The Shape of the Future

– a structure for UWS
in the 21st Century

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EXECUTIVE SUMMARY

UWS is at a critical point in its development

The University of Western Sydney was founded in 1989 with a clear and fundamental purpose: to provide high quality and accessible higher education and research in a region of metropolitan Sydney historically under-resourced and undervalued.

We are now at a stage where our continued growth in an environment of shrinking public funding for higher education dictates that we address institutional reform.

I have recently conducted a broadly based series of consultations on the future development of the University. There is now a high level of commitment and goodwill and a significant impetus to bring about changes needed to meet the expectations of the community of this institution. The time is now right to be creative and bold in reshaping UWS to meet the challenges of the future.

The themes of the consultations

There have been numerous consultations, discussions and intensive project work over eighteen months from which have emerged four main themes.

a)   Seizing strategic competitive opportunities

b)   Developing a united UWS image and direction

c)   Gaining efficiencies through synergies

d)   Implementing structural changes to achieve a united UWS.

Reshaping UWS : Integration and cooperation

The proposals of this paper were developed to ensure the University creates a structure which will empower staff teams on the campuses, ensures UWS-wide collegial course management and enables clear and effective UWS-wide decision-making.

The objectives were :

•   To improve the quality of services and educational experiences.

•   To provide these services in a coordinated and cost efficient way, building on all elements of best practice.

•   To provide a working environment for staff which is supportive, energising and rewarding of creativity, intellectual rigour and academic excellence.

•   To develop the structure and direction of the University in ways which add value to its international reputation, competitiveness and standing.

•   To promote and support a business-like approach to academic and organisational developments with regional development as an institutional focus.

•   To establish an operating environment where the University has the administrative flexibility to adjust to radical changes to the external funding environment.

*The proposed
structure for UWS
for the future*

The paper proposes that the organisation and representation of UWS be in three forms– the University as a whole, broadly- based discipline groupings designated as Colleges and the campuses. UWS would be represented as a metropolitan regional University with the unique advantage of having direct and focused community involvement and regional constituency at each campus.

The management structure of the University is proposed to comprise:
- Division of Education and Equity
- Division of Business and Resources
- Division of Research and Regional Development and
- The Chancellery

With the academic enterprise organised through:
- University-wide Colleges
- Academic Units (either sub-College discipline groups or individual academic units)

The governance structures for the reshaped UWS will involve clearer purpose and more defined responsibility and have two elements: The Board of Trustees and Community Councils.

Academic governance will be the responsibility of the Academic Senate which will have more formal and substantial role in the development of academic policy and procedures across UWS, academic planning, course accreditation and quality assurance.

The proposed executive leadership structure gives the Deputy Vice-Chancellors and other senior staff University-wide portfolios.

The Colleges

It is considered critical that our academic organisation should mirror our programs and purpose rather than attach simply to place. Whilst staff and students will always derive a sense of "people and place" from the campuses, and communities and students will identify with their local campus, a clearer and more united identity for the University will be achieved through an academic organisation, the Colleges, that spans the campuses.

A united UWS Administration and Academic Support Services

The paper outlines a single Administration and academic support services integrated under an overarching leadership framework and with effective campus representation. This is the most appropriate model for UWS to meet the tests of improved service delivery, cost effectiveness and the sharing of best practice.

How will this be implemented?	The broad framework proposed offers a range of new structural arrangements for the University. These are substantial and far-reaching and will variously require consultation and detailed planning and implementation strategies. The initial stage of implementation will include the development of a detailed timeline for the change process.

It is clear that staged implementation will be necessary, starting with the administrative and academic support areas. Concurrent with this process will be the discussions relating to the academic organisation, College formation and issues of governance. There will be a formal series of consultations for this phase of the change. A further phase in the process involves establishing the form and focus of the Community Councils and the College Boards of Studies.

It is proposed that the leadership of change come from the existing senior staff within UWS. The current Deputy Vice-Chancellors and the newly appointed Acting Deputy Vice-Chancellor will have prescribed leadership portfolios in this process. They will be assisted by other senior staff and will lead implementation teams supported by high level project management and where appropriate external advisers.

Next steps

A final paper on the reshaping of the University will be brought to the Board in March 2000.

Professor Janice Reid
Vice-Chancellor
11/10/1999

Section 1: The Context and Vision

1.1 Introduction

Higher education in Australia is changing rapidly and profoundly, in ways few people would have anticipated even a year ago. UWS has made progress towards developing as a significant force, commensurate with its size, in the Australian higher education landscape and in the Greater Western Sydney Region. But there remains much to be done.

The University of Western Sydney was founded in 1989 with a clear and fundamental purpose: to provide high quality and accessible higher education and research in a region of metropolitan Sydney historically under-resourced and undervalued. The community leaders of the Greater West were passionate advocates for a University for their Region. They held a deep conviction that UWS would be pivotal in developing its economic and social diversity, achievements and character. In my first paper to the Board of Trustees in June 1998, I articulated my strong view of continuing UWS's ability to make a profound difference in the Greater West.

The University's short history has been characterised by periods of intense exploration and by environmental and institutional change. Fundamental shifts in government policy and financing regimes, together with internal pressures for reorganisation, have meant that UWS has had to mature rapidly, culminating in the new UWS Act two years ago. Ten years is not a long time in which to establish the optimal form, function and focus of any University. UWS has been engaged in ongoing questioning of its structure and operational framework for most of its first decade. It could be argued this was inevitable, but to an extent it occurred at the expense of the development of the University within the sector and more broadly.

However, the promise and intentions of the revised UWS structure discussed and developed through 1995 and 1996 and articulated in the Act have not given rise to the expected cultural and operational change. There is now a high level of commitment and goodwill and a significant impetus to bring about the changes needed to meet the expectations of:

- the community;
- those who built and supported the institution after 1989; and
- its founding colleges in the years before.

I have recently conducted a broadly based series of consultations on the future development of the University. As part of this process, a joint meeting of the Board of Trustees and Member Councils was held in September 1999 to discuss the major strategic and environmental issues facing the University. I spoke at this meeting of UWS being at "a fork in the road" in its development and needing to make informed choices about its future. The Board of Trustees, with the support of the Member Councils, responded by requesting that I develop a paper on the future direction and shape of the University, as the next logical step in the evolution of this institution.

We are now at a stage where our continued growth in an environment of shrinking public funding for higher education dictates that we address institutional reform, with the first step being to assess clearly but critically the first decade in the life of the University. Institutional reform is ubiquitous in both government and private sector

organisations as the dynamics of markets and commodities – including the "commodity" of knowledge – change. We have both the discretion and the need to change in ways that we choose, to be adventurous, not timid, in our choices, and to be flexible rather than bound by the orthodoxy of our past, or by the orthodoxies of other universities. But we must also be judicious in recognising and capitalising on all that makes us distinctive. If we are to meet our obligations to our students, staff and the communities of Greater Western Sydney, UWS must be reshaped to allow the development of a robust strategy and identity for the University as a whole. This is what those with an investment in our future want, the Government expects and the University itself is committed to achieving.

As I have said before, UWS is, in some ways, a paradox. In its short life it has flourished as a gateway to the world of learning and employment for a generation of students, it has built areas of recognition and excellence in research and its application, and it has harnessed the loyalty and aspirations of the Greater West in development partnerships. But it has also for too long eschewed the pursuit of excellence through cooperation and rationalisation which would see the University as a whole (rather than the Members) take a distinctive and commanding position in an increasingly competitive and demanding environment.

In building on the consistent themes of the many consultations over the past 18 months, we must agree that we will do most things once, rather than three times, and in the same way, rather than three different ways. Integration and cooperation will be the norm and the focus of strategic development will be a united UWS.

At the same time, innovation, diversity, differentiation and initiative are pivotal in the life of UWS. Its structure must harness the power of decentralisation, the potential for academic distinctiveness and the loyalty and interests of the sub-regions in which the campuses are situated. Balancing the strength of the whole and the richness of the parts is a challenge which informs the following proposals.

1.2 Change imperatives

In June, 1999 I expressed to the Board the view "that there are obvious tensions in endeavouring to capture our collective strengths and sustain and explain our several distinctive and responsive identities". The time has now come to address these tensions directly. In doing so we should strive to place UWS at the forefront of institutions that are "engaged with their communities, that value the student experience, promote real and affordable access, develop a learning society and create a supportive culture of caring and excellence."

The time is now right to be creative and bold in reshaping UWS to meet the challenges of the future. Some of the factors which have led to this consensus are outlined in Appendix 1. Overall, the main themes that have built the impetus for an integrated UWS include:

- Changes to the regulatory, policy and funding environment by the Federal Government that will require consolidation and more judicious use of resources.
- An increasing level of identification of the community, staff and students with the University as a whole and the confusion caused by our nomenclature and poorly understood multiple identities.
- The increasing need to be more competitive – to attract students, research funds, industry links.

- The need for value-adding and shared best practice across UWS as outlined in the Phillips Curran Report (*Value Adding, Costs and Best Practice in the UWS Federated System*, Phillips Curran P/L, April 1998).
- The collective movement towards integration generated through the UWS Agenda 2000 projects.
- A range of external reports which indicate the need to address significant issues of inefficiency, improving services, and a greater focus on student needs and expectations.
- The UWS budgetary situation and resource allocation processes.
- Staff frustration with current inefficiencies, the lack of cooperation and triplication of functions.
- A lack of all-of-UWS academic accreditation processes to facilitate the development of collaborative academic programs and enhance their quality.
- The uncoordinated and internally competitive nature of the UWS academic program which has created academic "silos" and discouraged cross-fertilisation.
- The need to develop further a robust and respected UWS research identity and major research concentrations.

1.3   The Themes of the Consultations

The Board and Member Councils Seminar held on 8 September, 1999 was in many ways the culmination of an extensive series of consultations, discussions and intensive project work over eighteen months from which have emerged four main themes:

a) **Seizing strategic competitive opportunities** by developing the capacity to respond in a purposeful way to the external environment and ensure UWS is responsive, flexible and creative in its activities.

b) **Developing a united UWS image and direction** through the development of a succinct, clear and vibrant identity for the University and an integrated strategy for teaching and research.

c) **Gaining efficiencies through synergies** by addressing internal competition, triplication and uncoordinated approaches now inherent in the UWS structure and organisation and creating strong internal links and partnerships.

d) **Implementing structural changes** to achieve a united UWS characterised by a clarity and consistency of purpose, greater integration and cooperation, improved service delivery and cost effectiveness and the capacity to develop meaningful strategies.

These themes bring together the key elements of many conversations about the administration, academic programs and structure that have gathered momentum in recent times and underpinned formal reviews, reports and recommendations for change at UWS.

1.4   Approaching change

The University has been on a continuum of change since 1995. The UWS Act, 1997, was seen by many as the culmination of institutional reviews of structure and purpose. The implementation of the new operational arrangements defined by the Act was the identifiable outworking of the recommendation from the Committee to Review the Structure (CRS) of UWS, 1995. This stated:

"The model of a federated University outlined has a number of structural and operational differences to the existing system… it is assumed that many of the current difficulties and problems would no longer impede the federation from realising its potential."
(p. 68)

The consultations of these past months and the frank discussions at the Board and Member Council seminar show clearly that the expectations of the CRS and the University community of that time have not been realised. Whilst there has been progress, UWS has not systematically embraced the cultural and organisational shift necessary to bring about a more integrated and cooperative endeavour that builds on the achievements and best practice of the Members or parts of the University.

UWS Agenda 2000 was developed as a response to the abundant calls to move much faster and further in developing frameworks to achieve these organisational and cultural shifts. The projects that are clustered around the University's administrative functions and academic support activities have led to substantial agreement or movement towards integration (see Table 1) and unification of services. The project teams understand the need for change and their leaders have conveyed an impatience for reform and sensible integration that was not in evidence two years ago. There is no doubt that there has been a paradigm shift in the way the UWS community now recognises the need for more productive and viable working relationships in the University.

The need for forward direction, effectiveness and efficiency of the academic enterprise has also been expressed in several groups of Agenda 2000 projects. However, progress on these projects has been slower resulting in less opportunity for discussion or for a new direction to emerge. There is, however, agreement on the need to focus our discussions and considerations of structure, planning, policy and collaboration on:

- The quality of the student experience.
- The quality and relevance of the University teaching and learning activities and the research and innovation program.
- Our competitiveness in attracting students, research support and in developing strategic partnerships.
- Our capacity to respond to funding and policy changes and an increasingly competitive education "market".

There is less clarity regarding the mechanisms, structure and leadership needed to achieve these priorities. What is clear is that garnering the views, concerns and creativity of the UWS community is critical to choosing the optimal response for the University. I do not believe we can simply borrow structural answers from other universities. UWS is in many ways unique: in its mission, geographic reach, community engagement and relationships with its students. While the necessary direction for UWS administration is clear I will seek to involve the University community as a whole in the management of the change process.

The ideas in this document have been modified based on the advice and multiple perspectives from recent consultations, including the Senior Executive, which has had the primary role in its creation and revisions, together with others expressed in person or in writing. These perspectives have focussed on both the strategic academic issues to be addressed and how the University might be shaped to best achieve its strategic intent. A number of different organisational possibilities were considered in terms of the aim of an integrated approach to the UWS academic program. Each was explored

to determine whether it met the requirements for collaboration, sharing, integration, efficiency, effectiveness, responsiveness to students and the empowerment of staff.

The proposals contained in this paper thus reflect a realistic assessment of the strengths and weaknesses of the University's current academic activities and its future competitiveness and fidelity to its mission.

1.5   UWS in a competitive environment

The external environment for universities is already competitive in relation to attracting students and their choices about where to study. The foreshadowed changes to Federal Government policy may well create a more demanding "market" with voucher style funding which will affect University income because funds will follow students. If UWS is to grow and mature, it must come to be regarded as a university which not only serves a diverse student body but provides access and learning experiences for all who have the capacity to succeed at University – including those families for whom university study might once not have been an option. This diversity of intake must, however, be compatible with our commitment to GWS and affordable access to higher education opportunities for the Region.

Additionally, no-one would question the growing competitiveness of the research environment and the critical need for UWS to establish a more substantial, selective and better funded research profile. If policy changes in the sector result in the reduction and consolidation of research activity nationally, UWS, as the most recently established university in Sydney, faces a huge challenge.

Currently, the focus of UWS is essentially Member-centric, i.e. Member based with competition, in effect, between Members as well as with other institutions. A more

Table 1: Integration projects of UWS Agenda 2000

Project Number	Project Focus
1.1	Committee structure and decision-making processes
1.2	Enhancing internal communication
2.1	UWS integrated planning framework
2.1.4	Integration of information management
2.6	Internationalisation curriculum, community and campus
3.1/3.2	The UWS identity and profile in the Region
4.1	The "common currency" project – one set of UWS policies
4.2	UWS contract servicing arrangements
4.3	Reviewing leadership portfolios
5.1	Removing barriers to student movement across UWS
5.3 and 5.4	The UWS research profile and policy framework
5.5	Through student eyes
5.7	Flexible delivery across UWS
5.8	Schools and TAFE partnerships across UWS
6.1	Integrating IT
6.2	Integrating Administrative services
6.2.1	Shared Financial services
6.2.2	Shared Human Resources and IR functions
6.2.3	Shared Student Administration
6.4	An integrated library service for UWS
6.5/6.7	Public relations, corporate relations and printing for UWS
6.6	International marketing and recruitment for all of UWS
6.8	Integrated and collaborative Student Services for UWS
6.9	Integrating Social Justice and Equity

united and integrated University requires that competition should be UWS based, but there are challenges in such a simple transition. For example, similar courses offered on the different campuses differ only because of their Member history. A University-based approach to teaching and course delivery will require a different scale of operation: offering a course in two different Member locations is less challenging than offering it in up to six different locations across the Region. There will also need to be an all-of-UWS process of academic planning and quality assurance rather than three, as provided by the three Academic Boards at present.

In a united UWS the predominant unit of organisation must be the University. An equally important question is how to support all-of-University endeavours in order to compete with other providers, especially those in the Sydney basin, by capitalising on the size and strength of UWS.

It is proposed that in a reshaped UWS the key integrating academic structure will be a broadly-based discipline group. At this stage I have called these groupings "Colleges". The Colleges will gather together like academic interests under a UWS-wide governance and operational umbrella, span some or all of the campuses, and bring together academic activities into a truly collegial and cooperative forum. (See section 2.2.3–2.2.4 for detail).

1.6   UWS and regional development

UWS has a mandate to contribute to the regional, national and international communities, beginning in Greater Western Sydney, through its commitment to providing and achieving excellence in scholarship, teaching, learning and research. In concert with its general research and education profile, UWS has become an exemplar of a region-building university, gaining national and international recognition for its work. Active collaboration with UWS is sought by universities and regional organisations from Asia, North America and Europe.

The development of Western Sydney in the 1970s through to the mid 1990s was founded on models of metropolitan government prevailing during the period. Attitudes nationally and internationally have changed in the latter half of this decade. There is a realisation that building major metropolitan regions involves much more complex sets of players, with new forms of public action supplanting the old models and requiring strong initiatives by central government. Partnerships and negotiation are the hallmarks of relationships between territorial authorities, the private sector, interest groups and the populations themselves in building regions. The emphasis has changed from government to governance.

Research centres and partnerships established at UWS focusing on regional issues represent the coalescing of initiatives between UWS and key regional players from the public, private and community sectors. There is now widespread recognition that the future Greater Western Sydney needs a strong university engaged in the Region's affairs.

Section 2:   A New UWS Structure

2.1   A broad framework for the future

In charting the way forward, it is vital that the University addresses in a straightforward manner two important issues:

- **Developing genuine competitive strategy:** The issue of competitiveness has been expressed as distinctiveness, in terms such as the UWS "identity" or "vision", or by answering the question "what sort of University is UWS to be?" For UWS, competitive advantage is about choosing a unique combination of activities based on an identifiable and shared set of values. An effective structure is a necessary condition for securing the competitive future of UWS, as is the wisdom and appropriateness of the priorities we agree on and implement. Our organisational arrangements should both reflect and facilitate our institutional priorities and values.

- **Addressing issues of organisational and operational effectiveness:** It is essential that the University rapidly resolves problems of administrative triplication, unproductive internal competition, inconsistent policy and the lack of academic coordination and collaboration. It will need to do this to achieve and support the University's distinctive identity, and thus its competitive strategy. The reshaping of the University in line with the objectives of organisational and operational effectiveness will be the fulcrum upon which defining and achieving the strategic intent of the University is balanced.

To be effective, relevant and purposeful, the strategic direction and structure of UWS must be underpinned by a set of guiding principles and agreed parameters. The consultations and the direction provided by the Board and Councils have assisted in the formulation of the principles and parameters to define the new UWS:

- The University will promote a united and consistent image. This unified identity will shape the definition and implementation of structure.

- The levels of operation of UWS most vital to its success in the future are the academic units, campuses, Colleges and the University as a whole.

- Any structural changes should enhance the core business of the University (viz teaching and learning, research and community service). Academic excellence must be the fundamental goal of any proposals for change.

- The savings that come from greater integration and efficiencies should be directed to sustaining or improving the academic enterprise of the University.

- The diversity of emphasis, offerings, research endeavour and community engagement across UWS should be respected and incorporated within the all-of-UWS strategic intentions.

- Developing opportunities for efficiencies and the removal of wastage is fundamental to any considerations of process, policy or structure. Triplication will be eliminated unless it can be demonstrated to add value to the strategy of the institution.

- There will be one set of policies and procedures developed for the University which will be uniformly applied.

- Cooperation, consolidation, collaboration and the sharing of best practice will be the building blocks on which to support UWS structure and actions.

These principles are consistent with the UWS Act, 1997, which was developed and implemented to ensure greater integration, cooperation, collaboration and consolidation. The missing ingredient has been an impetus to facilitate the necessary cultural change and transcend old barriers.

2.2   The reshaped UWS: integration and cooperation

It is crucial that the University creates a structure which will empower staff teams on the campuses, ensure UWS-wide collegial course management and enable clear and effective UWS-wide decision-making. UWS must preserve the positive attributes of diversity and creativity and maximise the benefits of joint ventures. Rationalisation of some course offerings will follow naturally from this approach. This will be balanced by new opportunities for complementary specialisation across the institution. The decision-making and organisational culture created must be sensitive to the diverse needs, capacities, problems and opportunities faced by staff in daily life in their different academic units and campuses.

The proposed changes to the UWS structure have several objectives:

- To improve the quality of services and the educational experiences for all stakeholders, particularly our students.
- To provide these services in a coordinated and cost efficient way, building on all elements of best practice.
- To provide a working environment for staff which is supportive, energising and rewarding of creativity, intellectual rigour and academic excellence.
- To develop the structure and direction of the University in ways which add value to its international reputation, competitiveness and standing.
- To promote and support a business-like approach to academic and organisational developments with regional development as an institutional focus.
- To establish an operating environment where the University has the administrative flexibility to adjust to radical changes in the external funding environment.

The implementation of changes based on these objectives will have different foci and differential impact in the academic, academic support and administrative dimensions of UWS. The academic enterprise of the University, encompassing teaching and learning and research, is the fundamental driver and core business of the institution. The structural changes have been designed to maximise the capacity of the University to develop its academic offerings, research outcomes and reputation. The administrative and academic support activities have been examined and reshaped to ensure improved quality of service, greater efficiency and institutionally sponsored cooperation.

The broad framework now proposed for UWS develops logically from the principles captured in the UWS Act, 1997, but provides a greater capacity for cooperation and brings into sharper focus community relationships. (See Figure 1)

2.2.1 Structural Overview

The proposed changes to the structure and operation of UWS will create a **united University** with a cooperative system of campuses which has the following elements:

A **governance structure** involving:

- The Board of Trustees at the University level
- Community Councils at the local area level focusing on the campus(es)
- The Academic Senate for governance of the academic program and research.

The **academic enterprise** organised through:

- University-wide Colleges
- Academic Units (either sub-College discipline groups or individual academic units).

And a **management structure** comprising:

- Division of Education and Equity
- Division of Business and Resources
- Division of Research and Regional Development
- The Chancellery.

The structure is supported by **administrative and academic support activities** provided through:

- central services conducted by a single UWS administration
- distributed professional and support services delivered to each campus
- routine transactional services to each campus

with **executive and senior leadership** from:

- The Vice-Chancellor as Chief Executive Officer of the University
- The Deputy Vice-Chancellors having University-wide portfolio responsibilities
- Senior staff with University-wide functional responsibilities.

(See Figure 1)

2.2.2 UWS as an integrated and cooperative system of campuses

- We will cease to use the term "Member" in normal discourse and recognise the campuses as organisational units that most clearly represent sub-regional community groupings in Greater Western Sydney, determined both by regional geography, but also common interests, local government affiliation and social and cultural characteristics.
- Campuses would be described geographically and their names and offerings should be logical and reflect their heritage and development. The names of the campuses should be agreed through the consultative process but follow some agreed principles. This approach should alleviate the present confusion in UWS nomenclature. Simply put, a campus would be described as UWS (name) where

Figure 1: University of Western Sydney – Governance

University Level

Board of Trustees

Chancellery

Vice-Chancellor and Office

Academic Senate and its committees

Committees of the Board

Division of Education & Equity

Division of Business & Resources

Division of Research & Regional Development

Academic matters

Administrative

Educational management

Administrative service delivery and infrastructure development

Research and Development

College Boards of Studies

Campuses

Campus operations
Colleges
Academic Units
Service Delivery

Community Councils

Campus Level

Key:

———————— Reporting

– – – – – – Communicating

the qualifier makes geographical sense and is a meaningful reference to its location and heritage.

Possible names would include:

UWS Macarthur or UWS Campbelltown
UWS Bankstown or UWS Milperra
UWS Parramatta or UWS Rydalmere
UWS Nepean or UWS Penrith
UWS Blacktown or UWS Quakers Hill or UWS Nirimba
UWS Hawkesbury or UWS Richmond
UWS Westmead would continue as an innovation precinct

Each campus would be under the management of a Campus Manager, who would have functional responsibility at the campus level, overseeing and reporting on the regular operations of that campus and be a focal point for day-to day community liaison.

UWS would be represented as a metropolitan regional University with the unique advantage of having direct and focused community involvement and regional constituency at each campus. The term "Member" would for most purposes disappear and no longer be an identifiable and organisational element to be promoted externally or used in internal management, policy, planning or academic development.

The organisation and representation of UWS would be in three forms – the University as a whole, the Colleges and the campuses.

2.2.3   The UWS Academic Program

Reshaping the University's academic enterprise to achieve academic integration across UWS should be underpinned by the following:

- Efficient and effective academic planning, development and review at the University level to achieve financial and quality assurance goals, particularly the elimination of the waste associated with unfettered duplication and triplication.

- Effective identification of and response to changing demands (internal and external, financial and non-financial).

- Development and maintenance of a culture in UWS that promotes academic excellence, currency and flexibility.

- Encouragement of diversity where it provides added value to the overall academic program of UWS.

- Empowerment of academic staff to be creative, innovative, flexible and responsive to changing circumstances within and external to the University.

- Creation of innovative cross-campus courses that spread the teaching load and utilise specialists across UWS.

Integrating academic standards and governance

Member independence has led to different kinds of academic offerings and levels of services. UWS now has the challenge of establishing high and uniform standards to support different academic activities at a time when higher education funding is diminishing. UWS-wide standards in the academic area would require the following:

- Identifying best practice and problem areas.
- Establishing nationally-referenced benchmarks, and ensuring their use and promulgation across UWS.
- Establishing uniform data collection and analysis to enable assessment, review and evaluation.

There is a need to establish an academic framework of planning and review which will reduce the present proliferation, duplication, and competitiveness of academic activity and promote cooperation. This would be achieved by abolishing Member Academic Boards, and their associated committees and working parties, thus strengthening the Academic Senate's responsibility for development of academic policies and procedures across UWS, academic planning, course accreditation and quality assurance.

It may be appropriate to rename the Academic Senate as the Academic Board to avoid the confusion which exists in relation to the term "Senate" across the sector in Australia and more clearly to identify its role. This will be one of the elements of the consultation process to be conducted following the consideration of this paper by the Board of Trustees.

This aspect of the reshaping of UWS is in some ways the least problematic because it does not mean immediate change at the level of academic units, but it still requires a clear process and timetable for implementation and review.

Integrating academic organisation

The implementation timetable will enable the integrity of teaching and learning and research activities to be maintained during the change process, by implementing change in manageable stages which collectively build to the new shape of the academic organisation of UWS. The reshaping of the academic enterprise should focus first on academic support, management and governance, as an improved framework for supporting academic activity. Changes to academic programs will come more gradually, but will be supported by providing a structure that promotes integration and collaboration.

The challenge is to move towards an academic structure which is:

- Responsive to diverse student learning needs and changes in professional roles and industry opportunities.
- Designed to enable staff to create rigorous, imaginative, contemporary and challenging courses and learning opportunities.
- Sensitive to the character of the campus, the characteristics of the region, and to the demands of its population.
- Nationally and internationally recognised and benchmarked for quality, relevance, currency and employability.
- Enriched by all-of-University collaboration and partnerships in the development of curricula, flexible learning resources and the sharing of resources, such as library and student services.
- Assuring the capacity of the University to assess and improve the quality of its subjects and courses and the experience of its students, and to provide a framework of priorities and principles which will underpin course development and review.

A range of possibilities for the academic arrangements for UWS has been canvassed and debated. I asked the Executive to consider and put forward possible structures for further discussion. There was broad agreement that the Member construct had become isolating and inimical to the interests of the University. It also now has less resonance as Member-based staff retire and new staff join the University. There is an increasing loyalty and sense of connection among staff to their profession, discipline, academic unit, location and the University as a whole. There is also a consensus that small has clear benefits. The Executive, in particular, discussed at length the benefits and disadvantages for academic activity of a "strong campus model" and a "strong College model".

There were also some reservations expressed about the efficacy of cross-campus discipline-based groupings. The concerns related to the dissipation of the staff cohort across the campuses; the difficulties in leading a large distributed academic unit; the difficulty of interacting across the campuses; the increased requirement for travel between campuses; and, the spreading of resources across the University. Staff of the Members were keen to ensure that academic change builds on current strengths and does not unduly disrupt the lives of staff and students. These issues will need to be worked through as the University community engages in the necessary discussions of the new academic structure.

There was also much discussion relating to the mechanisms through which funding would be allocated to the Colleges and the academic units. The most important considerations involved:

- The level of integration and cooperative endeavour expected at the College level and how this might be achieved.
- The need to ensure the academic units have the maximum responsiveness and flexibility to take up opportunities for growth, development and innovation.
- The capacity to empower academic groups to develop offerings, initiatives and activities that give the University a competitive advantage and enhance its reputation in the increasingly competitive and deregulated environment of higher education in Australia.

The Deputy Vice-Chancellor with responsibility for the Division of Education and Equity will consult with the heads and staff of academic units throughout UWS on the operational changes necessary to achieve this goal. A clear view within the Executive was that the classification of "budget holding entities" would be fundamental to determining the optimal response to the changing environment and the University's capacity to adapt. The options ranged within two ends of the spectrum:

- A traditional "faculty" model where the funding is allocated to the College and managed by the Dean who would, through a process of strategic analysis of performance and initiatives for the future at the College level, determine the budget allocations to the academic units.
- A flatter academic organisation structure that provides funding directly to academic units through a central allocative process and responds to and rewards performance, contributes to planning and coordinates new initiatives. The Dean would have a coordination and monitoring role and a College Board of Studies a role in terms of academic consistency and quality within the College.

A key decision would be the number of academic units established for the University as a whole, and the layers of organisation, i.e. either three (Colleges, discipline groups within Colleges and academic units) or two (Colleges and academic units).

One model which has gained favour in some other universities for the flexibility and initiative it gives to academic units, while ensuring strategic oversight, accountability and the capacity to re-allocate resources to meet new challenges and opportunities, is two-layered. At UWS this would translate as a single- or multi-campus College and subsidiary Schools. In this model, the Dean would (as the Member President does now) have budgetary and strategic planning responsibilities and the Schools would be budget-holding entities with the core teaching, learning, research and enterprise responsibilities.

If this model were favoured it would be necessary to consider the optimal number of Colleges and Schools in order that schools were a viable community of staff and students, neither too big nor too small to operate effectively and to develop good internal communication and collegiality.

There are many variations between these two ends of the spectrum of possibilities. It will be important that the consultation process that follows this paper includes discussion about the level and extent of delegation of authority and resource responsibility which is best for the academic organisation of the new UWS, for the final paper to the Board of Trustees in March 2000. In the meantime, it would be expected that cognate faculties and schools across UWS would actively begin discussions towards the development of a coherent, multi-campus suite of courses characterised by both academic integration and specialisation, while retaining the current campus distribution of disciplines, at least in the medium term. These initiatives are already under way for some areas of study and will gather pace from October 1999 onwards as academic units confer and propose accessible and flexible all-of-UWS configurations.

2.2.4   The Colleges

It became clear in our discussions that it is critical that our academic organisation should mirror our programs and purpose rather than attach simply to place. Whilst staff and students will always derive a sense of "people and place" from the campuses, and communities and students will identify with their local campus, a clearer and more united identity for the University will be achieved through an academic organisation that spans the campuses.

The UWS academic enterprise will best be realised through broadly-based discipline groupings, namely the Colleges, which have the capacity to function across multiple campuses. All academic staff in UWS would be located in one of the Colleges. Every course, as a University course, would also belong to one of the Colleges, with active provision for cross-College courses, double degrees and subject offerings. Each College will be led by a Dean, who will also function at a UWS level as a member of an expanded Vice-Chancellor's Advisory Committee. The Dean will be assisted by an Executive Officer who will have responsibility for the support of a College Board of Studies (see below).

There is a number of possible College groupings. As a reference point for considering the most appropriate distribution of academic units within the Colleges, the current academic unit profile of UWS is provided in Appendix 2. Two possible combinations under consideration are:

Four Colleges comprising the following:

- College of Business and Law
- College of Social Sciences, Arts, Humanities and Education
- College of Physical Sciences, Engineering, Technology and Agriculture
- College of Health and Life Sciences.

Or, alternatively,

Four Colleges comprising:

- College of Arts, Humanities and Social Sciences
- College of Business
- College of Agriculture, Science and Technology (including Information Technology and Engineering)
- College of the Professions (Law, Health, Education).

Within each College, cognate academic units would be expected to communicate and cooperate to achieve an optimal and accessible suite of subjects and courses which meet the needs of students and draw on the experience, breadth and diversity of discipline expertise across the University. "Service" subjects would be provided by the academic unit with the disciplinary expertise.

Academic governance in each College would be by a College Board of Studies in conjunction with the Dean. The College Boards of Studies, together with the University Academic Senate (or Board) and its committees, would oversee academic activities which are currently the responsibility of Member Academic Boards and the Academic Senate. Their role would be to undertake academic planning, foster cooperation, communication and educational and research activities and to assure the quality of teaching and research. To ensure optimal communication and decision-making, College Boards of Studies would be standing committees of the Academic Senate (or Board).

The role of the Colleges would include:

- Academic planning and review
- Management of internal and external partnerships, alliances or other ties
- Integrated marketing and external activities, within overall UWS guidelines
- Planning and oversight of the allocation of staff and resources, with the heads of the academic units
- Sharing, integration, development and rationalisation of curriculum, based on identified needs and changes in clientele and new markets
- Shared developments and best practice in teaching
- Oversight and development of research: shared or collaborative research, resource allocation, planning, links, research supervision and training, and the development of research concentrations.

One matter which was discussed at length was the critical issue of how best to secure meaningful community involvement in the life and development of the University. One model considered was that of external College Advisory Councils with membership from communities, industry, business and the professions across the Greater West relating to the fields of study which comprise each College. Thus the

Council of a putative College of Health Sciences would have representation from the health professions and services and health consumers within the Region.

A further view was that the contribution of external community members might best be harnessed on the boards of affiliated University organisations, such as the Graduate School of Management, on the steering committees of key university programs, such as Inside Running, or on bodies such as the University Foundation. In this way their specific interests and skills would be tapped to enhance University endeavours.

After discussing the options, the Executive expressed a preference for the alternative model of area-based Community Councils (below). However, this matter may require further consideration. The community consultations and particularly those held with current external contributors and Member Councils, will elicit external and informed perspectives on this issue and final recommendations will be contained in the revised paper to the Board in March 2000.

In the meantime, the model that is fully explicated is that of the Community Council.

2.2.5   Governance of UWS

The governance structures for the reshaped UWS will involve clearer purpose and more defined responsibility. There is much confusion relating to the degree of delegated responsibility possible at the Member Council level and inconsistency of approach by the three Councils to their role as defined in the Rules.

The new governance structure will have two elements:

- **Board of Trustees**: The role will continue, as defined in the Act, to involve three main domains of responsibility:
    - External accountability;
    - Strategic planning oversight; and
    - Performance monitoring and resource management.

- **Community Councils**: The future of UWS is inextricably linked to that of Greater Western Sydney. The role of the Community Councils will be focused on local community constituencies and the development of designated campuses. Community Council members will have professional expertise relevant to the development and mission of the University, be prominent members of the community and have the capacity to assist the University's development, e.g. with fundraising and industry links. In this way, the role of the Community Councils will differ from the level and kinds of governance and management oversight undertaken by the current Member Councils. They will have critical and higher order roles in establishing the University's public profile, enabling its resource independence and ensuring professional and industry alliances. Their membership will be largely external to the University. The Community Councils will be chaired by external members of the Board of Trustees. Under the current UWS Act, if unamended, the Chairs would also be Deputy Chancellors of the University (see UWS Legislative framework, Section 3.9).

    Under the proposed UWS structure, all key policy decisions, resource allocation and performance review relating to administration, academic programs, research activity, capital planning and strategic initiatives will be conducted at a University-wide level, reporting through senior management to the Vice-

Chancellor and the Board of Trustees. The Community Councils provide a purposeful link between UWS and the professions, businesses, industry and the communities that make up the Region, and also to places and people beyond. This approach recognises the relationship between the success of the University's academic and research activity and the overall development of the Region.

The benefits envisaged of this approach include:

- Harnessing high-level professional, business, industry and regional input.
- Developing supportive structures and productive relationships for the University, through attention to diverse sub-regions of Greater Western Sydney.
- Establishing a partnership between the regional constituencies and the University, thus nurturing, supporting and guiding their respective development.

Broadly speaking, the Community Councils will bring the community into the University and give the opportunity for the development, implementation and support of:

- Enterprise and academic strategy and planning, and proposed initiatives from a local community perspective.
- Fundraising for the University, through a coordinated UWS approach.
- Developing partnerships with community groups, industry, business and other education providers within and beyond the region.
- Enhancing the quality of College and campus-based academic activities.

They will advise and assist the University in its key goal of contributing to the development of the Greater Western Sydney Region through its constituent local communities by addressing:

- issues of public interest;
- major development proposals in conjunction with the community;
- cultural and sporting activities and initiatives; and
- social and economic development initiatives in Community Council catchment areas.

The work of the Community Councils under this model would focus effort on the development and advancement of the University through the external community support of campuses in local areas. The number of area groupings and geographic reach will be an important consideration in the further consultation processes. One possible option is to cluster the efforts of the Community Councils around four broad geographic areas, viz: South Western Sydney, Central Western Sydney, Outer Western Sydney and North Western Sydney. Consideration could also be given to having campus-specific community orientation through six community Councils that are local to each campus.

The engagement of the community in the work of the University is a vital element in the reshaping of UWS. One of the great strengths of this University is the extent to which the community has already contributed to its development, growth and reputation. My clear objective is to see the future of UWS characterised by a further strengthening of these ties within the Region and beyond. I see these Councils as adding greatly to the maturing of UWS whilst at the same time being

the conduit for the University to meet its community service obligations as a major public institution in the Greater West.

2.2.6   A united UWS Administration and Academic Support Services

The early work on the concept of a shared services centre highlighted clearly that there is a much more strategic and cost-effective approach possible to the internal service delivery, academic support activities and administration of UWS. The creation of one University administration – incorporating among other functions finance, human resources, student administration, information technology, maintenance and works, and security – holds the promise outlined by the Phillips Curran Report of a more efficient and effective structure through which value is added to all aspects of the University's work.

This integrated administrative and academic support framework would be responsible for policy development, the quality, efficiency and effectiveness of professional service delivery, campus management, business transactions, routine processing, reporting requirements, student administrative issues and the myriad of organisational requirements imposed by all levels of government.

In effect, the implementation of a single Administration will be facilitated by the introduction of the suite of new information technology systems. It will reach its full potential when the main systems are implemented and operational in the areas of human resources (Concept), Finances (Oracle Financials 11.0), and Student Administration (Callista).

The implementation of one Administration and integrated academic support activities may require some additional "up front" expenditure but provide longer-term savings. It will be important to manage the transition in a gradual and consultative fashion to ensure the processes are equitable and give a high priority to the well being of both staff and students. A fundamental principle guiding the establishment of the one UWS Administration must be achievement of better services for students and staff in the most cost effective way. A further guiding consideration will be the determination of an appropriate staffing profile to be implemented, using fair, ethical and well-managed staff development, re-deployment, or separation plans and programs.

A single UWS Administration and academic support service, integrated under an overarching leadership framework and with effective campus representation, is an appropriate model to meet the tests of improved service delivery, cost effectiveness and the sharing of best practice. Because of the level of investigation and review that has already occurred, particularly within the context of UWS Agenda 2000, the proposed model has been built up from an informed base and represents the most clearly supported and effective path to navigate the changes through the University and its many parts.

Administrative and academic support functions will be located either in one of the three Divisions of the Chancellery and report to the Head of the relevant Division, or in the Chancellery, reporting directly to the Vice-Chancellor. There are three dimensions to integration (also see Figure 2):

1. Centralised functions:

Administrative or academic support functions done once, under a single leadership framework, and reporting to a senior officer within the Chancellery. The majority of these functions would cluster under a broad umbrella of UWS Administration. The function is location independent and does not need necessarily to be located in part, or in whole, on a campus.

Policy development, planning and review, reporting and budgeting for these functions will be done once in one location. There are multiple functions under this broad category, but they do not all need to be co-located. Issues of location and co-location will need to be addressed as part of the implementation phase and will depend as much on the practicalities of cost and available space as on any other considerations.

There will be a requirement for a framework for a campus presence to handle routine and regular transaction requirements and enquiries for some of the functions in this grouping.

An indicative list of these functions includes: human resources, payroll, staff development, strategy and review, capital works and planning, fleet management and transport, international programs, finance, budget and purchasing, information management, administrative information technology, marketing, communication and web management, student administration, research, management, internal audit and security.

2. Distributed functions:

Academic support activities that require a professional service delivery on each campus to facilitate and enhance the student experience and to effectively add value to the work of academic staff on the campuses.

These activities will be nested under a single UWS leadership position, supported by a professional and appropriate staffing profile to ensure the services are effective, efficient, benchmarked and meet the standards of the University and our stakeholders. The leadership position will be located on one of the campuses and will have budget, quality assurance, reporting and review responsibilities.

Each campus will have a point of service delivery that reports to the overall leader for that service function and provides high quality and relevant services to the campus clientele, collaboration with the student associations and the services they offer, and productive partnerships with campus management and student leadership.

An indicative list of these functions includes: EEO, student equity, library services, academic information technology, indigenous education, student services, student associations liaison, commercial services and chaplaincy.

3. Local campus services:

These involve coordination, enquiries, transactions, campus developments and report to the functional leader for the service or activity. These would fall under the broad ambit of a campus manager having the responsibility to ensure the

campus operations are efficient and integrate with the overall administrative, academic and service delivery framework of the University.

An indicative list of these services includes: student financial transactions, transport, maintenance, records management, security and student administrative enquires and processing.

The relative arrangements for the functions and services listed above under either a united administration umbrella, a distributed professional service model or campus services have been provided as an indication of a possible basis for the ways in which they might be distributed within an integrated UWS. This will need further working through as the implementation phase commences.

A new approach to Executive leadership in UWS

The concepts outlined above, together with the imminent vacancy in the position of Deputy Vice-Chancellor and UWS Macarthur President, provide the opportunity to consider a new executive management structure.

Figure 2
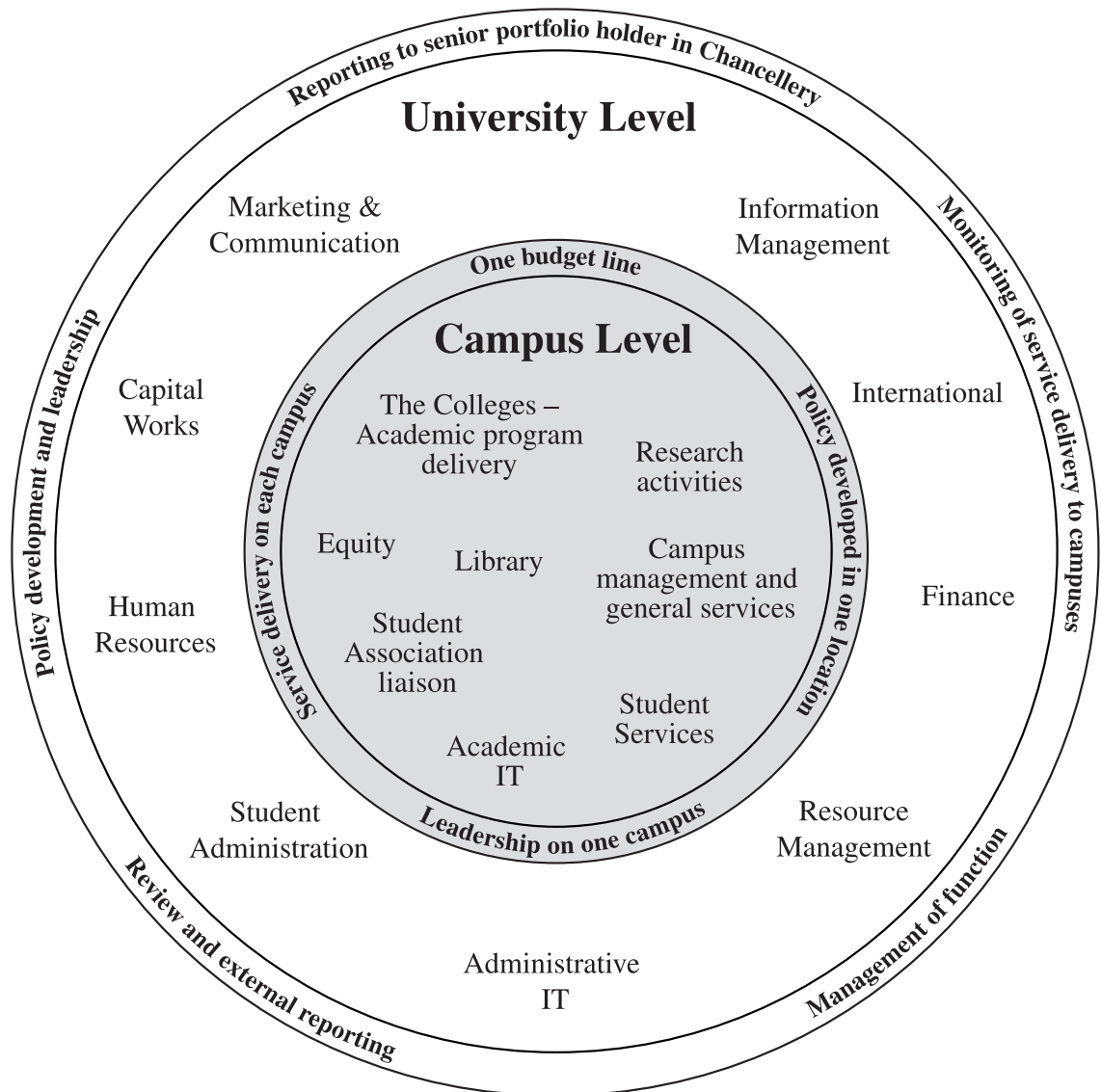
The need for change is supported in part by current difficulties in the operation of the leadership portfolios and the system-wide service contracts. For both, there has been a great deal of confusion, especially regarding authority across UWS. Consequently, I have already foreshadowed to the Deputy Vice-Chancellors that these roles will need to change.

The Deputy Vice-Chancellor role will become an all-of-University position. The title Member President, will lapse. As is the case with a more traditional university model, the Deputy Vice-Chancellors will take on significant UWS-wide portfolios for which they would have operational responsibility, and bring to the Vice-Chancellor recommendations for action, or take action themselves according to their delegated responsibilities. They would have line management responsibility across all campuses for their designated portfolio(s) and would be accountable for its operation at the University and campus levels. The combination of the operation of a single UWS Administration, the role of the Deans of the Colleges and the work of the campus managers, would mean the role of the Deputy Vice-Chancellors would be that of University-wide portfolio leadership.

The Deputy Vice-Chancellors would also take on key community liaison roles, working with the Vice-Chancellor to establish strong and effective relationships and partnerships within the Region. Each Deputy Vice-Chancellor will have specific responsibilities for working with a defined area constituency within the Region through active participation and responsive leadership of the relevant Community Council.

As UWS positions, the Deputy Vice-Chancellors would be members of the Chancellery. Their geographic location will depend on a number of factors, including the location of elements of the UWS Administration, space availability, staff access requirements and community liaison responsibilities.

2.3   The proposed Broad Structural Framework

The University would have the following operational elements:

2.3.1   The Chancellery

The Chancellery will have responsibilities for both the University collectively and the Vice-Chancellor's Office. The University's operation is divided into three Divisions with a series of defined functional units reporting to the Executive leader of the Division. There are also five discrete functional areas, designated as Offices, which provide high level support and advice directly to the Vice-Chancellor on a specific area of activity. The Chancellery thus includes:

- The *Vice-Chancellor's Office* which, as part of the Chancellery, would continue to provide direct support services to the Vice-Chancellor, the Chancellor, the Board of Trustees and the related committee structure. It would include the direct support staff to the Vice-Chancellor and the Board.

- The *Office of the Academic Senate (Board)* encompassing the academic governance of the University in curriculum and research activities, academic policy development and review, and quality assurance.

- The *Office of Strategy and Review* with responsibility to provide high level support to the Vice-Chancellor and the University Executive in developing the

University's strategic planning, budget development, institutional research and information management, organisational reviews and external reporting activities. This Office will also include the UWS Audit function. The Director of this Office will report directly to the Vice-Chancellor.

- The *Office of Marketing and Communication* with responsibility for the development and marketing of a united UWS image and identity and including the leadership of domestic student recruitment, corporate and public relations, media, web management, fundraising and alumni coordination. The Director of this Office will report directly to the Vice-Chancellor.

- The *Office of International Programs* with responsibility for the UWS recruitment and experience of international students: from initial recruitment contact to on-campus or off-shore activities – this incorporates the broad functions of recruitment, liaison with the Colleges or Academic Units, student support, student exchange, off-shore programs and related planning and policy development. The Office would also have responsibility for hospitality and providing advice on protocol relating to international contacts and guests. In the short term, the Director of the Office would report to the Vice-Chancellor and have close relationships with the Head of the Division of Business and Resources and the Head of the Division of Education and Equity. In the longer term, the Office of International Programs will be located in one of the Divisions.

- The *Division of Education and Equity,* with responsibility to the Vice-Chancellor for the academic programs across UWS including the broad area of educational development, the academic plan, collaboration in teaching, quality assurance, equity, student support and care, flexible delivery, indigenous education, multi-sectoral education and educational partnerships. The Deans of Colleges (see below) would report to the head of this Division.

- The *Division of Business and Resources*, with responsibility to the Vice-Chancellor for the human, financial and physical resources of the University. Its activities will ensure a seamless and cost effective support structure for the academic activities of the campuses. The Division would also include the broad and growing area of information technology systems, capital works and campus infrastructure development, commercial services, and the emerging area of business and entrepreneurial development.

  The *UWS Administration* would effectively reside within this Division, would span all campuses and would be managed through this direct line to the Vice-Chancellor. It will provide the behind-the-scenes administrative and organisational framework for the efficient operation of the University.

- The *Division of Research and Regional Development* with responsibility to the Vice-Chancellor for research administration and development, industry liaison, consulting, innovation, development (in the fundraising sense), graduate studies and regional development.

As a general rule each of the functions outlined in Table 2 will be led by one senior manager. This officer will be responsible for the overall leadership of the function across the University including budget management, policy development, operational planning, staffing and the development of the functional team, and will report to the Head of the Division.

2.3.2 Executive Leadership

The University will have a senior Executive that provides high level strategic advice and support to the Vice-Chancellor. The members of the Executive will be the senior officers leading the Divisions within the Chancellery, the Chair of the Academic Board and the Principal Advisor. Additionally there will be a Vice-Chancellor's Advisory Committee to provide regular advice and information to the Vice-Chancellor on the broad activities of the University. Membership of this Committee will include the Executive, Deans of the Colleges, Directors of the Offices of Strategy and Review, Marketing and Communication and International Programs.

Table 2 lists the functions that would reasonably be located within the three broad Divisions and led by a senior executive member at either a Deputy Vice-Chancellor or Pro Vice-Chancellor level. Within each of these Divisions respectively, specified leadership and management responsibilities may also be held by a Dean of Students (Education and Equity), Academic Registrar (Business and Resources), and Dean of Graduate Studies (Research and Regional Development) or by Pro Vice-Chancellors.

Table 2: Functions within the Divisions

Division of Education and Equity	Division of Business and Resources	Division of Research and Regional Development	The Chancellery
Student equity

Student care and services

Teaching and learning development

Flexible delivery

Internationalisation of curriculum

Indigenous education

Multicultural development

Service and cooperative learning

School and TAFE relationships

Library services

The Colleges | Academic and student administration

Finance/budget

Risk management and OHS

Information Technology

Student Union liaison and residential colleges

Human resources

Staff development

Business office and commercial services, and related entities

EEO

Capital works and planning

Legal services

Campus management | Graduate studies (research)

Research administration

Regional and industry development and liaison

Ethics

Consultancy

Intellectual property

WSRI | Vice-Chancellor's Office

Marketing and Communication

Strategy and Review

Office of International Programs *pro tem*

Office of the Academic Senate

Institutional Research and Information Management

Executive support to the Board of Trustees and its Committees |

One clear implication of this change is that the current titles will need to be reviewed and a more appropriate set developed to reflect a new style of executive leadership. The University also has six Member-specific Pro Vice-Chancellors. Under the revised executive leadership structure, any PVCs would have a University-wide role.

2.3.3   The Campuses

Each campus will be the focal point for the UWS academic enterprise. The students will continue to identify with their own campus and the operations on each campus will be organised to support a high quality learning environment, research culture, student services and local community links.

The campuses will have a designated campus manager and have services provided through the policy, planning and service delivery framework of the UWS Administration and academic support functions.

Table 2 represents an indicative set of functions within each Division and the Chancellery based on current activities undertaken in the University. These should be viewed as a best approximation of the distribution of functions that will be discussed as part of the consultation and implementation phases.

2.3.4   The Colleges

The Colleges will bring together existing academic units under a broad umbrella to achieve much greater levels of communication, integration and cooperation between cognate academic groups within UWS. The governance structure of the academic enterprise will focus on the University level of operation and the broadly based academic groupings of the Colleges.

Section 3: Consultation and Implementation

3.1 Focal points to the reshaping of structure

The broad framework outlined above offers a range of new structural arrangements for the University. These are substantial and far-reaching and will variously require consultation and detailed planning and implementation strategies. In many ways the implementation stage will be characterised by the current UWS Agenda 2000 projects moving past the review and analysis stage to implementation. This is an important factor as a number of the project teams have now developed as valuable organisational change resources that will be enlisted as part of the change process.

There are four main focal points to the reshaping of the structure:

- A revised UWS governance structure, including academic governance.
- The united Administration and academic support functions and all that these encompass.
- The movement to a new academic enterprise.
- The new style of Executive leadership.

These four areas of activity for the reshaping of UWS are presently characterised by quite different levels of discussion, progress, analysis and agreement on the ways forward.

3.1.1 UWS Governance structure

UWS has a fundamental commitment to the community it serves. This is not limited to the community of Greater Western Sydney – it starts with the University's work within the Region and reaches nationally and internationally.

The University is a critical player in regional development whilst the community is vital to the success of the University in its aspirations for the future. The University governance structure is the most significant means through which to link the commitment and contribution of the community to UWS.

The evolution of the Member Councils to Community Councils will be a key element of the new UWS, giving purposeful engagement with community area constituencies and the Region as a whole. I will commission a formal series of community consultations, encompassing significant representational groups within the Region such as Local Government Councils, Chambers of Commerce, large service clubs, cultural and sporting groups. This formal consultation program will include in-depth discussions with the current Member Councils to shape the work of the Community Councils.

I will bring the report of these consultations back to the Board in March 2000 together with recommendations for the final shape, function and membership of the Councils.

3.1.2   UWS Administration and academic support functions

Broadly speaking, the work of the Agenda 2000 projects, the Steering Committee on Shared Services (which developed later) and a range of external reviews has led to a substantial preparedness for implementation related to administrative and academic support functions. The consultation phase will thus be one of developing the shape, size, reporting structures, core activities and objectives of these areas.

The engagement of the relevant parts of the University community in this process to develop these functions is critical to its success. The Deputy Vice-Chancellor who leads this work (assisted by high level project management support) will work with the University community to achieve the best outcomes for the UWS Administration and academic support functions.

3.1.3   The Academic Enterprise

The development of the elements of the academic enterprise comprising the Divisions of Education and Equity and Research and Regional Development will require quite substantial discussion, analysis and development. I intend to institute a formal series of consultations within the University community These will be focused on achieving a cooperative and integrated UWS academic program through the work of the Colleges, research leadership and concentrations, and effective planning and review for the University as a whole.

3.2   Leadership of the change process

The University has a substantial reservoir of talent and experience that should be used wherever possible in developing and driving this change process. The leadership of change must come from the existing senior staff within UWS, not only in recognition of their expertise and experience but also because of their commitment to the growth, development and mission of the University. The current Deputy Vice-Chancellors and the newly appointed Acting Deputy Vice-Chancellor will have prescribed leadership portfolios in this process and will be assisted by other senior staff.

As the Deputy Vice-Chancellors undertake the leadership of the change processes, there will be a commensurate shift in responsibilities at the Member level to facilitate the development and progressive implementation of the new structure.

The Deputy Vice-Chancellors will need to play significant roles in the change process. This is the most critical activity in the work of the University at this time and will require the skills and support of the Executive team. Each will continue with a watching brief of their respective Members but I would anticipate that a further and temporary layer of management will be put in place at the Member level to allow them to manage the introduction of the new organisational arrangements at UWS level.

3.3   Timing of the implementation of change

The initial stage of implementation will include the development of a detailed timeline for the change process. The overriding consideration in this process must be that the core activities of the University continue seamlessly and that there is sufficient time for effective consultations on the detail of the broad framework outlined in this paper.

It is clear that staged implementation will be necessary. As noted above, the administrative and support areas have already been the subject of much discussion and external review. There is already a building impetus for change and the direct and indirect cost implications of not moving immediately are substantial. As such I would expect that the first phase would be characterised by substantial reshaping of these areas within agreed resource parameters. Significant progress should also be possible in the development of this broad framework into a series of implementation tasks by the end of 1999. The process to establish the integrated Administration and services will be the first priority in the change process as it has already been subject to considerable discussion, analysis and the development of recommendations for change. Not proceeding to implementation within this timeframe would be unsettling to staff and continue the inefficient use of resources.

Concurrent with this process will be the discussions relating to the academic organisation, College formation and issues of governance. There will be a formal series of consultations for this phase of the change. A further phase in the process involves establishing the form and focus of the Community Councils and the College Boards of Studies.

The consultation and development stages of the academic and governance elements of the structure, however, need to be timely. In terms of external marketing and recruitment of students, the die is already cast for 2000. But it will be critical that UWS develops, embraces and promotes a united identity and academic program throughout next year. It is yet to be determined whether the full extent of the changes to the academic enterprise can be defined and decided fully before the commencement of the 2001 academic year. There will, however, be a number of decision points requiring action, new approaches and fundamental change to the way in which UWS administers and conducts its academic work. These will occur over the next 15 months with a view to a much greater level of integration and a more coherent and collaborative academic program for UWS in 2001. The new UWS academic structure would ideally be in place in large part by this time, but there will still be much continuing work in areas of curriculum, course development, academic and research planning, management and policy development.

It is important to recognise that logical, well advanced reorganisations in keeping with the spirit of this document could occur before a final paper is taken to the Board of Trustees in March 2000. Any such change will be reported to the Board of Trustees.

3.4   Governance

The Board of Trustees will continue in its current role. The changes to governance that are required relate to the formation, terms of reference and membership of the Community Councils and the new style of academic governance.

The development of the operational framework of the Community Councils will be dependent on the discussions within the University and the external community relating to the role, membership and functioning of the Councils. Many of the functions currently undertaken by the Member Councils will be subsumed within the integrated University approach to policy and planning. There will be a much smaller "internal governance" role than for the current Member Councils. The new Community Councils will have more of a partnering role with their campus(es) in the

development and enhancement of the University's academic and research work in the Region and beyond.

It will be essential that the set of consultations outlined above give the University the opportunity to bring about more effective and purposeful involvement of students in its governance. Given the well recognised loyalty to local campuses at which students study and to their disciplines and increasing student expectations, the Community Councils provide an improved opportunity for students to have an effective voice in the quality of their University experiences in their particular area of study and University campus environment.

Academic Governance

The role and responsibilities of the Academic Senate (or Board) will change in the integrated and united UWS. There are many elements of academic governance that are currently located at the Member level and are not the purview of the Senate. Additionally, there will be a more formal role for the Senate in ensuring and assuring cooperative activities and the all-of-UWS academic program. The development of the role of the Senate under the new UWS academic structure and organisation will require considerable discussion and reference to current practice and other models of

Table 3 Draft Implementation Plan

Time	Administration	Academic	Governance
Present time to March 2000	• Consultations and commencement of implementation • Implementation teams established • Project Manager appointed	• Consultations and development of detail for implementation and academic program integration • Implementation teams established	• Consultations and development of detail for commencement • Implementation teams established
March 2000	• Final paper to the Board of Trustees	• Final paper to the Board of Trustees	• Final paper to the Board of Trustees
2000	• UWS Policy and Practice replaces those of the Members • Leadership of functions progressively determined and in place • Structure and operation in place by end 2000 • Separate administration and support services phased out	• Leadership of major areas in Divisions in place – mid 2000 (Members functions gradually shifted to Divisions) • Divisions developing detail of operation • Colleges Deans appointed by mid year • Operation of Colleges discussed and defined throughout 2000	• Academic Senate commences operation under new arrangements • Membership of new Community Councils established by end 2000 • (Member Academic Boards cease. Members increasingly de-emphasised)
From 2001	• United administration functioning effectively with IT systems support	• Colleges and College Boards of Studies commence operation • Further work on the new academic structure and programs conducted throughout 2001	• Community Councils commence operation • (Member Councils cease)

operation. The consultation phase must be planned to ensure linkage or coverage once Member-level decision-making ceases. Issues to consider include:

- Academic Senates and Boards are under pressure to be more proactive in outlook and activity, for example, to undertake decision-making in a more timely and efficient way. The challenge is how to do so without losing the consultative element that has characterised the Academic Senate.

- It is important to consider where Senate should have the major decision-making role, on behalf of the Board of Trustees, and where it should provide opinions to UWS management. Getting the balance right ensures equitable participatory decision-making in the University.

- It is important that areas of academic governance presently held by the Member Academic Boards become part of Senate rather than management.

- A further point for discussion is whether the traditional 'forum' role of Senate is out-moded, given that it will be increasingly engaged in decision-making on practical issues involving academic matters.

I intend to extend the brief of the Agenda 2000 project 1.1, which is nearing completion in its current form (see Table 1), to include the development of the necessary operational parameters for the Community Councils and the Academic Senate. I will take overall responsibility for this part of the process but will rely on the Executive for advice and input. The Chair of the Academic Senate will have responsibility for framing the new academic governance structure for recommendation to the Board of Trustees.

The re-organisation of the academic units within UWS into the College structure will require involvement of staff, students, unions and the professoriate as a whole. I would anticipate that the revised academic organisational structure would need to be developed during 2000 for implementation during 2001.

3.5 Staffing arrangements for the leadership and management of the consultation and implementation phases

There is a range of activities and staffing arrangements, summarised in Table 4, that must now be put into place, including:

- Deputy Vice-Chancellors will be seconded to lead the change process. This will entail parallel temporary arrangements at the Member level in the immediate term. The Deputy Vice-Chancellors will be assisted by other senior general or academic managers seconded to the role on a full or part-time basis.

- The secondment of key senior staff to lead and coordinate the change process is pivotal to its success and is to be relatively short-term in duration. These key staff are best placed to assist the University in achieving the objectives of this reshaping of the institution. They will be undertaking a specific and finite task that creates the new UWS. Once the structure is sufficiently well established, I will then move to fill the most senior leadership positions on a permanent basis.

- A full-time senior level Project Manager will be appointed on a short-term basis to work with the Deputy Vice-Chancellors and other senior staff. This person will have extensive experience in change management and will have a role in

analysing, consulting, developing proposals, strategy and implementation schedules. Given the phased nature of the implementation timetable I would expect that the Project Manager would focus first on the administration and academic support areas and then move to assist in the academic area. The project manager will be available to provide advice, support and coordination of effort across the new Divisions.

The human resource dimensions of the project management role will be considerable and effective consultations with staff and union representatives important throughout. The project manager will also have responsibility for the overall coordination of this phase of implementation to ensure compatibility and fit of each functional area with the objectives of the process.

- A series of small, focused implementation teams will be created to work on all areas to be integrated. This will ensure the staff of the University are actively engaged in the change process and are able to use their knowledge and expertise to add value to the structure, policy and procedures that are developed. Each implementation team will need some dedicated support to ensure the key principles and objectives of the restructuring process are followed and that there are sufficient resources to consider fully all possible options. This will normally be in the form of UWS staff engaged to work full or part time on an element of the project as part of the overall team.

  For many functions, these groups might be the already active and functioning Agenda 2000 teams. For others, the teams will need to be established. The Phillips Curran report raised the question of whether staff in areas to be affected by the change would be in a position to develop an objective view on the right model for the future. I am of the view that, with the leadership, support and guidance of the Deputy Vice-Chancellors, senior staff and the Project Manager and with the possible involvement of some expert help as deemed appropriate, the UWS staff have the capacity and commitment to developing a meaningful and efficient model for the future.

- The University will need high quality advice and support for dealing with the human resource and industrial implications of this change process. Once the Project Manager is in place and the working groups start their detailed analysis of functions for implementation, an important priority will be to develop the methodology for dealing with all staffing issues that may arise. This will include a formal consultative mechanism developed with the staff unions consistent with the Enterprise Agreements.

  In the first instance, it will be important to institute a process to appoint a Director of each area. It is crucial that an equitable and fair process based on merit is used to select the best person for the position. This may involve an internal or external recruitment process or both. The overall process to appoint the senior staff will be led by the Vice-Chancellor or by the Deputy Vice-Chancellors in consultation with the Vice-Chancellor, and with the support of a range of senior UWS staff and external advisers used as part of a committee process.

  These senior staff, together with the Project Manager, will then lead an extensive work flow analysis of the functional area and develop an optimal operational framework and staffing profile within the agreed resource parameters. This will then be recommended to the Vice-Chancellor and Executive for consideration prior to implementation.

At each step in this process the appropriate levels of consultation and communication with the staff and staff unions will be undertaken. It is essential to ensure that the change process involves staff in an optimal way. A communication strategy will also be developed to ensure that all staff affected by the integrated administration and support functions, or otherwise, are aware of progress and have sufficient opportunity to communicate about this.

- I anticipate that the transition for some functions will happen quickly and seamlessly. Others will require a phased introduction. Overall, I expect that there will be a period of time when UWS, in effect, has two systems operating in parallel. This will be necessary to ensure that there are no gaps and no slippage in our provision of services to students and staff and in meeting our external obligations to government. These should be aligned and the major components of the integrated model in full operation by the end of 2000.

3.6   The Division of Business and Resources

Many of the functional areas of this Division, whilst uncontested at the level of principle, still require quite extensive analysis prior to full-scale implementation. The scope of this part of the process is quite large and represents a significant portion of the University enterprise, but also includes the most likely areas for early, visible and tangible change. The project manager will commence work with this Division.

Many of the administrative functions to be integrated rely heavily on the effectiveness and efficiency of the new suite of IT systems. As such, both the shape of the function and the timing of integration will depend on the work in developing and implementing these systems. The initial step in the work in this area will be to produce a comprehensive and detailed timeline of the IT systems installation. This will assist in developing the schedule for the administrative functions change processes.

Table 4 : Staffing arrangements for the leadership and management of the consultation and implementation processes: 1999–2000

Board of Trustees		
Vice-Chancellor and Executive		
Division of Education and Equity	**Division of Business and Resources**	**Division of Research and Regional Development**
Deputy Vice-Chancellor	Deputy Vice-Chancellor	Deputy Vice-Chancellor
Project Manager – working on a phased implementation schedule.		
Senior staff to assist implementation or to lead functional areas of this Division	Senior Staff to assist implementation or to lead functional areas of this Division	Senior staff to assist implementation or to lead functional areas of this Division
Implementation teams	Implementation teams	Implementation teams
Divisional Staff input	Divisional Staff input	Divisional Staff input
External advice	External advice	External advice

There is a range of key reference documents to assist in the development of implementation plans for this Division. The most recent and relevant is the draft report of the NSW Audit Office dealing with a performance audit of the UWS administration. When received in its final form, this Report should form one benchmark against which much of the structural and operational considerations are tested.

3.7 The Division of Education and Equity

In many ways the academic dimension of the proposed changes to UWS is the most far-reaching and has the greatest potential to bring about the integration, cooperation and efficiencies now required. It is also the least honed element of the proposal. The process to bring about the new academic organisation will thus require an extra consultation step.

The College model is an effective way to bring about collegial and cooperative academic endeavour that spans the campuses. A process of analysis and discussion will be necessary to develop the next level of detail of the College structure.

I will seek advice on:

- Academic groupings to be included in the Colleges;
- The role of the Colleges and their constituent units;
- Budget models to support this style of academic organisation;
- Leadership of the Colleges and the role and responsibilities of the Dean;
- Community engagement with the Colleges and the University; and
- Levels of delegation and decision-making under the College structure.

To facilitate the development of the College structure it would be advisable to have the Deans appointed by mid-2000. This will give the Deputy Vice-Chancellor responsible for establishing the Colleges the necessary senior academic support to develop the detail for the College operation.

This part of the academic organisation is one element of the Division of Education and Equity. Therefore the Deputy Vice-Chancellor will also be required to provide the necessary detail for the operation of the other elements of the Division.

A detailed schedule for implementation will be developed for consideration by the Vice-Chancellor and Executive. Overall, it is anticipated that implementation of the full portfolio in this Division will be progressively in place through 2000 and 2001.

3.8 The Division of Research and Regional Development

This dimension of the work of UWS is vital to its future development and success. The University needs a comprehensive, coordinated and enterprising approach to research and to regional development and engagement. The functions outlined for the Division of Research and Regional Development in Table 2 need to be captured, analysed for best practice and strategic direction, and given substantial and effective leadership. A detailed schedule for implementation will also be developed for consideration by the Vice-Chancellor and Executive.

The crucial work in bringing together the disparate research activities and foci under an all-of-UWS framework will require sensitive, innovative and strategic leadership. The task to address the myriad of issues impacting on the UWS research program must commence immediately as we grapple with the implications of the Research Green Paper now and into the future.

An early task will be to review the UWS Research Management Plan in the light of the changes to UWS and to the external research environment. The regional development focus is important and fundamental to the operation of UWS. It is also a key driver in the work of the Community Councils. The Deputy Vice-Chancellors will have Executive responsibilities for the work of the Councils and community liaison and will need to ensure the UWS goal of community engagement and regional development is at the forefront of our structural and operational considerations.

3.9   The UWS legislative framework

The University operates within a legislative framework defined by the UWS Act, 1997, the UWS By-law, 1998, and the UWS Rules. These were developed following a two year period of review. This examination of the guiding legislation of UWS was necessary to address fundamental operational difficulties which had emerged during the first seven years in the life of the University and were highlighted when UWS Nepean sought to leave the UWS federation during this time. The University was fortunate to have the active support and encouragement of the Minister for Education, John Aquilina, for the development of a new Act to address these issues.

A key question in the consideration of the proposed changes to the structure and operation of the University outlined in this paper is: Can it be done within the current legislative framework? Put simply, the answer is "yes", with changes to the Rules and through adopting some amended definitions of parts of the University as provided for in the Act.

The first principle in revisiting the structure of the University was to determine the optimal administrative, academic support and academic activities for UWS into the future. Whilst it is clear that the reshaped UWS proposed in this paper can operate within refinements to the current legislative framework, it may be more effective to consider amendments to the Act towards the end of 2000.

This was the case for Charles Sturt University in 1998 when changes to the CSU Act were necessary to accommodate new administrative and governance arrangements. Until that time, CSU had been operating under an Act which was almost identical to the original UWS Act. These changes were in the form of an Amendment Act. I would anticipate that if any change to the UWS Act is to be considered it would also be in the form of an Amendment Act. These issues will be canvassed more fully in 2000 as the detail of the proposals is developed.

In the immediate term, it is important to note that the UWS Act, 1997, and By-law, 1998, put a very broad structure in place. These details are contained in the Rules adopted by the Board and, given there are few formal definitions prescribed in the Act, it is possible to interpret its elements to give effect to the proposed structure. The Board will clearly need to revise the Rules in the light of the proposed changes. The Minister will also be required to approve certain changes to the institution's formal arrangements to give effect to the changes. In short, the key requirements are:

- The Board will continue its role without change.

- The Members are defined only briefly in the Act as "an educational institution or part of an educational institution". This definition allows the possibility for the University to seek the Minister's assent for the sub-regional or area campus groupings, proposed to give focus to the work of the Community Councils, to become the "Members" under the Act. The proposal to have four rather than three Members (and therefore Councils) was foreshadowed as a possibility in the Act and requires only the approval of the Minister, and not legislative change.

- This would then result in the Community Councils becoming the Member Councils prescribed in the Act. These Councils are proposed to enhance the University's commitment to the Region and support very well the intent of the Act.

- The Executive management and leadership of the University defined in the Act relates only to the Vice-Chancellor, the "Principal Executive Officers" (PEO) of the Members and the Chair of the Academic Senate. In the new structure, the role of the Vice-Chancellor and the Chair of the Senate would not change from that contained in the Act, although the detail in the Rules might change. The role of the Principal Executive Officer is described as "the academic and administrative head of the Member". This again can be accommodated by a Deputy or Pro Vice-Chancellor having responsibility for oversight of the University's operations within defined sub-regions and for the campus managers having direct reporting lines to the Chancellery.

  These responsibilities would then be discharged through a much more integrated UWS. The leadership of the academic and administrative processes required of the PEOs and the internal governance responsibilities which now rest with the Member Councils would be achieved through a series of delegations to the UWS Administration, campus management and the Divisions.

- The current arrangements to have the Chairs of the Councils as members of the Board of Trustees and Deputy Chancellors would continue while the current unamended Act was in force. This would mean four such positions. Again, this is possible within the framework of the Act.

The processes to implement the new structure will require consultation with the Minister, a further revision to the Rules and the establishment of clear lines of delegation to operate within the intent and meaning of the UWS Act, 1997. All of these activities would lead to the University being in a much better position to respond to the review of the Act in 2002, as announced when it was introduced to the Parliament and required under Section 45, to recommend any changes to the Act. Alternatively, if it becomes clear in 2000 that the newly reconfigured UWS would be better served by an Act amendment, this could be proposed by the Board of Trustees to the Minister at that time.

Appendix 1:

The Internal UWS Environment and Indicators for Change

The Internal UWS Environment and Indicators for Change

There have been numerous indicators of the unproductive and difficult conventions and organisational arrangements which have characterised UWS. These are briefly summarised and commented on below:

Committee to Review the Structure of UWS, 1995 (CRS)

There are expectations as yet unfulfilled from the 1995 CRS. CRS Implementation processes and the new UWS Act. The CRS report[1] specifically noted:

"Unless the organisation has a sense of purpose and a clear direction, and that purpose and direction are widely known, decisions will be, or appear to be, ad hoc or unfocused." (p.27)

"While the teaching, research …would take place within the Members…Academic Board would be responsible for planning, setting performance target and monitoring performance. Funds would be available to OVC to reward performance against planned objectives, including effective collaboration." (p.53)

"Some benefits could also operate in the administration side of UWS, where expertise and resources could be shared within administrative structures. Cost benefits would only occur if some form of centralised operations were implemented." (p.68)

"Opportunities would be available for faculties to collaborate particularly in high cost / low student number courses….University wide graduate schools could be considered….Opportunities would also exist for researchers to collaborate and cooperate." (p.69)

Value Adding at UWS

The Report *Value Adding, Costs and Best Practice in the University of Western Sydney Federated System[2], by Phillips Curran,* 1998, highlighted the need for the operation and organisation of the University to match the rhetoric of cooperation that underpinned the new Act. In many ways, this report led to the first formal recognition of the dysfunctional elements of the University.

"UWS is a comparatively expensive institution to administer with a relatively high proportion of expenditure on support activities and a correspondingly relatively low proportion of expenditure on academic activities and research". (p.47)

"The Members should agree that cooperative endeavor is the norm, not the exception, and that the individual interests of a Member can be subordinate to the collective interest except in instances where that would clearly compromise the Member's autonomy to conduct its core business of teaching, research and community service". (p.18)

The incorporation of the recommendations of this report in the projects clustered in Chapter 6 of Agenda 2000 and subsequent work of the project teams has led to a quantum shift in the movement towards cooperation and integration.

UWS Agenda 2000

UWS Agenda 2000 has created a substantial and undeniable groundswell for change and also identified significant opportunities and imperatives for greater efficiencies, consolidation and integration. The terms of reference of many projects are continually being revised to effect a more comprehensive unification of administrative organisation and processes at UWS.

Agenda 2000 is about cooperation and, not unexpectedly, it has highlighted dysfunctional and inefficient arrangements across a spectrum of our endeavours, as well as opportunities for coordinated planning, shared services and collective effort. The extra load on the staff working to bring clarity and consistency to our endeavours also point to a need for productive change. Captured briefly, it was agreed at the outset that the key areas to be tackled coherently, collectively, and efficiently can be clustered in three domains:

- *education and equity*
- *business and resources*
- *research and regional development*

The UWS Budgetary situation and resource allocation

UWS's underlying financial health is quite sound. Although we have had a major capital works program over the last decade, we have managed this without entering into external debt.

However, UWS's budgetary situation has deteriorated quite dramatically in recent times. The main cause is that our University is experiencing simultaneously the end of a decade of targeted growth funding to assist its establishment, and the impact of the Commonwealth's general funding cutbacks to the higher education sector. The immediate problem for UWS is the increasing difficulty of balancing our annual operating budget.

For 2000 and beyond, it appears that, on the most optimistic projections, UWS will be struggling to avoid annual deficits. At best, therefore, UWS will have no capacity to innovate or respond to newly identified needs or opportunities.

However, the more likely budgetary scenario for the coming triennium is more pessimistic. There are external developments which, on current knowledge, are likely to worsen our position. The Commonwealth's current policy direction on research will have a major negative financial impact on UWS and will lock us in a annual downward spiral in funded places. The possibility of the Commonwealth introducing a form of student voucher funding presents a major challenge for UWS with significant income implications. UWS, like many other Universities, has very little leeway in its capacity to fund staff salary increases because the Commonwealth no longer provides for any salary supplementation.

Developments on any of these fronts has the potential to tip us into serious deficit over the triennium.

There are also other internal expenditure pressures, such as much needed increased funding for information technology innovation, which we ignore at risk to our competitiveness and the quality of service we can offer to our staff and students.

UWS has little capacity to absorb overruns or unexpected expenditure, even in the short term. In common with most other post-1987 universities, we have scant reserves to fall back on. We do not, at this stage of our development, have significant endowments nor uncommitted investments. Our cash reserves have been depleted in recent years to help fund essential capital works and campus developments. In 1995 our reserves were $70.9m. In June 1999 they were $45.2m. Of that sum, $31m are long term investments fully committed to cover our known deferred staff liabilities (superannuation, etc).

We do not have any capacity to rebuild these reserves to any significant level in the foreseeable future.

UWS cannot go into the next decade in a budgetary straitjacket: we have both to manage our university more economically and improve our capacity to attract.

UWS has a very respectable record of expanding its non-government income. Currently 25% of our total income is generated from non-government sources. This does, however, also bring an increased risk factor: we are now dependent on this income. Our largest source is overseas fee paying students, and while this is continuing to grow, it is potentially highly volatile. UWS will need to both sharpen its competitiveness in this area and diversify its non-government revenue sources.

We know we have the capacity to make savings through organisational reform: by integrating many of our current functions, removing non-productive triplication, rationalising academic programs and by more effectively utilising the potential of IT systems. The dimensions of such savings will be established through careful benchmarking, analysis and consultation, but the advice of external experts has been consistent in indicating they could be considerable.

It is increasingly clear that, from a budgetary perspective, the organisational status quo for UWS is unsustainable. Organisational reform to allow the freeing of resources for innovation and growth in core programs in an imperative.

Change imperatives

The staff and students expect that the current operational difficulties will be addressed and decisions made to "bring the University together". There are consistent messages across the University asking for operational activities to be brought under a UWS-wide umbrella. Questions are being raised continually as to why there is not one set of policies and practices across the University. Frustration is palpable.

A strong impetus for change was expressed by the senior staff at their conference in November 1998. This was strengthened by a plea for the University to create the climate where staff have the freedom and opportunity to work together, share ideas and not produce three smaller and less viable, or less acceptable, outcomes.

The review of Interim Rules being conducted at the request of the Board continues to highlight a range of difficulties, overlaps and inconsistencies in the operation of the governance and executive management structures defined in the Act. The current situation has led to an increasing need to manage activity within the University by the development of protocols, rules, operational standards and policy directives, thus creating an environment of regulation rather than trust and cooperation

The efforts to create UWS-wide (or more than one Member) academic programs have been hampered by the lack of academic program development and quality assurance processes at the University level and by the protracted negotiations, coordination and redesign efforts needed to achieve agreed and satisfactory educational outcomes. The historic lack of institutional collaboration and cooperation in either administrative or academic areas has meant that any progress made is most often idiosyncratic and dependent on the goodwill and initiatives of staff rather than as part of a planned approach to cooperation. There also continues to be unproductive internal competition, with efforts at the University level often thwarted by Member purposes. This leads to the continuing lack of effective cross-institutional communication on proposed initiatives, developments or achievements, resulting in duplication and unnecessary internal tensions.

There has been a number of campus or Member-based restructures and re-organisations. These have had differential impact and reception. However, it is important that the benefits, positive attributes and lessons from these processes are harnessed and considered in the reshaping of UWS. There is a sense of "change malaise" that must be overcome to effect meaningful conversations about the form and strategic direction of UWS. We must now act together rather than separately if we are to finally harness our potential.

UWS Research activity

Although there has been a steady and praiseworthy growth in research activity and training UWS has not yet developed the research concentrations and reputation that its size should allow. Serious questions need to be asked and decisions taken to maximise the research effort at UWS. The impact of the Commonwealth Green Paper on Research, *New Knowledge, New Opportunities"*, will force us to address even more the need to develop a unified research strategy and administration.

UWS system-wide leadership and management

The use of leadership portfolios and system-wide service contracts for key administrative tasks requiring all-of-UWS outcomes has not been as successful as anticipated. The problems flow from a combination of factors: unclear lines of responsibility; different systems within the Members; the lack of a coherent UWS policy framework; no agreed accountability measures; and no agreement to allow authority for action within all Members for UWS-wide portfolio and contract holders.

Expert external reviewers are pointing to unacceptable inefficiencies that have a measurable impact on the quality of service provision, the cost-effectiveness of those services and indeed on our capacity to manage in a complex regulatory and reporting environment.

Some of these reviews include:

a) Deloittes[3]: UWS engaged Deloittes to conduct a review of the University's finance function, process and related IT issues. The report of this review notes:

"UWS has high staff numbers compared to benchmark. This generally translates to lower skilled staff, or staff focussed on transaction processing. Modern systems such as Oracle allow the automation of workflows to reduce the transaction processing effort

required and to allow staff to focus on more value adding activities like analysis. It appears this functionality is not being used consistently across the Members.

"The finance function is duplicated at each member, only sharing a server. This duplication will drive cost in transaction processing areas. Ideally high volume transactional processing can be shared between Members at reduced effort and cost." (p.8)

b) NSW Audit Office[4]: The NSW Audit Office, following concerns relating to the costs associated with the Financial Audit of UWS, advised the University that they would be conducting a short performance audit of the UWS Administration. Their draft report states:

"The cost of administration of the University of Western Sydney is the highest of all universities in New South Wales. A larger proportion of the budget is spent on administrative staffing …(partly)… because the University's three founding institutions, the Members, are administered autonomously. … In many respects the Members actively compete with each other and as a result the service to the University's customers, students especially, can suffer." (p.3)

"It is not essential that administration be run autonomously for each Member, although care needs to be taken to ensure that administration remains responsive locally and that local needs are powerfully articulated." (p.15)

c) UWS commissioned a study of the University's readiness for Y2K[5]. As the interim status report noted, the inefficiencies of the structure have again hampered development:

"In some areas the approach to transition management is to react to events as and if they occur rather than doing any anticipatory plan for key failure scenarios. To date, clear ownership of transition management planning and procedures has not been established." (p. 28).

The UWS Academic Program

UWS has developed and supported growth as a comprehensive University and has a broad spectrum of research and academic offerings in the fields of the humanities and social sciences, science, engineering, technology, agriculture, the health sciences, education, business and law. Many undergraduate offerings have their origins in the configuration of courses of the three institutions which came together to form UWS in 1989. Courses in the foundation fields of study which constituted the University's academic program at that time, and those which were introduced later, have usually remained grounded in professional practice and relevance to services and industry, at both undergraduate and graduate levels.

As last count, the University had about 1300 courses and 5000 subjects "on the books". All three Members are conscious of the need to improve the quality of their courses and to rationalise their subject offerings and to this end are actively involved in reviews of their academic awards. Cross-Member collaboration in academic coursework is embryonic. The barriers to collaboration are those of separation, history, structure and funding.

The first of these impediments is simply the result of a lack of venues, means and incentives to share ideas and information about educational content and developments

in the different areas of study. Thus, curricula have developed and diverged in the same field in two or three Members, with little opportunity or encouragement for cross-fertilisation. Most of the work in course review, development and rationalisation takes place within the envelope of a school, faculty or Member institution, under the umbrella of the relevant Academic Board. The isolation of academics with similar discipline and course responsibilities is such that independent proposals have arisen in two Members in the same field without the proponents being aware of each other's work.

The second of these impediments – history – is well understood by those who have been with the University through the years of its formation, development and difficulties. But as the University embraces a spirit of cooperation, learning and reciprocity, it is the future, not the past, which must guide our academic debates and deliberations. At the same time, we must ensure that we protect the best of the University's traditions, in particular, its commitment to equity and access, to academic standards and innovation and a passion to foster in students professional skills, intellectual maturity, and the confidence and curiosity to continue learning, formally and informally, throughout life.

The third barrier relates to the current structure and funding of the academic units of the University, which are primarily designed to meet the goals of each Member institution, albeit within the broader mission of the University as a whole. These have mixed effects. They provide identified foci of educational activity which provide staff and students with a sense of identity, a source of support, a context for learning and a community of minds. Funding formulae and allocative mechanisms within the Members, each of which currently receives a one-line allocation each year, flow to budgetary units and reinforce their boundaries and distinct activities. This is inevitable in any large organisation, but, to the extent that it discourages beneficial academic partnerships in research and teaching, it is maladaptive. There have emerged a number of cross-Member links, but these have often been initiated only through the persistence, vision and determination of key staff.

Discussions around the desirability of academic collaboration, competitiveness and enrichment over the last year or so have centred on the balance of "academic creativity and independence", and "all-of-institution planning and quality assurance". Some staff have cautioned against a loss of the diversity, creativity and initiative that is provided in small scholarly teams and, related to this, the "grey uniformity" of system-wide curricula. For others the current structure represents lost opportunity in quality assurance, educational synergies and academic collaboration which will enable the University to build a world-class academic profile.

The University's budget has been steadily contracting since the Commonwealth cuts to projected growth in 1996. UWS now faces threats to research funding and capacity contained in the research Green Paper and the need to fund future salary increases within a diminishing resource base. The University cannot continue to "carry" subjects for which there is marginal student demand, or develop two or three different and high quality flexible learning modules for the same subject. It will become increasingly difficult to explore innovative teaching programs in emerging disciplines *unless* academic units achieve economies of scale or collaboration. For student choice and progression and a rich educational and research environment, it is critical that academic "silos" give way to academic seamlessness.

The External Environment

There is now a high level of community ownership of the University of Western Sydney. It is recognised as a focal point and unifying force in the region. There is a growing understanding of the University as one institution and an expectation that the organisation of the University ensures a coherent public face is presented to Greater Western Sydney and the community at large.

There is also an increasing community identification with each local campus as a fundamental building block of the University. However, State and Federal governments are becoming impatient and intolerant of the difficulties in representing UWS as a cohesive, efficient and effective single institution.

Significant and ongoing confusion surrounding UWS nomenclature continues unabated, particularly in relation to Members, campuses and officers. The UWS processes to explain our structure and nomenclature have failed. Our various local, national and international audiences often cannot visualise or understand our organisation or our public messages – they are at odds with our public promotion and marketing endeavours. Our organisation as a federation or University system appears too complex and our representations and explanations often impenetrable or illogical. Media representations of UWS also continue to be problematic. Although the new UWS Act makes it clear that the external face of the University is the responsibility of the Board and the Vice-Chancellor, our external "image" or "identity" is mixed, uncoordinated or incomplete.

Recent Commonwealth Government policy and funding decisions are not particularly friendly to universities, including UWS. We face real reductions in our operating grant, the possibility of unfunded student services, the potential volatility of our domestic and overseas "markets", the impact of the Research Green Paper and the implications of potential policy and funding changes in relation to "student centred funding", with rumours of a new funding regime ("Super HECS").

The expectation of learning opportunities is becoming one much less constrained by time and place. Flexibility is critical. Institutions will need to look seriously at academic conventions, timetables, calendars, degree structures and ownership to ensure they capture a distinct competitive advantage. UWS must capitalise on its campus strengths, location, outreach and coverage to identify and implement a united strategy.

The different management information systems, organisational structures and academic programs make all-of-UWS reporting and strategic external representation both problematic and unconvincing.

There is an urgent need to move from the rhetoric of cooperation and collaboration in UWS to show government and stakeholders that, in reality, the University can be a single (but multi-faceted) entity of substance and relevance. Sufficient time has elapsed in our development to expect UWS to bring to fruition simple, single administrative and external reporting processes that work effectively for the institution as a whole.

Notes:

1 Committee to Review the Structure of UWS, Report to the Board of Governors, November 1995.
2 *Value Adding, Costs and Best Practice in the UWS Federated System*, Phillips Curran P/L, April 1998.
3 *UWS, Finance and IT Solution*, Deloittes, March 1999
4 *Performance Audit of the Administration of UWS*, NSW Audit Office, September 1999
5 *Year 2000 business Readiness Review (Interim Status Report)*, DMR, September 1999

Appendix 2:

Current Academic Organisation

Current Academic Organisation

Faculty/School	Department/Division	Member
Faculty of Environmental Management & Agriculture	Agriculture and Rural Development Environmental Health Occupational Safety and Health Sustainable Tourism Sustainable Environments	Hawkesbury
Faculty of Health	International Health Studies Nursing and Health Theory and Practice Primary Health Care Postgraduate Studies	Hawkesbury
Faculty of Management	Accounting and Finance Economics Environmental Planning Hospitality Management Information Systems Law Management and Marketing Mathematics and Statistics Property Economics Construction and Building Sciences	Hawkesbury
Faculty of Science and Technology	Applied Science and Technology Biosciences Physical Science Horticulture and Plant Science	Hawkesbury
Faculty of Social Inquiry	Critical Social Science Humanities Social Ecology	Hawkesbury

Current Academic Organisation

Faculty/School	Department/Division	Member

Arts and Social Science	Aviation
	Humanities
	Sociology and Social
	  Anthropology
	Computing and
	  Communication Studies
	Psychology
	Sports Studies
	Social Policy and Human
	  Services
	Visual and Performing
	  Arts
		Macarthur

Business	Accounting Economics and Finance Management	Macarthur
Informatics, Science and Technology	Biological Sciences Chemistry Computing and Information Services Design Mathematical Sciences Physics	Macarthur

Education and Languages	Languages and linguistics
	Primary Teacher
	  Education
	Early Childhood Teacher
	  Education
	Secondary Teacher
	  Education
	Continuing Professional
	  Adult Education
		Macarthur

Health	Podiatry and Osteopathy Occupational Therapy Diversional Therapy Nursing Public Health Traditional Chinese Medicine	Macarthur
Law		Macarthur
International Institute		Macarthur

Current Academic Organisation

Faculty/School	Department/Division	Member
Accounting		Nepean
Business and Industry Operations Management		Nepean
Centre for Astronomy		Nepean
Centre for Critical Psychology		Nepean
Civic Engineering and Environment		Nepean
Communication and Media		Nepean
Computing and Information Technology		Nepean
Contemporary Arts		Nepean
Cultural Histories and Futures		Nepean
Design		Nepean
Economics and Finance		Nepean
Employment Relations and Work		Nepean
Health and Nursing		Nepean
Law		Nepean
Learning, Development and Early Education		Nepean
Lifelong Learning and Educational Change		Nepean
Management		Nepean
Marketing, International Business and Asian Studies		Nepean
Mechatronics, Computer and Electrical Engineering Science		Nepean
Social, Community and Organisational Studies		Nepean
Teaching and Educational Studies		Nepean