

9.30AM – 2PM, Friday 24 November

Wellbeing at UNSW: Connection for support

Hosted by UNSW Student Wellbeing CoP

On campus: The Roundhouse (Rooms 2 – 4, Upstairs)

Online: [Join MS Teams Session](#)

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Time	Topic/Session	Presentation title	Abstract
8:30 - 9:10am	Morning Yoga (Rooms 7 & 8)	Yoga with Patsie Teacher: Professor Patsie Polly	Add Yoga to calendar
9.00 - 9:30	Registration		
9:30 - 9:40	Welcome	Acknowledgement of Country and Welcome Presenters: Dr Jess Macer-Wright and Dr Chris Maloney	
9:45 - 10:45	Session 1 - Keynote: Student Panel + Discussion	Student Wellbeing as a Core Deliverable Presenters: Madhav Raman (Facilitator), Hayley Jiang, Eunice Cheng, Aaron Saint-James Bugge and Ratih Arruum Listiyandini	Abstract
10:45 - 11:00	Morning Tea		
11:05 - 11:12	Session 2	Improving Student Well-being and Belonging Through Collaborative Rubric Design Presenter: Dr Pranit Anand	Abstract
11:13 - 11:20		Building connections with Team-Based Learning Presenter: Valerie Combe-Germes	Abstract
11:21 - 11:28		Library as a student community: fostering wellbeing through the Library Peer Mentor (LPM) Program Presenters: Jane Campbell and Jordan Stoddart (student)	Abstract
11:29 - 11:36		Connecting to culture hidden barriers for international students Presenters: Madhav Raman and Oliver Jackson (student)	Abstract
11:37 - 11:44		Accessible and Engaging Online Lectures for All Presenter: Associate Professor Terry Ord	Abstract
11:45 - 11:52		Do mock exams effectively reduce anxiety in students before the final practical exam? Presenters: Dr Parthasarathi Kalaiselvan and Dr Revathy Mani	Abstract
11:55 - 12:10	Break		
12:15 - 12:22	Session 3	Building connection through Peer Assisted Study Sessions (PASS) Presenters: James Heath and Doha Goreishi (student)	Abstract
12:23 - 12:30		Fostering Student Belonging in the Post-covid Flexible Classroom Presenter: Nicole Saintilan	Abstract
12:31 - 12:38		Identifying Students at Risk Presenter: Professor Simon McIntyre	Abstract
12:39 - 12:46		Manage Emotions, Avoid Explosions Presenter: Dr Kelsey Burton and Elaya Yang (student)	Abstract
12:47 - 12:54		Building a Community of Feedback Presenter: Dr Poon Leung	Abstract
12:55 - 1:00		A Pan UNSW Strategy to address Student Mental Health Presenter: Neil Morris	Abstract
1:00 - 1:05	Closing	Closing Presenter: Dr Jess Macer-Wright and Dr Chris Maloney	
1:05 - 2:00	EXPO and Lunch	Student Support Services EXPO and Lunch	

Panel Discussion: Student Wellbeing as a Core Deliverable

Presenters: Madhav Raman, Hayley Jiang, Eunice Cheng, Aaron Saint-James Bugge & Ratih Arruum Listiyandini

Student wellbeing is a core deliverable of the Health Promotions Unit. But what does that actually look like? Effective promotion of health and wellbeing is achieved through a co-creation approach, where students are central to the design, delivery and evaluation of projects and campaigns: projects designed with students for students.

The Health & Wellbeing Ambassador program embeds students within the Health Promotions Unit, ensuring the student voice is central to all decisions. Students in leadership positions work with volunteers to enact change and promote H&W across the student lifecycle.

Not only does this enable systemic and long-lasting change, but it also contributes to the student's skills, capacities and future employability.

This presentation will explore various collaborative engagement and co-creation strategies and their resultant outcomes. It will showcase a series of processes used in award winning student wellbeing programs and how the student voice shaped the outcomes. The presentation will highlight effective co-creation and how this builds a community of collaboration and connection.



Madhav Raman completed a dual Master's Degree in Public Health and Health Management (Extension) at the School of Population Health (SPH), UNSW. He served as Coursework Students Officer on the Postgraduate Council (PGC) at Arc UNSW and also served on the Academic Board during his studies. He has worked with the UNSW Health Promotion Unit since 2019 as a student casual and since early 2022 moved into the Engagement Officer with the Unit. Madhav is actively involved in creating and managing programs to improve the well-being of the student community. He has assisted in the management of the Health and Wellbeing Ambassador volunteering program, the Learn to Swim Program for international students, SEXtember, Mental Health Month and many other campaigns.



Hayley Jiang is a current UNSW domestic student, studying a Bachelors of Chemical Product Engineering and Bachelors of Arts. Since starting her degree in 2020, she has been an active part of the Health and Wellbeing Student Ambassador program as both a volunteer and then a student casual. With a keen interest in the landscape of effective student wellbeing programs, Hayley has taken a keen interest in the sexual health space as the Peers Advocating for Sexual Health Co-ordinator in 2023. Alongside her experience in the HWA program, her experience of being a CALD student at UNSW has equipped her with the skills for successful student health promotion.

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Panel Discussion: Student Wellbeing as a Core Deliverable

Presenters: Madhav Raman, Hayley Jiang, Eunice Cheng, Aaron Saint-James Bugge & Ratih Arruum Listiyandini



Eunice Cheng is a 4th year Medicine student at UNSW and a proud Student Ambassador in the UNSW Student Health Advisory Committee. In alignment with her studies and desire to improve the health of all populations, Eunice is a passionate advocate for health, wellbeing, equity and diversity at UNSW. Eunice is honoured to serve and consult in numerous positions and committees across the university including the SHAC, Students as Partners Consultative Group (Division of Equity Diversity and Inclusion), a Senior University Ambassador (UNSW Access and Equity), and the Medicine Student Wellbeing Action Group. She has also been invited to speak on the student experience of health and wellbeing at multiple events and panels. Eunice combines her lived and professional experiences to be a voice for her peers and their health and wellbeing, and is grateful for the opportunity to share her insights at the UNSW Education Festival.



Aaron Saint-James Bugge is a mature-aged 2nd year student at UNSW, undergoing an Advanced Science degree, majoring in molecular biology. Aaron identifies as neurodiverse and queer and is the first in his family to attend university. He works as the Project Manager for the Diversified Project within the School of Education, and is very passionate about advocating for accessibility, equity, diversity and inclusion, in addition to championing Universal Design for Learning principles at UNSW.



Ratih Arruum is a psychologist, sociopreneur, and academic researcher, passionate in the area of mental health research and promotion. Her vision is to utilize the principles of psychological science for strengthening mental health equity and creating global impacts on positive mental health across diverse groups. The vision is reflected in her dedication to research, education, and the provision of community services. She is committed to improving the lives of others. That's why she launched an innovative startup for online health education called HaiMama! This helped Ratih secure the 2022 UNSW New Wave Founders People's Choice award. Ratih also advocates for mental health in Sydney's Muslim student communities as an executive member of the Islamic Society UNSW and Indonesian Muslim Family Students. Ratih is also a speaker, educator, peer-counsellor, and mental health first-aider in the community, as well as advocating for student minorities as the Deputy Chairperson on the Equity, Diversity and Inclusion division of the 2023 UNSW Postgraduate Student Council (PGC).

Improving Student Well-being and Belonging Through Collaborative Rubric Design

Presenter: Dr Pranit Anand

Many University students, particularly those from various underrepresented backgrounds including international students, often experience significant challenges adjusting to campus life. As reported by (Crawford et al., 2020) many of these challenges relate to being unfamiliar settings such as people, environment and norms, however these also include unfamiliar expectations around course work tasks. While a lot of extracurricular work is being done to help students settle in, little is done within the curriculum to alleviate the loneliness and anxieties for students.

While rubrics is increasingly used across disciplines for grading and feedback post assessments, it can be a very useful tool for educators to engage students, provide a sense of belonging and improve awareness about expectations. As Phill Dawson (Dawson, 2017) mentions 'rubrics are just as effective as the conversation around it', and if we involve students in this conversation, through collaboration, its likely to also help improve connections between students. Using rubrics to engage students with the course expectations as well as each other is more likely to lead to better engagement and motivations from students and therefore improved outcomes.

During this presentation I will share a collaborative learning activity where students worked in small groups to interrogate my rubrics and provide better, more relatable expectations for my assessments. Students use this rubric throughout the term as they are working on their assessments to seek feedback from tutors about their progress and finally use it to finalise their work before submission. Feedback from students about their experience with this approach will also be shared.



Dr Pranit Anand is a Senior Lecturer in the School of Information Systems and Technology Management in the Business School. He currently teaches various networking and cybersecurity courses. He is passionate about students' engagement and success and recognises the important role assessments play towards this. He attempts to design assessments that are meaningful, transferrable, and flexible. The assessment processes are always transparent, and students are considered equal partners in the design and implementation of these assessments.

Building connections with Team-Based Learning

Presenter: Valerie Combe-Germes

With online adaptive learning lessons replacing face-to-face lectures, our ARTS1480 French 1 and ARTS1481 French 2 courses needed some revamp around active learning: how could we encourage timely learning (i.e., before the tutorials) and check students' ability to reuse the lessons' key concepts? At the same time, how could we build a cohesive learning environment within an extremely diverse cohort of learners, and foster connections to create a sense of belonging?

The problem was solved at the UNSW Course Design Institute and confirmed with further research: Team-Based Learning (TBL) is an easy, engaging solution to implement, and requires student active participation. To that effect, each of our tutorials now starts with a 10-minute friendly team-based race in Socrative, followed by a 5-minute review of results, including formative feedback. Very rapidly in the term, the students' goals shift from winning the race to discussing the topics in depths, explaining the difficulties to one another within each team. Gradually, everyone feels safe from judgment, confident to either help or be helped by fellow students, and valued for their participation, contributing to a relaxed, pleasant atmosphere in the class and enabling friendships. Both solicited and unsolicited student feedback expressed high satisfaction with TBL.



Valerie Combe-Germes is an EF Lecturer in French Studies, and the Nexus Fellow for the School of Humanities & Languages, ADA. She is passionate about innovation in Learning & Teaching and always curious about new technologies: she led VR projects in languages (2018-2019), transformed her lectures into adaptive learning lessons (2020-2021) and hopes to eventually achieve fully personalized learning thanks to AI. She is also looking into providing students with more inclusive learning environments.

Library as a student community: fostering wellbeing through the Library Peer Mentor (LPM) Program

Presenters: Jane Campbell & Jordan Stoddart

The Library Peer Mentor (LPM) Program was initiated in 2022 and has since evolved into a powerful catalyst for fostering student wellbeing.

An all-year-round, drop-in peer support service, the LPM Program has been at the forefront of experimentation. Our delivery methods range from one-on-one peer consultations to afternoon teas with games and study hacks, from facilitating study groups to organising engaging events that bring students together. Feedback from mentees demonstrates how much they appreciate our approachable LPMs who have lived experience of university life at UNSW and who are helpful in guiding fellow students in their academic journey.

This co-presented librarian-student session aims to showcase the transformative journey of the LPM Program in fostering student connections, providing academic support, and enhancing overall student wellbeing. The main takeaways for staff and students include:

- Effective methods for building community
- The power of peer mentorship in creating a sense of belonging
- Real-life stories of the LPMs' contribution in student success

The Library has been exploring the power of connection to promote student wellbeing and build a thriving campus community. Together, we can create impactful programs that prioritise the holistic development of our students.



Jane Campbell is a Team Coordinator at UNSW Library. She has managed the Library Peer Mentor Program since it began in Term 3, 2022. Jane holds a Bachelor of Arts in Education, English Language and Linguistics and a Graduate Diploma in Information Management. Jane is passionate about student experience and wellbeing and enjoys finding creative ways to engage with and support students through their university studies.



Jordan Stoddart studied his undergraduate degree at UNSW, completing Bachelor of Advanced Science. He started working as a Library Peer Mentor during his final year of study, as the program was starting. After returning to UNSW to start a PhD in Pathology, he returned and has witnessed and participated in the evolving ideas and initiatives of the project.

Connecting to culture hidden barriers for international students

Presenters: Madhav Raman & Oliver Jackson

Lack of confidence and swimming skills inhibit international students from engaging in water-based activities. Australian summer activities centre around the water, but a lack of skills prohibits international students' engagement.

"I used to sit by the water, too scared to enter". The fear of the water is real.

More than half of those who drowned 2022 in NSW were international students and people from culturally and linguistically diverse (CALD) communities, according to the 2022 NSW Coastal Safety Report.

What started off as a basic learn to swim (LTS) program through cross-sector partnership between UNSW, Medibank, UNSW Fitness and Aquatic Centre and Coogee Surf Life Saving Club has developed into an impactful water-safety program, changing the lives of many International Students. Not only do students learn to stay safe in the water, but the program breaks down hidden barriers, with students reporting greater engagement with Australian counterparts and friends offering to practice with them.

It can be hard to recognise the barriers to meaningful connection for international students, and sometimes, they become accidentally visible, as with the LTS program. As the program grew, we adapted its delivery, integrating student mentors into the program, creating an online community, and developing a newsletter and series of social opportunities.

We will share the outcomes of our successful water safety program and how monitoring, evaluation and partnering with students has enabled it to mature into a program that develops skills and builds connections.



Madhav Raman completed a dual Master's Degree in Public Health and Health Management (Extension) at the School of Population Health (SPH), UNSW. He served as Coursework Students Officer on the Postgraduate Council (PGC) at Arc UNSW and also served on the Academic Board during his studies. He has worked with the UNSW Health Promotion Unit since 2019 as a student casual and since early 2022 moved into the Engagement Officer with the Unit. Madhav is actively involved in creating and managing programs to improve the well-being of the student community. He has assisted in the management of the Health and Wellbeing Ambassador volunteering program, the Learn to Swim Program for international students, SEXtember, Mental Health Month and many other campaigns.



Oliver Jackson is a current fourth year Chemical Engineering student at UNSW. Throughout his degree, he's had the opportunity to work with Veolia in their Asset Management Department, SafeWork NSW in the regulation and licensing of major hazard facilities and more recently at Lion's Toohey's Brewery in Lidcombe as an Undergraduate Improvement Engineer. Since 2022, Oliver has worked as the Water Safety Officer for the UNSW Health Promotions Unit. As an active patrolling member of Coogee Surf Life Saving Club since 2015 and a qualified swimming instructor, Oliver is passionate about advocating for water, beach, and sun safety through peer education, outreach, and impactful health promotion campaigns. He has worked extensively on expanding the water safety program at UNSW through development of the Beach Ocean Safe Program, a dedicated UNSW Water Safety Hub and creating collaborations with researchers, surf clubs and community organizations.

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Accessible and Engaging Online Lectures for All

Presenter: Associate Professor Terry Ord

Asynchronous online (on-demand) video lectures have various advantages for students, but the accessibility and engagement of this video content often fails. Students that do not have English as their first language are inherently at a disadvantage. The speed of delivery, a lecturer's accent, the use of jargon or the general complexity of words used present barriers to student comprehension. Viewing a traditional 50+ minute lecture online can be challenging for other reasons as well. Many students report lack of focus, engagement and comprehension because of the passive viewing format of traditional lectures. There are putative solutions to all of these problems. I will present data on which of those strategies works and show whether foreign language subtitles are worth the expense, whether students actually use glossaries of technical terms, and whether replacing traditional lectures with 'innovative' h5p builds really makes a difference.



Associate Professor Terry Ord is from the School of Biological, Earth & Environmental Sciences. He has over a decade of undergraduate teaching experience and has designed and taught both in-person and fully online courses in animal behaviour, evolution and ecology. Terry won a UNSW Vice-Chancellor's Award for Outstanding Contributions to Student Learning in 2021.

Do mock exams effectively reduce anxiety in students before the final practical exam?

Presenters: Dr Parthasarathi Kalaiselvan & Dr Revathy Mani

This study centers on understanding the impact of mock practical exam to reduce anxiety among Year 3 students enrolled in OPTM3133 course during T2 2023. The primary objective of this assessment was to determine whether conducting mock exam before the final practical exam would reduce students' anxiety level. The mock exam was conducted in week 9 and familiarised students with the practical exam format. This enabled students to concentrate on the exam itself rather than being preoccupied with anxiety. By addressing their anxiety related to this pivotal assessment, this initiative aimed to enhance their confidence and readiness for the final exam. Although there were notable challenges such as preparation for the exam, marking and providing constructive feedback for a cohort of 100 students in executing the mock exam, the students provided positive feedback in My Experience survey stating that the mock exam helped them to reducing the exam anxiety and familiarised the final practical format.



Dr Parthasarathi Kalaiselvan is an Associate Lecturer, Education-focused Academic and Postdoctoral Research fellow at the School of Optometry and Vision Science at UNSW Sydney. He teaches Disease processes of the eye I, Vision Science in Consulting Room, Optical dispensing and Working in the Clinical Environment to undergraduate Vision Science & Optometry students. His research focusses on Antimicrobial Contact Lenses and Ocular Microbiology. He has extensive clinical experience in the field of contact lens, particularly in specialty lens fitting.



Dr Revathy Mani, a Lecturer and an Education-focused Academic at the School of Optometry and Vision Science, University of New South Wales, with a Ph.D. in Vision Science. She teaches Vision and Aging and Vision Science in the Consulting Room clinical to Vision Science and Clinical Optometry students. Her research focusses on understanding abnormal eye movements in Traumatic Brain Injury. She has extensive clinical experience in the field of binocular vision, pediatrics and optometry education.

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Building connection through Peer Assisted Study Sessions (PASS)

Presenters: James Heath & Doha Goreishi

Peer Assisted Study Sessions (PASS) are free, weekly, out-of-class study sessions for undergraduate students in target courses. The sessions are facilitated by PASS Leaders, who are friendly senior students who have successfully completed the course. PASS helps students build connection with one another, with their course content and more broadly with the university.

This short presentation will be co-facilitated by a PASS Leader who has experience supporting first-year undergraduate students from a peer mentor's perspective. They will share insights about the common challenges facing undergraduate students and the types of questions that students ask. They will discuss the positive impacts of PASS for both participants and themselves as leaders.

In surveys, PASS participants have highlighted the supportive environment and collaborative learning community that PASS offers, as well as the gains in understanding course content and developing broader study skills.

Festival delegates will understand the key strategies that PASS uses to be able to achieve these outcomes.



James Heath is Program Manager for the UNSW PASS Program, where he supports senior undergraduate students to facilitate study sessions for first-year students. He has more than a decade's teaching experience in academic literacies and English as an additional language.



Doha Goreishi is a PASS leader for the MATH1131 course at UNSW. As a student herself specialising in Engineering and Commerce, Doha understands the challenges her peers face, employing a multi-disciplinary approach to tackle mathematical problems. Through in-person and virtual sessions, she aims to create a supportive community that empowers students in their first year of university.

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Fostering Student Belonging in the Post-covid Flexible Classroom

Presenter: Nicole Saintilan

The human need for belonging is well documented (Baumeister & Leary, 1995). In the context of education, there is increasing evidence of the role played by a sense of belonging in learning and student outcomes. Self-determination theory suggests that relatedness (the need to feel connected and belongingness with others) is one of three main psychological needs (together with competence and autonomy) that lead to more autonomous motivation and higher rates of success (Ryan & Deci, 2000). A sense of belonging, apart from its health benefits, can lead to a greater capacity to succeed, become credentialed, and enter the workforce (Allen et al., 2020).

At UNSW, we are faced with key questions as to how we create a sense of belonging within the new post-covid paradigm, in order to improve the student learning experience. How do we foster a sense of belonging in a research-intensive university of more than 60,000 students, who are studying from different locations, in different modes, and managing multiple competing demands on their time?

This presentation will discuss the research project and preliminary findings and will introduce the professional development activity that will be trialled at UNSW in 2024.



Nicole Saintilan is a qualitative researcher working in student insights in the PVCE(SE). She has 20 years of teaching experience in Australia and the UK. A strong interest in pedagogy, accessibility and wellbeing means she is now focused on working to create a safe and more equitable learning community for students and staff alike.

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Identifying Students at Risk

Presenter: Professor Simon McIntyre

The University of New South Wales (UNSW) places a high priority on student success and wellbeing. However, the early identification of students at risk of failure can be a challenging task, especially in large courses. This can lead to students failing a course or suffering wellbeing issues when they may have otherwise succeeded with the right help early in term.

To address these challenges, the Data Insights for Student Learning and Support project, led by the Innovation Pillar within PVCESE, is pioneering an innovative approach. Currently in early stages of development, the project harnesses the power of AI and predictive machine learning (ML) to identify students at risk of academic failure as early as possible in the term - providing personalised recommendations to about appropriate support options based on individual circumstances.

This approach has the potential to improve student wellbeing, reduce failure and attrition rates, and help people find the right support from the many available - enabling more proactive and effective support for all of our students.



Professor Simon McIntyre is the Director, Educational Innovation at UNSW Sydney and a Principal Fellow of the Higher Education Academy (PFHEA). His team in the PVCESE is innovating data informed personalisation of learning, integration of appropriate digital technologies, and artificial intelligence into a balanced curriculum. The work of Simon and his team is building towards an adaptive and well-integrated personalised digital learning ecosystem to provide a truly world leading experience for students and staff.

Manage Emotions, Avoid Explosions

Presenters: Dr Kelsey Burton & Elaya Yang

In MGMT3721 Negotiation Skills, our priority is to help students learn how to navigate challenging conversations in a safe and supportive environment. Despite immersing students in demanding, emotionally charged scenarios, this course consistently maintains its status as one of the highest student-rated within the business school. 2022 marked a significant turning point when Elaya joined our teaching team, propelling MGMT3721 to the top student-rated.

Elaya's story began in Ma'anshan, China where she often felt like an outsider. Convinving her parents, she dropped out of school and moved to Australia where she flourished into a passionate educator and advocate for neurodivergent students. Yet, as she approached the end of 2022, she grappled with the decision to live a life of tradition with her family or continue forging her own path.

Prepared to return to her roots, Elaya could never have anticipated the pivotal role a random elective, MGMT5710, with Dr. Kelsey Burton, would play in redefining her journey. This course illuminated the transformative power of inclusivity, psychologically safe learning environments, and the transformative impact of encouraging students to embrace failure as a stepping stone to success. Embracing Dr. Burton's teaching practices, Elaya has not only revolutionized the educational experience for her neurodivergent students but, in partnership with Dr. Burton, aspires to disseminate these practices to empower other educators to achieve the same.



Dr Kelsey Burton, as a passionate educator and coach, is dedicated to creating an authentic and practical learning experience, spanning her courses in business innovation, negotiations, and leadership. Her Ph.D. research focused on the emergence of narcissistic/psychopathic leadership and is currently collaborating with Juliet Burke to evolve her inclusive leadership research into a teaching model aimed at cultivating a naturally inclusive culture. She is also engaged working with Elaya Yang, a Ph.D. applicant, to explore AI in neurodivergent learning and development.



Elaya Yang, like many Chinese students, Elaya found herself grappling with a pivotal decision—live a life of traditional and cultural values in China, or forge her own authentic path? With flights booked, Elaya had decided to move home. Yet, one random elective changed her life forever. After successfully implementing similar teaching practices with her neurodivergent students, she started collaborating with Dr. Kelsey Burton on developing inclusive teaching practices to create more inclusive and support learning environments.

Building a Community of Feedback

Presenter: Poon Leung

A sense of belonging and community is a vital part of the student experience. However, it is often seen as something either extracurricular or implicit to university coursework. I will demonstrate how I have explicitly embed belonging and community into my course and share the evidence I have already gathered on the success of my approach.



Poon Leung is an education focused (EF) academic in the School of Risk and Actuarial Studies (RAS) at UNSW. He has a keen interest in delivering student-focused educational experiences at scale, building educational communities, and finding novel approaches to education.

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A Pan UNSW Strategy to address Student Mental Health

Presenter: Neil Morris

Higher education providers across the world are recording significant increases in the number of mental health presentations from students seeking support from their institution for mental health concerns. The increase in presentations seems to be particularly focussed post the COVID-19 pandemic and perhaps exacerbated by the situational impact on young people in 2020 and 2021 of lock downs.

UNSW like many of its colleague universities has dealt swiftly by re-aligning both its traditional model of service delivery for mental health support and increasing the resources available to enable the institution to accommodate the increase in student presentations.

However, in the medium, longer term the volume of students needing support and the complexity of the cases, requires a pan-institutional response to deal with the emerging crisis. UNSW launched a Student Mental Health and Wellbeing Strategy in 2022 which sets out an aspirational pan-UNSW approach to deal with student mental health.



Neil Morris is the Director Student Wellbeing at UNSW Sydney and has had a lengthy career within the University. Neil has held several senior positions including: Vice-President Campus Life and Community Engagement (March 2011 - April 2017) during which period he was also Chair of UNSW Global; Executive Director University Services (Feb 2009 – Feb 2011); and Director Human Resources (Jan 2004-Dec 2009). His current portfolio encompasses a broad range of outside the classroom student engagement roles such as Sport and the engagement with local community; Student Health, Safety and Wellbeing including international student health; Psychology and Wellness; Student Cultural, Artistic and Religious Life; Student Accommodation and Residential Colleges. Neil manages the relationship with the UNSW Student Organisation, Arc and works closely with the 300+ student clubs and societies.