program.](#)

The Library continues to support the University's research intensification by ensuring that library staff members are adequately trained and providing one-on-one and group research training sessions to academic staff and HDR students. The Library also provided critical support to the University with its ERA compliance and HERDC reporting, working closely with the staff of Research Services.

ACU Library hosted the CAUL Research Repository Community Days 2014 in North Sydney, attended by research support staff from academic libraries in Australia and New Zealand. The Library also hosted the Australian Open Access Support Group forum and the ANDS Open Data and Data Reuse workshop.

The Nolan Collection, a special collection of approximately 4,000 volumes of children's books, dating primarily from the 1940s to the 1960s, has continued to grow thanks to the generous donations of Grace and John Nolan. The Library supports a PhD student in accessing the collection.

The Library's biennial Library User Satisfaction survey showed an 82.6 per cent approval rating, an increase of 2.6 per cent from the 2012 survey.

[The Ballarat Campus Library employed four students. Other students work in the Brisbane, Canberra and North Sydney campus libraries as well as the Library's Print Disability Services Unit. In 2014, ACU Library employed 18 students in total.](#)

OUR RESEARCH



RESEARCH IS THE LICENSE FOR A UNIVERSITY TO PLAY IN THE GREAT GAME OF PUBLIC INTELLECTUALISM... WHILE THE UNIVERSITY HAS ALWAYS HAD A RESPECTABLE RESEARCH BASE, WE HAVE NOW PRIORITISED THE INTENSIFICATION OF RESEARCH OVER THE NEXT FIVE YEARS.

Professor Greg Craven, Vice-Chancellor

Research intensification is completing the fabric of the University.

Professor Patrick Heaven, Dean of Research

At ACU I am able to pursue my research interests, which align well with ACU's social justice and common good mission.

Anonymous response from the myVoice staff satisfaction survey

We want our research to enrich and extend the traditional forms of philosophy and theology.

Professor James McLaren, Director (Acting), Institute for Religion and Critical Inquiry

The members of ISJ are very excited and grateful to be joining ACU at a point in time when it is taking such bold and innovative steps towards becoming an outstanding research and teaching university. Our commitment to social justice reflects that of ACU's own mission, and this is very important to us.

Professor Nikolas Kompridis, Director, Institute for Social Justice

RAMPING UP RESEARCH

In 2014, ACU embarked on an ambitious plan for research intensification. During the next five years, the University will prioritise, champion and nurture research to achieve better performance in priority areas. The aim is to strengthen ACU's reputation in research, improve Excellence in Research for Australia (ERA) results and achieve higher overall research rankings.

A strategy was developed to respond to changes in the Australian higher education sector.

The current government is clear that it wants universities to focus on the research and innovation that will best serve and educate society. ACU has taken steps to bolster research and ensure that ACU is not perceived as a 'teaching-only' university. Emphasising quality research rather than quantity, the University is remodelling its research environment and culture. This shift will ensure that ACU is best placed to apply for the funding and partnership opportunities that will allow the University to shine.

Steps that were taken this year to increase and improve research outputs included:

- Realigning workloads and making key new appointments across disciplines to facilitate the University's research focus
- Rewarding excellence through an internal research funding scheme to support research outside of ACU's specific research institutes
- Engaging external reviewers and subject-matter experts to provide advice, input and guidance on research funding allocations
- Recruiting highly productive scholars from around the world.

An important part of ACU's research intensification strategy is the establishment of seven new institutes. Each institute focuses on one of the University's priority research areas. Each institute is embedded in one of the University's four faculties.

THE INSTITUTES INCLUDE SOME OF THE VERY BEST RESEARCHERS IN THE WORLD. THEY EACH FOCUS ON A DIFFERENT PRIORITY RESEARCH AREA AND EACH EMBODIES THE MISSION OF THE UNIVERSITY.

PROFESSOR WAYNE MCKENNA,
DEPUTY VICE-CHANCELLOR (RESEARCH)

PRIORITY RESEARCH FOCUS AREAS

Reflecting the University's Catholic ethos, ACU's priority research areas revolve around key societal needs. These priority research focus areas are:

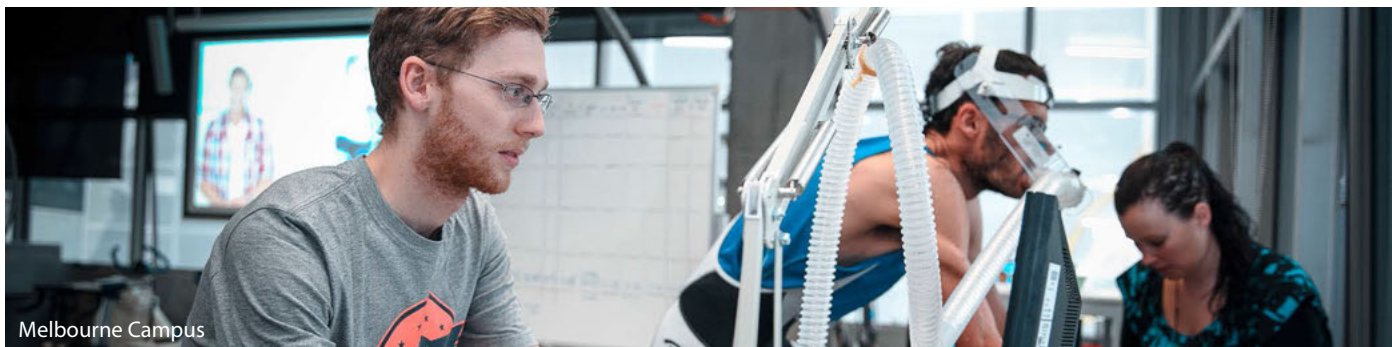
- Education – research concerned with quality, equity and diversity in education with emphases on leadership, numeracy, literacy, Indigenous and religious education
- Health – research that progresses the quality of healthcare, especially for the vulnerable
- Theology and Philosophy – research concerned with the elucidation, development and expression of Catholic intellectual thought
- Social Justice and the Common Good – cross-disciplinary research in the liberal arts and social sciences that enhances the social and cultural wellbeing of communities.

In line with the University's mission, each priority research area strives to make a positive difference in communities and the world at large.

NEW RESEARCH INSTITUTES

Five new research institutes were established in 2014 as part of the research intensification strategy. Each institute is embedded in one of ACU's four faculties.

These institutes are the Mary MacKillop Institute for Health Research (Faculty of Health Sciences), the Institute for Religion and Critical Inquiry (Faculty of Theology and Philosophy), the Institute for Positive Psychology and Education (Faculty of Health Sciences), the Institute for Social Justice (Faculty of Education and Arts) and the Learning Sciences Institute Australia (Faculty of Education and Arts). Two additional research institutes—the Institute for Health and Ageing (Faculty of Health Sciences) and the Institute for Religion, Politics, and Society (Faculty of Education and Arts)—were also announced in 2014. Development of these institutes is underway.



Melbourne Campus

MARY MACKILLOP INSTITUTE FOR HEALTH RESEARCH

AT A GLANCE

DIRECTOR: Professor Simon Stewart

AIM: To deliver quality health research that makes a difference to people's lives, especially those affected by inequality and disadvantage.

Based in Melbourne, the Mary MacKillop Institute for Health Research was established in April 2014. The institute is committed to research that promotes health and well-being in all Australians. In line with ACU's dedication to the common good, the institute will advance health research with a particular focus on helping those who are affected by inequality and socioeconomic disadvantages.

There are four semi-autonomous centres within the institute. Each reflects a different theme within the ACU priority research area of health.

Professor Simon Stewart leads the NHMRC Centre for Research Excellence to Reduce Inequality in Heart Disease. The centre focuses on improving the cardiovascular health and outcomes of groups and communities including

“Our vision is to develop teams of researchers who are capable of working within a multidisciplinary environment and can use excellent research skills to develop cost-effective health services.”

Professor Simon Stewart, Director, Mary MacKillop Institute for Health Research

regional Australians, Indigenous Australians and people in low to middle-income countries such as South Africa and Mozambique.

The Centre for the Heart and Mind, led by Professor David Thompson, focuses on the psychological aspects of heart disease and how patients and their carers cope accordingly.

Associate Professor Melinda Carrington leads the Centre for Primary Care and Prevention. It focuses on the role of innovative primary care and regional strategies (eg, nurse-led clinics) in delivering cost-effective healthcare to prevent cardiovascular disease.

Professor Sandra Jones leads the Centre for Health and Social Research. It focuses on the role of social marketing techniques to promote health across the lifespan and across a range of risk factors and health conditions.

The institute is working to attract the very best talent and nurture students and staff, including developing the potential of early career researchers and higher degree research students.

It will also continue to add value to ACU's existing health research partnerships, such as hospital and community-based collaborations and affiliations. The institute will work to develop new relationships while also deepening relationships with current partners, including St Vincent's Hospital and the University of Melbourne, at the Cardiovascular Research Centre.

The formation of the Mary MacKillop Institute for Health Research in 2014 signifies ACU's commitment to helping people from all backgrounds and geographic locations live healthier, longer lives.

INSTITUTE FOR RELIGION AND CRITICAL INQUIRY

AT A GLANCE

DIRECTOR: Professor James McLaren (Acting)

AIM: With the aim of promoting interdisciplinary and collaborative research in the areas of philosophy and theology and disciplines that interact with or relate to them, the institute will enrich and extend the traditional forms of philosophy and theology.

Also based in Melbourne, the Institute for Religion and Critical Inquiry was established in January 2014 and is an integral part of the Faculty of Theology and Philosophy. A clear indicator of ACU's commitment to advancing the priority research area of theology and philosophy, the institute aims to promote interdisciplinary and collaborative research.

There are five focus areas of research in the institute:

- Biblical and Early Christian Studies
- Catholic Thought and Practice, including Interreligious Dialogue

“We are a vibrant community of scholars, committed to bringing together key international leaders in theology and philosophy, providing opportunities for early career researchers and higher degree research students and to offering sustained support for a wide variety of research projects.”

Professor James McLaren, Director (Acting), Institute for Religion and Critical Inquiry

- Moral Philosophy and Applied Ethics
- Philosophy and Phenomenology of Religion
- Religion and Society.

The institute is currently undertaking 10 varied research projects in these areas.

Professor Francis Moloney is leading a team investigating the origin, purpose and reception of New Testament writings. The project will provide the first comprehensive study of how the Jewish and Roman worldviews interacted in order to generate the self-identity of Christianity.

Additionally, researchers are investigating topics such as the possibility of a Catholic philosophy and concepts of transcendence and idealism in Western and Eastern philosophical and religious thought.

In 2014, Dr Bronwen Neil, a historical theologian, was awarded a prestigious ARC Future Fellowship for her project *Dreams, Prophecy and Violence from Early Christianity to the Rise of Islam*. Dr Neil's four-year project focuses on the ARC-targeted research area of Understanding Culture and Communities.

By attracting researchers interested in theology, philosophy and the place of religion in society, the institute demonstrates how ACU is creating opportunities and jobs in a discipline that many other universities are reducing or cutting altogether. The Institute for Religion and Critical Inquiry is also a further example of the University's dedication to its Catholic ethos and identity.

THE INSTITUTES INCLUDE SOME OF THE VERY BEST RESEARCHERS IN THE WORLD. THEY EACH FOCUS ON A DIFFERENT PRIORITY RESEARCH AREA AND EACH EMBODIES THE MISSION OF THE UNIVERSITY.

Professor Wayne McKenna, Deputy Vice-Chancellor (Research)

INSTITUTE FOR POSITIVE PSYCHOLOGY AND EDUCATION

AT A GLANCE

DIRECTOR: Professor Rhonda Craven

AIM: To lead world-class scientific research in positive psychology and education that empowers individuals and groups to thrive and flourish.

The Institute for Positive Psychology and Education (IPPE) was established in February 2014. Based in Strathfield, the IPPE is ACU's largest research institute. Led by Professor Rhonda Craven, the institute focuses on leading world-class scientific research in positive psychology and education that encourages disadvantaged individuals and groups to thrive and flourish.

IPPE received \$1.2 million in funding for three Australian Research Council (ARC) Linkage Projects. This represents the strongest performance in psychology from any university in Australia.

The IPPE research ethos illustrates the University's respect for human dignity and commitment to providing opportunities for people from all backgrounds.

INSTITUTE FOR SOCIAL JUSTICE

AT A GLANCE

DIRECTOR: Professor Nikolas Kompridis

AIM: To focus on social justice issues in the broadest possible sense to have maximum impact on matters concerning all human beings.

The Institute for Social Justice (ISJ), which was established at ACU in April 2014, researches social justice issues in the broadest possible terms.

Through partnerships with both local and international academic colleagues and government, industry, civil society, and political and environmental organisations, the ISJ will address universal social justice concerns and seek practical solutions.

There are two primary themes that staff at the ISJ will research: Rethinking Social Ideals and Addressing Social Issues.

Rethinking Social Ideals will examine the issues of Rights and Justice, Struggles for Freedom, Human-Nonhuman Relationships in the Anthropocene and Economic Justice, Care, and Wellbeing.

Our research echoes the ACU Mission, and we aim to make a difference. We are committed to enhancing and promoting the common good and working with disadvantaged groups to promote justice, equity, diversity and dignity in all human beings. Professor Rhonda Craven, Director, Institute for Positive Psychology and Education.

IPPE has eight research programs spanning a variety of areas:

- 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
- Substantive-Methodological Synergy.

All eight programs aim to identify what helps people, communities and organisations to thrive and then use this information to help people reach their full potential.

The three ARC Linkage Projects that moved forward in 2014 were:

- *May the Force Be With You: Furthering Fresh Futures for NSW Police Psychological Strengths, Wellbeing and Retention*
- *Cultivating Capability: Explicating Critical Psychosocial Drivers of Educational Outcomes and Wellbeing for High-Ability Aboriginal Students*
- *The Helmsman Project: Giving at-risk adolescents skills to navigate life's journey and make a difference.*

All of the projects share a commitment to excellence in psychological and educational research. They will maximise positive outcomes of the research to make a real difference in people's lives and, ultimately, contribute to the common good.

The 21st century faces challenges that are both fundamentally different from and at the same time far more urgent than those faced by the preceding century. This requires rethinking our highest social ideals – justice, freedom, equality, democracy, public goods and the very meaning of our humanity.

Professor Nikolas Kompridis, Director, Institute for Social Justice

Addressing Social Issues will focus on Secularism and Religious Diversity, Democratic Processes of Public Reflection and Action, Migration, Indigeneity and Indigenous Governance, and Gender, Race and Class.

Both research themes will promote collaboration with other researchers. The institute plans to work with prominent national and international scholars in the fields of political philosophy, human rights, social sciences and law. Important research centres around the world will also be engaged.

Looking ahead, the ISJ plans to establish a four-year PhD program in social and political thought. Beyond establishing a strong sense of community among the institute PhD candidates and ISJ academic staff, the PhD program will also provide a level of research training unavailable in research-only PhD programs.

Planning for events in 2015 and 2016 is already in progress. These events will draw on the intellectual resources of staff, including international professorial fellows. The fellows are based at universities such as Columbia, Harvard, Birkbeck College, the University of Toronto and the Centre for Study of Developing Societies in Delhi. Planned events will include:

- An annual summer school for advanced studies in critical theory
- An international conference on rethinking the relation between human and non-human life
- An international conference looking at secularism, religion and democracy.



Brisbane Leadership Centre

LEARNING SCIENCES INSTITUTE AUSTRALIA

AT A GLANCE

DIRECTOR: Professor Claire Wyatt-Smith

AIM: To undertake world-class research that improves the learning outcomes, wellbeing and life chances of children and young people.

Established in January 2014 and based in Brisbane, the Learning Sciences Institute Australia (LSIA) is directed by Professor Claire Wyatt-Smith.

The LSIA will emphasise interdisciplinary and multi-theoretical research. Accordingly, it will work with areas such as law, health, social work and psychology to design interventions, systems and processes to bring about positive change in society and to support young people, both in and out of schools.

Within the LSIA, there are eight research programs spread over two domains: education and schooling, and child and youth studies. The primary aims of the research programs are:

- To advance and create new knowledge and understanding, which has implications for practice, policy and further research
- To develop evidence on interventions

“ We’re a community of scholars who share a passion. Our work attempts to identify, examine and remove the barriers to learning and life chances that some young people experience and to make a difference to their futures. ”

Professor Claire Wyatt-Smith, Director, Learning Sciences Institute Australia

- To strengthen systems that support positive education outcomes, children, young people and their families.

The institute seeks to address several contemporary issues facing Australian society, including the reported decline in educational standards, school dropout rates for youth, bullying and the impact of technology on children’s learning.

Institute-based Chief Investigators, all world-renowned experts in their fields, will lead the eight programs. Those programs are:

- Assessment, Evaluation and Student Learning, led by Professor Joy Cumming
- Enhancing Literacy and Engagement for Overcoming Disadvantage, led by Associate Professor Clarence Ng
- Mathematics Futures for All, led by Professor Carmel Diezmann
- Early Childhood Futures, led by Associate Professor Joce Nuttall

- Enhancing Children’s Safety and Life Chances, led by Professor Morag McArthur (who also heads the Institute of Child Protection Studies)
- Promoting Healthy Development and Inclusion in Families, Schools and Communities, led by Professor Sheryl Hemphill
- Transitions and Youth at Risk led by Professor Brendan Bartlett
- Educational Semiotics in English and Literacy Pedagogy, led by Professor Len Unsworth.

The LSIA has established numerous partnerships. It is working on large-scale projects funded by the Australian Research Council, the National Health and Medical Research Council, the Australian Capital Territory and Queensland governments, the Criminology Research Council and the Victorian Responsible Gambling Foundation.

TWO ADDITIONAL RESEARCH INSTITUTES ANNOUNCED

In addition to the five institutes established in 2014, the University announced two additional research institutes. Both will be based in Melbourne.

Professor Marita McCabe, who previously directed one of Deakin University's Strategic Research Centres, will lead the Institute for Health and Ageing.

The Institute for Religion, Politics, and Society (IRPS) will be led by Professor Bryan Turner, an internationally respected expert in the sociology of religion, citizenship and human rights, and social and political theory. Professor Turner joins ACU from The Graduate Center at the City University of New York, USA.

Professor Bryan Turner and Dr Joshua Rose are looking at religion and the law across a variety of international contexts, specifically Sharia law (Islamic law).

Associate Professor Irfan Ahmad is looking at religion, political violence and solidarities, examining whether political boundaries are being redrawn according to ethnic and religious membership rather than secular citizenship. The research focuses on the Sunni/Shite conflict, Christianity in the Middle East, Africa (specifically Nigeria and Kenya), Muslim- Buddhist conflict in Myanmar and India, and Bangladesh.

IRPS will pursue comparative research on the public expression of religion in relation to major institutions in society such as the law, politics, economy and society. It will focus on four main research streams:

- Religion and Public Life
- Religion: Conflict and Solidarity
- Successful Societies
- Cities and Individuals and Gender and Religion.

AUSTRALIAN RESEARCH COUNCIL LINKAGE GRANTS

ACU received seven Australian Research Council (ARC) grants in 2014, marking the University's best year yet for research funding success.

Six of the grants were awarded to researchers from the Institute for Positive Psychology and Education (IPPE) and the Learning Sciences Institute Australia (LSIA) and include two grants to Indigenous researchers.

- LSIA Program Director, Professor Joy Cumming, and colleagues Professor Claire Wyatt-Smith, Professor Karen Harris and Professor Steve Graham earned a Discovery Grant for their research *Effective teacher-based assessments for students with disability*.
- Program Director, Professor Morag McArthur, from the Institute of Child Protection Studies, part of LSIA, was awarded a Discovery Grant for her research *Involving children in social research: balancing the risks and benefits*.
- Associate Professor Susan Edwards and Associate Professor Joce Nuttall received a Discovery Grant for research on *New play pedagogies for teaching and learning in the early years*.

“The IPPE's success builds on the \$1.2 million in ARC Linkage funding that they received earlier this year and demonstrates our commitment to supporting a strong Indigenous research culture.”

Professor Wayne McKenna, Deputy Vice-Chancellor (Research)

- Associate Professor Vince Geiger was awarded a Discovery Early Career Researcher Award for his research *Designing and implementing effective cross-curricular numeracy tasks*.
- Professor Janet Mooney earned an Indigenous Grant for her research *Triumphing in the new Indigenous Australia: Explicating key psychosocial determinants of successful Indigenous professionals' socio-economic wellbeing*.
- Dr Fabri Blacklock received an Indigenous Grant for her research *Keeping culture: Utilising Koori Elders wisdom and knowledge in education*.

ACU was the only university this year to win five grants in education. Receiving \$1,742,676, ACU also received more funding in education than any other university in this year's round of ARC grants.

The seventh grant was awarded to Professor Sandra Jones of ACU's Centre for Health and Social Research, part of the Mary MacKillop Institute for Health Research. Professor Jones received a Discovery Grant for her research *Drunk on confidence, glamour, and fun: Alcohol advertising to women in Australia*.

AUSTRALIAN RESEARCH COUNCIL FUTURE FELLOWSHIP

ACU historical theologian Dr Bronwen Neil received an ARC Future Fellowship for her project *Dreams, Prophecy and Violence from Early Christianity to the Rise of Islam*.

The project is focused on the ARC-targeted research area of Understanding Culture and Communities; it will benefit Australia by building intercultural understanding between contemporary Jews, Christians and Muslims.

NATIONAL HEALTH AND MEDICAL COUNCIL RESEARCH GRANTS

ACU health researchers were awarded four prestigious National Health and Medical Research Council (NHMRC) research grants.

Dr Ross Clark, Lecturer in Motor Development, Research Methods and Strength Training Principles, received a Career Development Fellowship for his research *Bridging the gap between laboratory and clinic using low cost, high-tech physical function assessment tools*.

Dr Melissa Day, Lecturer in Psychology, was awarded an Early Career Fellowship for her research *Mechanisms of Mindfulness Meditation, Cognitive Therapy, and Mindfulness-Based Cognitive Therapy for Low Back Pain*.

Dr Aaron Conway, who will join the Centre for the Heart and Mind in the Mary MacKillop Institute for Health Research, was also awarded an Early Career Development Fellowship for his research *Improving nurse-administered sedation practice in the cardiac catheterisation laboratory*.

Professor Sandy Middleton, Director, Nursing Research Institute, was part of a team led by Associate Professor Julie Bernhardt, University of Melbourne, who received \$2.5 million to establish a Centre for Research Excellence in Stroke Rehabilitation and Brain Recovery.

HOW ACU RESEARCH IS MAKING AN IMPACT

Reinforcing ACU's mission and Catholic identity, research intensification at ACU is focused on the key areas of Education, Health, Theology and Philosophy, and Social Justice and the Common Good. Across these areas, ACU research seeks to make a positive difference in communities and people's lives around the globe.

Across disciplines, numerous examples show how ACU research is making a difference. Here are two that reflect ACU's commitment to advancing the common good.

SUPPORTING THE NEW SOUTH WALES POLICE FORCE

An ACU-led landmark research project will assist the New South Wales Police Force in developing fresh solutions to help officers become more resilient and to support those suffering from stress-related illness.

Professor Rhonda Craven, Director of the Institute for Positive Psychology and Education, is heading the study. It brings together representatives from the NSW Police Force and researchers from ACU, the University of Western Sydney and three other international universities.

Funded by an Australian Research Council Linkage Project grant of \$500,000, and an equivalent 'in kind' level of financial support from the universities, the project will investigate police commands in NSW to determine how to maintain an officer's well-being in the face of adversity.

Findings of the study will be used further to develop psychological tools to help the entire workforce deal with stress and trauma.

RAISING AWARENESS OF EARLY DRINKING IN WESTERN AUSTRALIA

A three-year community-based intervention in Western Australia will raise awareness amongst parents of the effects of early alcohol initiation. Led by Professor Sandra Jones, Director of ACU's Centre for Health and Social Research (part of ACU's new Mary MacKillop Institute for Health Research), the study is funded by a prestigious West Australian Government Healthway grant. The study will begin in 2015.

The project aims to develop and implement a comprehensive, community-based intervention that is founded on the evidence-based principles of social marketing. Beyond educating parents and community members about the negative effects of early alcohol initiation, the study also seeks to empower these groups to provide a strong and unified message to children and teenagers.

OUR EMPLOYERS



THE STRONG ETHICAL VALUES EMBEDDED IN THE CULTURE OF ACU HELPED SHAPE MY ATTITUDE TOWARDS THE DELIVERY OF QUALITY CARE.

Asmara Jammali-Blasi, Bachelor of Nursing (Honours)

Our strong links with schools, early learning centres and education agencies across Australia mean ACU students gain the knowledge, professional dispositions, and industry experience needed to graduate as high quality teachers.

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

As the largest trainer of healthcare professionals in Australia, ACU partners with hospitals and other organisations to support the country's growing healthcare workforce.

Professor Michelle Campbell, Executive Dean, Faculty of Health Sciences

By focusing on the development of the whole person, ACU prepares graduates who have the skills necessary for the 21st century workplace as well as the ethical framework to make a positive impact in society.

While ACU graduates work with employers in all sectors, the University excels at preparing teachers and healthcare workers in particular.

THE EDUCATION SECTOR

According to the *Good Universities Guide*, in 2014 ACU became the top-ranked university in Australia for preparing teachers.

Partnering with Catholic Education Offices as well as state and independent schools, ACU places students in schools throughout Australia to gain hands-on experience prior to entering the workforce. Student placements with schools in 2014 were as follows:

| | Catholic | State | Independent | Other | Total |
|-------------------------------------|----------|-------|-------------|-------|-------|
| Teacher Education: Early Child | 1% | 2% | 1% | 97% | 100% |
| Teacher Education: Higher Education | 72% | 22% | 5% | 0% | 100% |
| Teacher Education: Primary | 66% | 28% | 3% | 3% | 100% |
| Teacher Education: Secondary | 60% | 26% | 11% | 2% | 100% |
| Total | 52% | 22% | 5% | 21% | 100% |

THE HEALTH SECTOR

The University works closely with healthcare providers and agencies across Australia to prepare graduates and provide valuable health services to communities.

The Faculty of Health Sciences operates clinical schools and maintains joint professorial appointments with key health partners, working closely with the ACU School of Nursing, Midwifery and Paramedicine.

Clinical schools operate at:

- Calvary Health Care ACT, Canberra
- Mater Hospital, Brisbane

- Mercy Health, Werribee
- The Prince Charles Hospital, Brisbane
- RSL LifeCare, Narrabeen
- St John of God Hospital, Ballarat
- St Vincent's, Toowoomba.

St Vincent's Health Network, Sydney, St Vincent's Public Hospital Melbourne, and St Vincent's Private Hospital, Melbourne. In 2014, 24 per cent of our students undertook clinical placements with one of ACU's Catholic healthcare partners.

Total hours of student clinical placements with major ACU health partners* in 2014 were as follows:

| State | NSW | ACT | VIC | QLD |
|-------------|--------|-------|---------|--------|
| Total hours | 38,960 | 1,200 | 170,280 | 40,888 |

*includes Catholic, state, independent and other

OUR ALUMNI



Katie Molloy, Bachelor of Education (Primary)

**MORE THAN 70,000 STUDENTS
HAVE GRADUATED FROM
ACU SINCE THE UNIVERSITY'S
FORMATION IN 1990.**

**ACU IS THE LARGEST TRAINER
OF NURSES AND TEACHERS IN
AUSTRALIA.**

OUR ALUMNI

Long after donning their cap and gown, ACU graduates continue to play a vital role in bringing the University's mission to life. With this in mind, ACU strives to engage alumni in meaningful ways.

Because of ACU's national presence in Australia and its international reach with partners around the world, the University is uniquely positioned to maintain relationships with its alumni, wherever their personal and professional journeys take them.

In 2014, the alumni relations team established targeted priorities for the University and collaborated with ACU's four faculties and ACU International.

THE COMMUNITY IMPACT OF OUR ALUMNI

ACU graduates lead successful careers in the fields of health sciences, education, law and business, and theology and philosophy. Employers within the Catholic health, education and social sectors particularly value ACU alumni as employees who demonstrate not only a rigorous understanding of their chosen field, but strong ethics, compassion and altruism as well.

ACU alumni make a difference in communities in a variety of ways. From teachers in Australia and abroad to nurses, midwives and paramedicine practitioners working around the globe, ACU graduates contribute to creating healthy, thriving communities.

2014 ALUMNI ENGAGEMENT HIGHLIGHTS

With celebrations for ACU's 25th anniversary planned for 2015, the alumni relations team sought to update alumni records in 2014. This would ensure that the University had accurate contact details to invite alumni to events and maintain engagement. Of the 70,000 records in the system, 41,000 did not include email details. A three-week telephone campaign was developed with the goal of updating 10,000 of those records. ACU carried out the campaign in November and December 2014.

The Faculty of Law and Business and Faculty of Health Sciences introduced a 10 per cent discount for alumni to enrol in postgraduate programs. The incentive program demonstrates the University's ongoing commitment to providing value to its students, including in the postgraduate arena.

More than 160 current students, alumni and staff attended a celebratory event hosted by the Faculty of Law and Business to commemorate 20 years of teaching business in Melbourne.

OUR COMMUNITIES

ONE OF THE EXTRAORDINARY AND WONDERFUL ASPECTS OF THE UNIVERSITY IS ITS OPENNESS AND DIVERSITY.

Dr John Ballard, Associate Vice-Chancellor, Melbourne

St Francis of Assisi is a relevant saint for our times. He stands in a tradition of powerful demands for social justice, which resonates strongly with ACU's Catholic mission to make a contribution to local, national and international communities guided by a concern for justice and equity and a commitment to serving the common good.

Professor Greg Craven, Vice-Chancellor

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

We really prepare students for the world of work. The University's reputation with employers, whether in education or in health, is extremely strong.

Professor Jim Nyland, Associate Vice-Chancellor, Brisbane

The Saint John Paul II building changes the entire face of the campus. It changes how students come to campus and where they will congregate. It will hugely improve the student experience on campus. Inside, it has a distinctly Catholic flavour.

Professor Jim Nyland, Associate Vice-Chancellor, Brisbane

OUR COMMUNITIES

From the bustle of Sydney to the regional centre of Ballarat, ACU's campuses provide a link between students and communities across Australia. This year, as the University continued to grow in terms of student enrolment and course offerings, its footprint grew as well. Renovations, new teaching and learning centres, and expanded relationships with local partner organisations symbolised ACU's commitment to engendering excellence in all facets of the University.

ADELAIDE (ST FRANCIS OF ASSISI)

The Adelaide Campus, ACU's newest, was established in 2013 to deliver theological education in South Australia. Courses at the campus began in 2014. The campus was also formally named the St Francis of Assisi campus in honour of the 13th century Italian saint.

Last year, the University entered a new partnership with the Archdiocese of Adelaide. Beginning 1 January 2014, ACU took up responsibility for the provision of theological education in the Catholic tradition in South Australia. The partnership ensures the continuation of the Archdiocese's long and strong tradition of theological education and leadership in the state.

BALLARAT (AQUINAS)

Through engagement, service and dedication to its students, staff and local community, the Ballarat Campus brings ACU's mission to life.

The campus has doubled its student enrolment in the last five years, and several new infrastructure projects in 2014 attest to this growth. Construction is underway for the Faculty of Education and Arts Centre, which will be completed in time for the commencement of classes in the second semester of 2015. Ballarat moved forward with refurbishments and new construction to offices and classrooms in the Pell Health Centre. The campus also made renovations to the Chapel. Together, these projects represent the most significant capital development at the Ballarat Campus in 25 years.

While ACU's double degree in nursing and paramedicine remains the most popular degree at the Ballarat Campus, students from all disciplines continue to work with the local community throughout their studies. In partnership with the City of Ballarat,

AS THE BRISBANE CAMPUS SAW ITS FIRST COHORT OF PHYSIOTHERAPY STUDENTS COMPLETE THEIR STUDIES IN 2014, 100 PER CENT OF THOSE STUDENTS WERE EMPLOYED UPON GRADUATION.

Federation University Australia, United Way, Centacare, the Smith Family and the Ballarat Library, the Ballarat Campus is involved in Clemente Australia. The program aims to break the cycle of poverty, inequity and social injustice for Australians facing multiple disadvantages and social isolation.

Through Campus Ministries, the Young Vinnies group on campus continued to bring the University's mission to life in 2014 by running camps for disadvantaged children.

The campus hosted two public art exhibits in 2014; both proved popular with the local community. To further support local art, particularly Indigenous art, Campus Dean Associate Professor Joe Fleming sits on the board of the Art Gallery of Ballarat.

The campus augmented key relationships and partnerships throughout the year. Highlights include:

- Maintaining strong relationships with the local Bishop and the Catholic Education Office (CEO) in Ballarat
- Welcoming the director of the Ballarat CEO to the University's Victorian chapter
- Continuing to supply the Ballarat CEO with new teachers who have graduated from ACU.

BRISBANE (MCAULEY AT BANYO)

In line with the overall growth trend at ACU, the Brisbane Campus experienced significant expansion in 2014. Reflecting ACU's innovation and student-centric focus, the Brisbane Campus developed two buildings to accommodate this growth and provide up-to-date teaching and learning spaces for today's students.

The growth on the campus is best illustrated in the development of its landmark building, which the University named Saint John Paul II. Seamlessly blending contemporary aesthetics with reverence for the University's Catholic identity—and the history of the Brisbane Campus site, which was formerly the Pius XII Provincial Seminary—the building pays tribute to the old and the new.

The ground floor of the building will be dedicated to student learning and support, including a 150-person flexible learning space. The first floor will house health sciences, with state-of-the-art simulation labs for physiotherapy and speech pathology. The top floor will be the new home for the School of Business and the headquarters for the renowned Learning Sciences Institute Australia.

The Brisbane Campus also developed, blessed and opened the new Leadership Centre, an innovative complex at Cathedral House in Elizabeth Street. Connecting the campus and local community, the centre is dedicated to postgraduate and executive studies in the heart of the city, providing both a learning and teaching centre and a venue for corporate and networking events.

The campus launched the centre at the annual Vice-Chancellor/Archbishop Catholic Stakeholder event, The Catholic 'Brand': Current perceptions and future directions. Several free public seminars, hosted by the MBA Executive, were also held at the centre throughout the year.

Other key highlights from the Brisbane Campus in 2014 include:

- The establishment of a health clinic on campus that will provide students with practical experience while also directly serving community needs and fulfilling the University's mission
- The continuation of community outreach through the Clemente Program in partnership with St Vincent de Paul Society
- The signing of a memorandum of understanding (MOU) with Brisbane Roar Football Club to facilitate community interaction and bolster potential research project partnerships
- An expanded partnership with Mater Hospital to improve health research and supplement teaching and learning
- Graduation of the first cohort of physiotherapy students
- The signing of an MOU with Prince Charles Hospital, indicating that 50 per cent of the hospital's placements will be reserved for ACU students.

The Brisbane Campus also welcomed one of ACU's new research institutes, the Learning Sciences Institute Australia (LSIA), to its campus. [Learn more about LSIA on page 49.](#)

CANBERRA (SIGNADOU)

Attracting many students from rural and regional New South Wales, the Canberra Campus is a significant higher education provider in the region. In line with the University's overall mission, the Canberra Campus also provides consultancy services for Catholic agencies and delivers professional development for Catholic schools and parishes in the area.

In 2014, the Institute of Child Protection Studies (ICPS) celebrated its 10-year anniversary. The institute was developed as a partnership between ACU and ACT Community Services Directorate. Through quality research and evaluation, ICPS promotes and enhances the protection and wellbeing of children, young people and families.

[In the 2014 student barometer survey, which provides benchmarks against other universities in Australia and internationally, the Canberra Campus ranked first or second in all student satisfaction measures.](#)

“We want to not only facilitate the development of the whole person, but also work with our students to introduce them to prospective employers and develop optimal graduate outcomes.” Dr John Ballard, Associate Vice-Chancellor, Melbourne

“Any university would say that it exists to transform the lives of its students. In the case of ACU Canberra, our students know that is the case because of the strong interpersonal relationships that characterise the Campus and because almost all graduates find employment very quickly. As a result the students believe that we exist to transform their lives. When we say that students are the focus of what we do, they know it's true.”

Associate Professor Patrick McArdle, Campus Dean, Canberra

As with all of ACU's campuses, community engagement is embedded in the student experience in Canberra. The Clemente Program continued to run in partnership with local organisations to provide educational opportunities for the homeless. At the Canberra Campus, the program is hosted on site so that participants are integrated with the wider campus community.

In 2014, students also hosted annual fundraisers for Diabetes Australia and Epilepsy Australia, and staff engaged in inclusive education forums. Other ways the Canberra Campus welcomed and engaged the local community in 2014 included:

- Hosting the Blackfriars Lecture Series on the theme of 'Human Rights', which attracted more than 500 people. The series was established to honour the contributions of the Dominican Friars to ACU's Canberra Campus
- Hosting the Mathematics Association's annual meeting
- Hosting for the 14th year the 'Practice Talking' Seminar, an annual conference for social workers and practitioners.

MELBOURNE (ST PATRICK'S)

In just five years, the Melbourne Campus has doubled in size. As student numbers have grown and buildings evolved, the campus has maintained its emphasis on providing a personalised, vibrant environment for students to learn, engage and develop.

The newly created St. Albert's Garden (named for St. Albert the Great, co-patron of the Faculty of Education and Arts), situated between the University's buildings on Brunswick Street and Graham Street, epitomises how ACU fosters relationships through thoughtful, connective spaces that reinforce the mission by encouraging interaction and dialogue.

Similarly, in 2014 the Melbourne Campus agreed to name the rooftop garden on the Daniel Mannix Building Saint Bernadette's Garden after the patron of the Faculty of Health Sciences. Through nomenclature and appropriate symbolism on campus, the University reinforces its Catholic identity while maintaining an open, inviting environment for people from all backgrounds.

In 2014, the Melbourne Campus made significant improvements to existing facilities as well as developing new ones to meet its student and research needs. Structural changes on campus included:

- Renovations to 115 Victoria Parade, which the University Senate agreed to name the Mary Glowrey Building this year in honour of Sr Dr Mary Glowrey JMJ, Servant of God. Improvements include: eight new general learning areas; two additional biology laboratories; renovations to existing teaching and learning spaces; extensive replacement of building plant and infrastructure; the relocation of the School of Education from level 4 of this building to a newly created office space across the road in 250 Victoria Parade; the opening of a new interfaith room on the ground floor; a renovated café; new Student Association Offices on the lower ground floor, co-located with the newly developed student radio station and gathering space.
- The opening of 3 Graham Street, to support the School of Visual Arts.
- Improvements to reflective spaces, including St. Mary of the Cross Square, St. Albert's Garden, St. Bernadette's Garden and Our Lady's Garden.
- The development of a two-storey modular building with 22 learning areas, flexible layouts and soundproof lecture spaces, located adjacent to the St. Mary of the Cross Square.
- Demolition of the derelict 50-year-old building opposite the modular buildings on St. Mary of the Cross Square.
- Renovations to ACU's leasehold space in 250 Victoria Parade.
- The opening of an on-campus health clinic.
- The establishment of three research institutes and the fit-out of space to house them at 215 Spring Street.
- The leasing and fit-out of a level of 232 Victoria Parade to house Student Administration and Marketing.

The Melbourne Campus also completed a master plan early in 2014 to guide development of the campus with a 20-year vision to ensure sustainability and alignment with the University's mission. The University and the Archdiocese of Melbourne signed a

THE LEADERSHIP CENTRE IS AN EXCEPTIONAL ADDITION TO ACU, AND HAS BEEN PURPOSE-BUILT TO MEET THE NEEDS OF OUR EXECUTIVE AND POSTGRADUATE STUDENTS. SITUATED IN THE CATHEDRAL PRECINCT, THE VENUE IS CONDUCIVE TO EXPANDING CATHOLIC PARTNERSHIPS AND BUILDING RELATIONSHIPS WITH THE CORPORATE COMMUNITY.

Professor Pauline Nugent, Provost

memorandum of understanding (MOU) related to the further development of the Melbourne Campus and precinct. The University also engaged with the City of Yarra to develop an MOU to guide interactions and build on the long-term positive relationships.

The campus continued to engage with the community through a number of public programs and events. Hardly a week passed without there being a public lecture, conference or a function to welcome visitors to the campus. The subject matter varied, from theology to immigration, to Indigenous rights and local homework clubs. Likewise, campus visitors—ranging from cardinals to environmental scientists—reflected this diversity.

The Melbourne Campus also farewelled three highly respected, retiring, long-term members of the University, resident on campus: Professor Anne Hunt AM, Executive Dean of the Faculty of Theology and Philosophy; Professor Marie Emmitt, former Executive Dean of the Faculty of Education; and Marie's predecessor as Dean, Professor Judith Chapman AM. Each has made an outstanding contribution to the University and will be greatly missed.

Demonstrating the University's commitment to promoting social justice, students teamed up with students from the Royal Melbourne Institute of Technology (RMIT) for 'Recognise This', a youth-led movement to recognise Aboriginal and Torres Strait Islander peoples in the Australian Constitution.

Community outreach programs forged ahead, including the Atherton Gardens Homework Club and the Clemente Program, which is run in Victoria in partnership with Catholic Care. The program aims to introduce people experiencing multiple disadvantages to tertiary studies. The program celebrated its 10th anniversary this year.

In addition, a collaboration between principals from Catholic schools located in Melbourne's western and northern growth corridors, the Catholic Education Office (Melbourne) and ACU, the Catholic Teachers Education Consortium (CTEC), was established to develop student opportunities and potential employment in schools in growing areas. As students connect with the community, they often return to those schools upon graduation for full-time employment, helping to meet demand for teachers.

SYDNEY CAMPUSES: NORTH SYDNEY (MACKILLOP) AND STRATHFIELD (MOUNT SAINT MARY)

With more than 10,000 students combined, the North Sydney and Strathfield campuses capture the University's ethos from the ground up. Located on sites with more than 100 years of history of Catholic tertiary education, both campuses provide ample opportunities for students and staff to pursue meaningful community engagement.

In 2014, the North Sydney and Strathfield campuses maintained more than 30 community partnerships, including working with the St Vincent de Paul Society to implement the Clemente Program. The University entered into a new partnership with the Professional Teaching Council (PTC) in Sydney to enhance professional learning opportunities for teachers. The North Sydney Campus also continued its partnership with the North Sydney Council after signing an MOU last year pertaining to the development of the Education Precinct.

To support the University's mission to serve the community and human flourishing, ACU opened the Mary Aikenhead Clinic on the Strathfield Campus. The teaching clinic offers low-cost counselling and psychological assessment and interventions to the local community. Named in honour of Mother Mary Frances Aikenhead, whose work included the establishment of schools, hospitals and orphanages for people in need, the clinic will prepare the next generation of clinical practitioners and counsellors, giving them the opportunity to develop their professional practice in psychological, emotional and behavioural issues.

There were numerous other community engagement highlights in 2014 across the two Sydney campuses:

- Business and marketing students from the North Sydney Campus contributed to the planning and delivery of the North Sydney Chamber of Commerce launch event to promote sponsorship for the extension of Vivid, an 18-day festival in Sydney featuring light, music and ideas, into the North Sydney CBD in 2015. The University is working to secure additional visual arts and design student volunteers for coming years.

THE FUNDAMENTAL WAYS THAT WE ARE LIVING THE UNIVERSITY'S MISSION ARE MULTIFACETED. ONE OF THOSE WAYS IS IN THE QUALITY OF THE DIVERSE LEARNING EXPERIENCES THAT ENGAGE OUR STUDENTS.

PROFESSOR MAREA NICHOLSON,
ASSOCIATE VICE-CHANCELLOR, SYDNEY

- Students from the Strathfield Campus contributed to the Strathfield Council Mural project.
- The Strathfield Campus McGlade Gallery hosted several art exhibitions that were open to the public, featuring art from the Kimberley, an exhibition on the theme of migrants and refugees, and an exhibition featuring images from ACU's Thai-Burma Program.
- The campuses hosted public events, including a debate between the Hon Michael Kirby AC CMG and Professor Greg Craven, Vice-Chancellor, on the topic of the Constitution and the law, and the inaugural George Reid Lecture presented by Senator Christine Milne, Leader of the Greens.
- To coincide with the commencement of the Parliamentary sitting year, Sydney campuses hosted an interfaith parliamentary breakfast event, which included leaders from 24 faith traditions as well as representatives from six political parties.

Several enhancements were made to facilities in Sydney, including:

- The opening of 8-10 Berry Street in North Sydney, Champagnat House. The University named the building after St Marcellin Champagnat, founder of the Marist Brothers, one of ACU's founding orders, and a champion of education. Champagnat House incorporates a leading-edge dance/drama space as well as teaching spaces for early childhood education students. The building also offers a diverse range of state-of-the-art practice facilities for nursing, physiotherapy and allied health students, including a clinic, for students studying at the North Sydney Campus.
- The opening of the Peter Cosgrove Centre, a new state-of-the-art function centre, in Tenison Woods House, North Sydney.
- The approval of a concept plan for further development of the Strathfield Campus; the plan includes the development of additional parking areas and a library/learning commons.
- Refurbishment of the North Sydney Library to include a Moot Court and Law collection. This project was a finalist in the 2014 Sydney Design Awards.

OUR SERVICES



“WHETHER I’M TALKING TO 20 CASUAL OUTSOURCED EMPLOYEES WHO MOVE FURNITURE IN MELBOURNE OR 20 HIGH-LEVEL HEADS OF SCHOOLS, MY MESSAGE IS THE SAME: WE’RE A MISSION-DRIVEN UNIVERSITY WITH A CULTURE OF SERVICE.”

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

The Corporate Services Portfolio at ACU enables and fosters an engaging student and workplace experience through services aligned to the identity and mission and the Strategic Plan of the University. The portfolio includes:

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

With the University’s recent growth, ACU’s Corporate Services remain focused on upholding quality and implementing enhancements to support the mission. From technology improvements to the development of new buildings, Corporate Services work towards ensuring service excellence in the student and workplace experience.

ADVANCING ACU’S MISSION WITH A SERVICE-ORIENTED CULTURE

To establish the foundation for a service excellence agenda at ACU, the Service Matters Framework was developed using insights from a 12-month research process including analysis, surveys and workshops across ACU. The framework is ACU’s strategy for guiding the best possible service delivery for ACU today and in preparation for the future.

The Service Matters Framework evolved from the Shared Services Review Project and has five components:

1. Service principles: A set of principles to guide service delivery
2. Service catalogue: A catalogue that lists all professional services within the University and nominates a Service Lead for each category

3. Service delivery model: A model that demonstrates how ACU’s professional services align with the Strategic Plan
4. Collaboration for excellence: A focus on working together to achieve service excellence
5. Continuous improvement: The steps necessary to implement improvements.

In 2014, many key milestones of service improvement were reached, including:

- Completion of organisational analysis focused on ACU Professional Services
- Finalisation of customised Service Catalogue for ACU services
- Introduction of Service Principles that underpin the Service Matters Framework
- Establishment of Service Lead role
- Creation of Service Working Groups
- Implementation of Service Improvement Program.

MAJOR ACHIEVEMENTS IN KEY RESULT AREAS

In all aspects of its work, the Corporate Services Portfolio ensures there is a strong resonance with the mission across the University. In 2014, the portfolio made strides to augment services with an emphasis on improving services and creating a culture of service excellence. Major achievements follow in the Strategic Plan’s Key Result Areas: strategic approach; workforce involvement, profile and productivity; financial performance; infrastructure; sustainability; service delivery and external relations.

STRATEGIC APPROACH

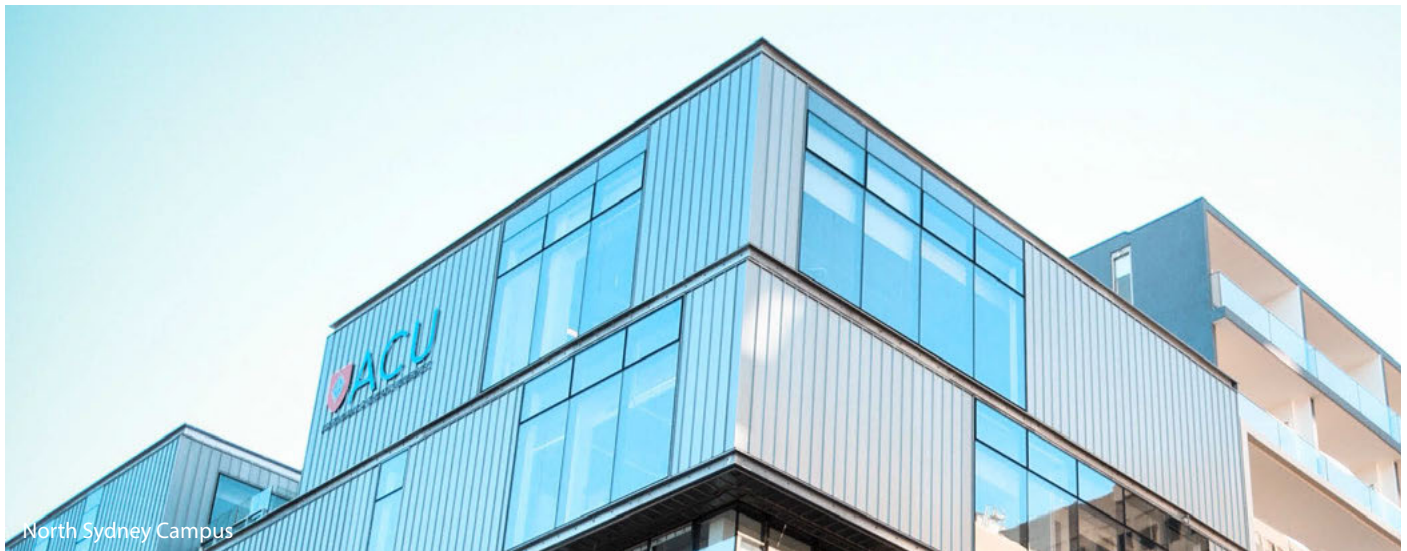
- At the end of 2014, the ACU Strategic Plan 2015-2020 was launched following extensive consultation. The development of the new strategic plan involved re-visioning of the mission, vision and values of ACU.

OUR SERVICE DELIVERY MODEL DEMONSTRATES HOW ALL PROFESSIONAL SERVICES, REGARDLESS OF THEIR LOCATION, ARE ALIGNED WITH ACU’S IDENTITY AND MISSION, STRATEGIC PLAN AND SERVICE PRINCIPLES FOR THE BENEFIT OF STUDENTS, STAFF AND THE ACU COMMUNITY.

- Developed *ACU Enrolment Plan 2015-2020*, which will be used to inform future government funding, the University’s budget modelling, workforce and space planning.
- Completed Data Warehouse/Business Intelligence Strategy and Roadmap project to transform the University’s rich but diverse data into a meaningful information asset.
- Conducted and shared the results of two key benchmark student surveys—the *2014 Student Barometer Survey* and the *2014 University Experience Survey*.
- Assessed progress towards the goals of the Strategic Plan 2012-2014 via the biannual Traffic Light Report.
- Finalised risk assessment from Tertiary Education Quality & Standards Agency (TEQSA). TEQSA concluded ‘no significant risks are identified’.
- Finalised Digital Messaging Policy, Delegations Policy and Register, and Policy on Policy.

WORKFORCE INVOLVEMENT, PROFILE AND PRODUCTIVITY

- Completed Enterprise Bargaining process with the approval of the ACU Staff Enterprise Agreement 2013-2017, which took effect from 19 March 2014.
- Worked collaboratively across the faculties, Research Services and Human Resources (HR) to execute the Academic Working Arrangements Project, which arose from the implementation of the ACU Staff Enterprise Agreement 2013-2017 and involves the complete implementation of the Workload Arrangements Academic Staff Clause of the Agreement and its associated policies, systems and processes.
- Continued a focus on Work Health and Safety (WHS) through an external audit, the expansion of staff wellbeing programs and by meeting the compliance requirements of the Workplace Gender Equality Act 2012.



North Sydney Campus

- Awarded the Employer of Choice for Gender Equality Citation in 2014.
- Undertook a University-wide staff climate survey, "myVoice", followed by distribution and communication of results, formulation of strategies and actions in response to the results.
- Continued the Capability Development Framework Project to develop an ACU Integration Model that identifies all ACU Capability (Learning) Groups and their capability profiles.
- Conducted three stages of the supervisor/manager training as part of the Leadership Competency Framework – 'Preserves our essential character', 'Works collaboratively' and 'Leads our future success'.
- Delivered the 2014 Managing and Leading in the ACU Context Conference in Sydney and Brisbane with the theme 'Embrace Excellence'.
- Delivered the first session of the inaugural Academic Leadership Forum focused on 'Mission-driven leadership'.
- Completed and received endorsement of new sections in the HR Systems Five-Year Roadmap.
- Enhanced HR Relationship Management with the addition of a fourth HR Relationship Manager in Brisbane, enabling a strong geographical spread in HR service provision.

FINANCIAL PERFORMANCE

- Reviewed and enhanced the resourcing and capabilities of the management accounting/reporting and finance systems areas.
- Reviewed the University's procurement practices to consolidate processes, resulting in the establishment of a Sourcing Policy in order to improve approval processes, ensure legal compliance and risk mitigation, leverage off spending and maximise savings, provide preferred suppliers and contract adherence, and ensure product quality and service performance.
- Enhanced and completed the University's 2015 Budget process.
- Participated in an industry-wide procurement hub concept along with 21 other Australian universities.

INFRASTRUCTURE AND SUSTAINABILITY

- Developed the Infrastructure Planning Framework 2015 – 2024 to bring the Master Plan and Capital Plans together in alignment with the Enrolment Plan.
- Relocated primary data centre from the Melbourne Campus to purpose-built facilities co-located with other universities in Melbourne area. Prepared for relocation of the secondary data centre from the North Sydney Campus to an offsite location within the Sydney area.
- Commenced migration of staff email services from an 'in-house' service to 'software as a service' model using Office 365.
- Upgraded and extended audio-visual and video conferencing services.
- Established Adelaide Campus in Thebarton.
- Commenced redevelopment of the education building at the Ballarat Campus.
- Completed the landmark building at the Brisbane Campus, the John Paul II building.
- Completed development of the Brisbane Leadership Centre at Cathedral House in Brisbane CBD as a dedicated facility for postgraduate and executive study.
- Commenced and continued extensive renovations on various buildings on the Melbourne Campus, including 115 Victoria Parade, 215 Spring Street (for establishment of three research institutes), the Daniel Mannix Building and 232 and 250 Victoria Parade. Completed installation of second level of the Modular Building. Prepared design for Cathedral Hall refurbishment.
- Progressed with various development projects on Sydney campuses, including establishment of the Peter Cosgrove Centre on Level 22 of the Tenison Woods House building as a state-of-the-art function centre. Other developments included construction on the health sciences building and the addition of teaching spaces at 25 Berry Street.
- Completed the Strathfield Psychology Clinic on the Strathfield Campus, as well as the approval of concept plan for further development of Strathfield Campus.

- Created and reviewed a range of virtual and physical infrastructure policies including information security, digital messaging, car parking, social media and asset management.
- Selected CoOp as the ACU partner for all bookstores (excluding Ballarat Campus) in 2015.
- Implemented sustainability initiatives across campuses to reduce energy consumption, resulting in increased energy efficiency in 2014.

SERVICE DELIVERY AND EXTERNAL RELATIONS

- Commenced Student Central project with the aim of achieving excellence in service delivery to students, prospective students, staff and the general public through the establishment of a customer care strategy, multi-functional telecommunication contact centre, updated software, systems and services to optimise self-service options.
- Launched the Service Matters Framework (see 'Advancing ACU's Mission with a service-oriented culture' section on page 63).
- Implemented first phase of the Tobacco-Free Campuses initiative on Victorian campuses with plans finalised for the rollout to remaining campuses at the commencement of 2015.
- Completed 2014 ACU External Stakeholder Survey to ascertain perceptions of relationships with ACU.
- Signed five-year MOU with the Timor-Leste Secretariat of State for Youth and Sport, a significant step for the Future in Youth program.
- Undertook alumni campaign to engage alumni, update contact details and to inform alumni of further study opportunities.
- Increased donations by 62 per cent to ACU Foundation.
- Continued upgrading ACU Student Systems, including enhancements to 'Banner' student system and introduction of new Database Examination Management System.
- Undertook a review of graduations to ensure a focus on graduate outcomes.



