Classification – Public

UTS Disclosure Log Entry – GIPA2025/04

Provided under s.25 of the NSW Government Information (Public Access) Act 2009.

Date decided:

9th May 2025

Context[1]

The information released in response to this access application was dated up to 20th March 2025 when the application was first submitted.

Information included in this documentation regarding opportunities, ideation and potential pathways were draft and provided for discussion purposes at the time the documents were created.

There has been significant work to further refine and develop the programs within the operational sustainability initiative since the Discussion Paper was first developed. As a result some data, financial information, and project timelines have been refined and changed over this time

The operational sustainability initiative has been informed throughout with feedback provided by our staff, commencing with the initial consultation phase on the Discussion Paper in 2024. The university responded to that feedback on 19 March 2025. The university is committed to fully consulting with staff on all proposed changes and their feedback has helped guide development of the change proposals now underway. Feedback and input from impacted staff during the change consultation period will inform decisions made by the university to proceed with the change as proposed, or in a revised form.

Scope of request:

1. Any contract with KPMG regarding operational sustainability.
2. Any communications between KPMG regarding operational sustainability, regarding the evaluation or/and progress and timelines of that work, including any communications regarding acknowledged flaws in the methodology (e.g., the particular EFTSL count used).
3. Any reports of KPMG regarding operational sustainability, including those informing the initial consultation phase, and any thereafter.
4. Any privacy and confidentiality clauses in force between KPMG and UTS (on either party).
5. Any information sent to KPMG under execution of such contract (information types, names, and quantities).
6. Any Privacy Impact Assessment conducted in the course of the execution of the KPMG.
7. The criteria, or drafts thereof, being used to evaluate subjects and courses and data these criteria relate to (where raw data is not available, a data book describing the metadata with examples).

[1] Additional context to the information released under this access application is provided under s.76 of the GIPA Act.

8. The criteria being used to evaluate researchers or research activities (where raw data is not available, a data book describing the metadata with examples).
9. A list of who (individuals or bodies) is being consulted to develop these evaluation criteria (as per requests 7 and 8).
10. Any Privacy Impact Assessment related to analysis of feedback received related to the operational sustainability discussion paper, including but not limited to analysis involving sentiment analysis.
11. Any annual self-evaluation of Council for 2020-2025, this may include a skills matrix evaluation for Council, summary survey data, any internal procedures for such evaluation, and any mechanisms used in the ordinary course of Council business to address principles of good governance including regarding the recording of dissent, and types of decisions coming to Council.
12. Any financial modelling conducted regarding the universities position, including (1) the impact of cutting 100m from operating costs on ongoing operations and its corresponding 200m cost, (2) alternative options considered to reducing expenditure.
13. Information regarding planning for the 300 million bond and intent to refinance.
14. The University cash position under different programme options, in addition to the P&L statement.
15. Information regarding intended CAPEX, including where savings are required for investment in CAPEX beyond the 2030 period.
16. The raw feedback received, and sentiment analysis scores provided against these, from the OpSus discussion paper (with redactions made to individual comments where necessary).

Disclosure Log version – V2 [9 July 2025]

This pack excludes information that has been withheld under the GIPA Act

Amended following internal review with additional content covering documents 7, 7att7, 8-14, and 17 included.

Schedule 1B - Agreement Details - Full Prequalification

Prequalification Scheme: Performance and Management Services.

Principal	Emma Baker of 15 Broadway Ultimo, NSW 2007 trading under the business name University of Technology Sydney with an ABN of 77 257 686 961
Service Provider	KPMG of Tower 3, 300 Barangaroo Avenue, Sydney NSW 2000 (ABN 51 194 660 183)
Service Provider's Proposal	Attached: Yes Dated: 7th August 2024
Item 1	**Services** (Clause 1.1) The University of Technology Sydney (UTS) is looking for external consultancy support, to review and provide input to the full UTS operating model, to set the university up to not only be operationally sustainable but also provide flexibility for growth and revenue opportunities. **Scope One – Operational Sustainability** There are two parts included in the scope of work: Phase One (A) Facilitation of three workshops with the purpose of: 1. Challenging and supporting UTS to have a clearly defined business model, 'north star' which will be used to align the future operating model 2. Providing advice on what should get done and where (workforce principle) 3. Delivering a final view of the UTS Operating Model Blueprint (B) Ongoing advisory support with the following activities: • Quality Assurance for design of future operating models undertaken by UTS. • Review and feedback of UTS designed operating models throughout the design phase. • Development of personas aligned to customer taxonomy with examples that link to various functions. • Tooling to support to capture the business structure layers which the university can track, monitor and adjust to capture future changes • Provide definitions for terms the supplier uses (functions, capabilities, processes and levels) to be provided prior to the workshops We understand that there may be changes to the scope of work given that the university has progressed some items in relation to this piece of work. An amendment to this Standard Form of Agreement will be issued for any material changes UTS and KPMG agree that alters the requirements and final deliverable for this piece of work. We also note that Phase One A of Scope One will be delivered under a fixed price arrangement, whereas Phase One B of Scope One was provided as a time and materials arrangement as required by UTS.

	Scope Two – Sustainable Finance The University has also requested support to assess the whole University and increase the understand of the financial position and strategic levers available to the University. It is recognised that Scope One and Two may interaction in the future and we will support the University in managing any interactions. The full details of Scope Two are included in the supporting proposal title 'KPMG Submission- UTS whole of University Diagnostic'.
Item 2	**Fees** (Clause 5.3) GIPA s.3.6 $386,200 (excl GST)
Item 3	**Commencement Date** (Clause 2): 2nd September 2024
	Completion Date (Clause 11): 31 October 2024 (expected)

Item 4	**Program** (Clause 4.5(a)) Program for performance and completion of the Services is not required.	
Item 5:	**Reports & Deliverables** (clause 4.6) **Scope One:** There are five key outputs that will be delivered as part of this engagement as we work through the three scoped workshops. 1 **Workshop 1:** Aligning on UTS' business model and clarify boundaries and principles for operating model choices – 'North Star' • **Key Outputs:** - Performance outcomes and benefit levers including how measures will uplift UTS' financial outlook and student, staff and researcher experience - Global and domestic benchmarking insights 2 **Workshop 2:** Developing UTS' high-level operating model with consideration of Workshop 1 outcomes • **Key Outputs:** - Service delivery recommendations (workforce principles) 3 **Workshop 3:** Aligning on a final operating model • **Key Outputs:** - UTS' future-state, high-level operating model (including non-operating model considerations) - Implementation approach and plan The deliverables for this Engagement will consist of UTS branded deliverables ("Report") relating to the services provided under Item 1 of this form. The deliverables provided to you, as part of the Engagement, is provided solely for the benefit of UTS. **Scope Two:** Please see supporting proposal title 'KPMG Submission- UTS whole of University Diagnostic.'	
Item 6:	**Service Provider's Representative** (clause 4.13) GIPA s.3.4, KPMG Australia	
Item 7:	**Principal's Representative** (clause 5.2) Emma Baker, Director, University Portfolio Management Office	
Item 8	**Notices (clause 14)**	
	Principal's Name	Emma Baker
	Address	15 Broadway Ultimo, NSW 2007
	Facsimile No:	+61 2 9514 2000
	Email:	Emma.Baker@uts.edu.au
	Attention:	
	Service Provider's Name:	GIPA s.3.4
	Address:	KPMG of Tower 3, 300 Barangaroo Avenue, Sydney NSW 2000 (ABN 51 194 660 183)
	Facsimile No:	GIPA s.3.4
	Email:	
	Attention:	

Item 9	Insurance Conditions identified by the Principal (clause 4.18)
	Indemnity Conditions identified by the Principal (clause 10)
	Cap on liability: The Service Provider's liability is limited by the Chartered Accountants in Australia and New Zealand (NSW) Scheme approved under the Professional Standards Act 1994 (NSW)

Agreement Details – Full Prequalification - Acceptance:

Organisation Name (Principal):	University of Technology Sydney of 15 Broadway Ultimo, NSW 2007 (ABN 77 257 686 961)	
Contact Name:	Emma Baker	**Date:**
Phone:	+61 GIPA s.3.4	**Signature:**
Email:	Emma.Baker@uts.edu.au	
Organisation Name (Service Provider):	KPMG of Tower 3, 300 Barangaroo Avenue, Sydney NSW 2000 (ABN 51 194 660 183)	
Contact Name:	GIPA s.3.4	**Date:** 26/08/2024
Phone:		**Signature:**
Email:		

SERVICE PROVIDER'S PROPOSAL

DATED: 11/09/2024

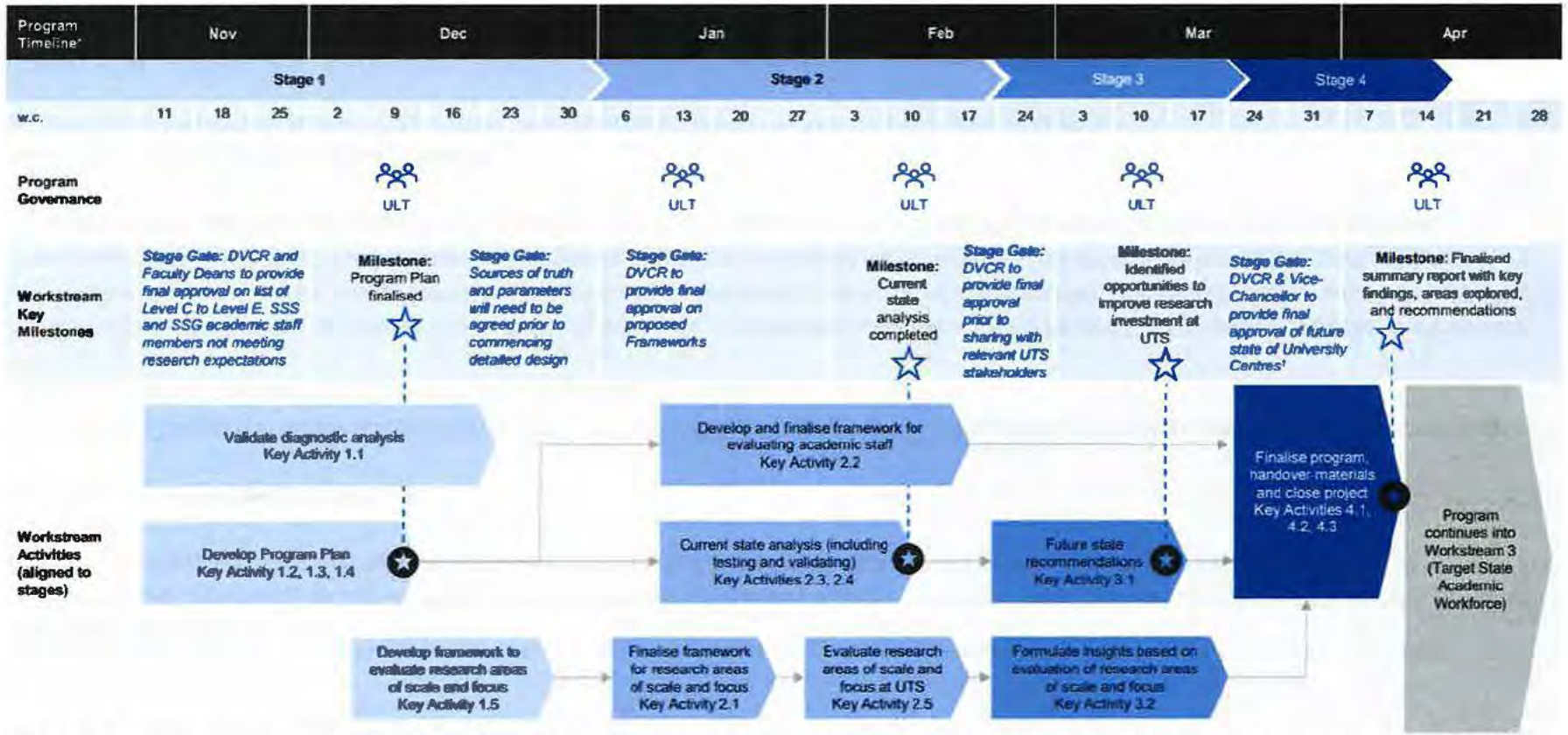
Attach a copy of the Supplier's Proposal as Annexure "A"

Schedule 1B - Agreement Details - Full Prequalification

Prequalification Scheme: Performance and Management Services.

Principal	Sarah Meaney of 15 Broadway Ultimo, NSW 2007 trading under the business name University of Technology Sydney with an ABN of 77 257 686 961
Service Provider	KPMG of Tower 3, 300 Barangaroo Avenue, Sydney NSW 2000 (ABN 51 194 660 183)
Service Provider's Proposal	Attached: Yes Dated: 31st January 2025
Item 1	**Services** (Clause 1.1) The University of Technology Sydney (UTS) is looking for external consultancy support, to review and provide input to the full UTS operating model, to set the university up to not only be operationally sustainable but also provide flexibility for growth and revenue opportunities. **Overview Operational Sustainability** To enable the Operational Sustainability program target to reduce UTS operating costs by $100 million, KPMG has been engaged to undertake the following initiatives outlined through the ULT approved plans, Parts 1-3. UTS has sought KPMG's ongoing support due to their proven ability to deliver the required services, backed by their sector expertise and extensive experience in this context. This includes KPMG's Higher Education Connected and Powered solutions that provide examples of contemporary practice across many parts of the CAUDIT Business and Data Reference Models. Leveraging these solutions and KPMG's six-layer framework for target operating model design, can contribute to the acceleration of value being realised by UTS and the investment in Operational Sustainability. **Scope, Phase One – Operational Sustainability** For three programs in Operational Sustainability, two deliverables are to be produced with KPMG support: • Deliverable 1 – ULT briefing papers summarising the Preliminary Design (31 March 2025) • Deliverable 2 – Detailed target operating model designs, outlined in Parts 1-3 below (31 May 2025).

Part 1 Research Productivity and Investment



Note: Some dates will be amended to achieve the additional output of the 31 March however the final detail design deliverable remains as 31 May 2025.

SCM0025 Scheme Notes

KPMG's role in RP&I

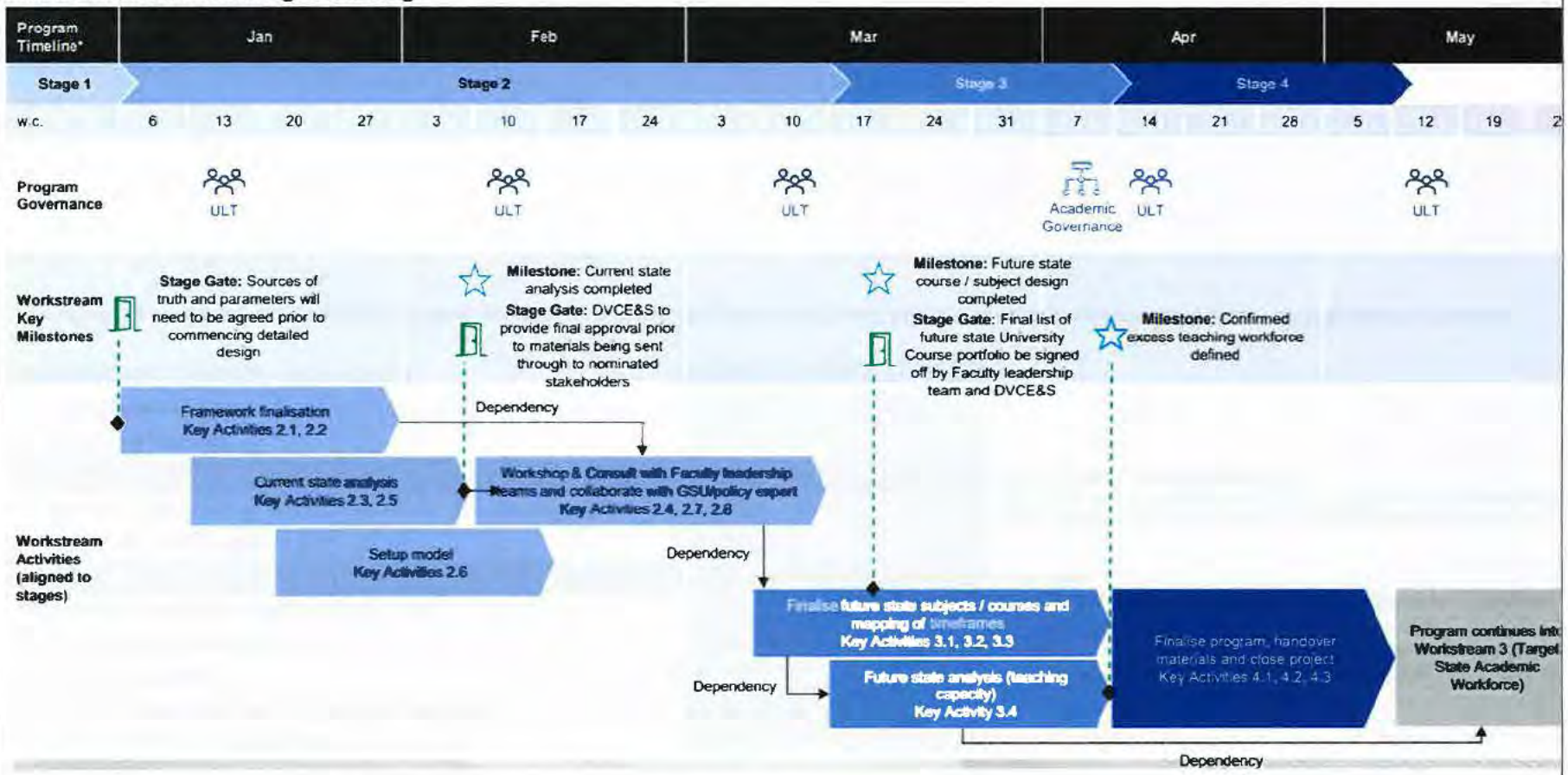
KPMG led: Driven by KPMG with UTS inputs and feedback incorporated throughout the engagement

Key Activities	Roles	Link to Key Outputs
Stage 1: Diagnostic Validation & Detailed Design Setup		
1.1 Validate diagnostic analysis	UTS led, KPMG support (as needed)	• RP&I Program Plan delivered on 12 December 2024
1.2 Develop Program Plan	KPMG led	
1.3 Issue data request and review data	KPMG led	Note: 1.1 links specifically to master Excel spreadsheet that contains the lis proposed Level C to Level E, SSS and SSG academic staff members th are not meeting research expectations
1.4 Develop and deploy stakeholder engagement plan	KPMG led	
1.5 Develop framework to evaluate research areas of scale and focus	KPMG led	
Stage 2: Current State Analysis		
2.1 Finalise framework for research areas of scale and focus	KPMG led	
2.2 Develop and finalise framework for evaluating academic staff	UTS led, KPMG support	
2.3 Current state analysis	KPMG led	• Development of a UTS branded summary report that consolidates all analyses conducted to date, accompanied by a well-structured and compelling narrative
2.4 Test and validate current state analysis	UTS led, KPMG support[1]	• Excel spreadsheet with all calculations undertaken as part of the conduc analysis
2.5 Evaluate research areas of scale and focus at UTS	KPMG led	
Stage 3: Future State Design		
3.1 Future state recommendations	KPMG led	
3.2 Formulate insights based on evaluation of research areas of scale and focus	KPMG led	Note: 2.2 links specifically to master Excel spreadsheet that contains the lis proposed Level C to Level E, SSS and SSG academic staff members th are not meeting research expectations
Stage 4: Program Finalisation		
4.1 Produce summary report	KPMG led	
4.2 Handover master materials	KPMG led	
4.3 Conduct project close out and discuss next steps	KPMG led	

Note: (1) It is agreed that UTS will take the lead on all testing, validating, and consulting with Faculty Deans, Provost, ADR's FGM's and other nominated staff members, with KPMG support as required

SCM0005 Sensitive Rules

Part 2 Sustainable Teaching & Learning



Note: Some dates will be amended to achieve the additional output of the 31 March however the final detail design deliverable remains as 31 May 2025.

KPMG's role in ST&L

UTS led, KPMG Support: Primarily driven by UTS, with KPMG supporting the analysis or development of materials as needed

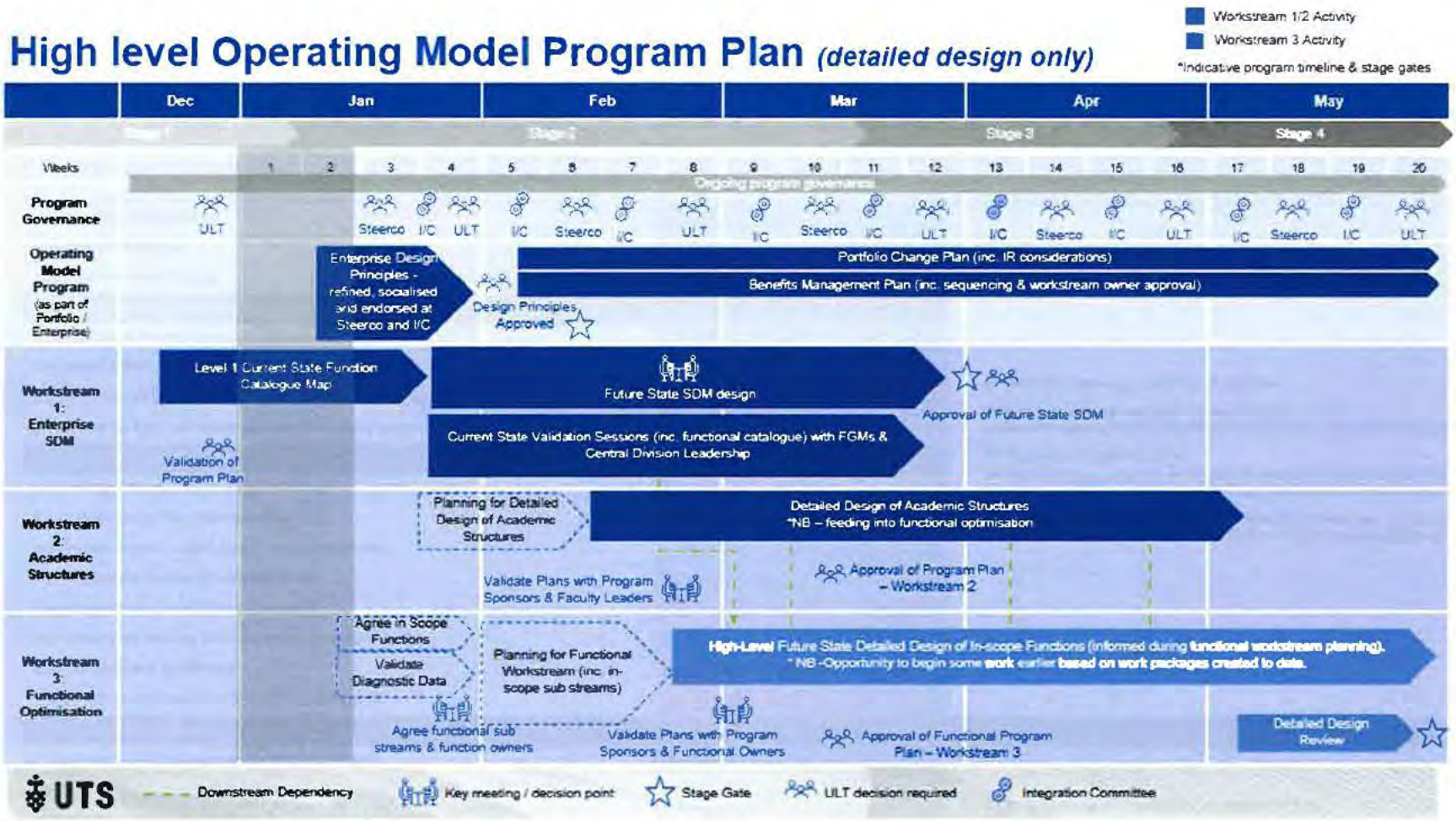
UTS and KPMG led: Driven by both UTS and KPMG (co-developing)

KPMG led: Driven by KPMG with UTS inputs and feedback incorporated throughout the engagement

UTS led: Driven by UTS, with limited KPMG involvement if any

Key Activities	Roles	Link to Key Outputs
Stage 1: Diagnostic Validation & Detailed Design Setup		
1.1 Commence validating diagnostic analysis	UTS led, KPMG support (as needed)	• ST&L Program Plan delivered on 12 December 2024
1.2 Develop Program Plan	KPMG led	
1.3 Issue data request and review data	KPMG led	
1.4 Develop and deploy stakeholder engagement plan	KPMG led	
Stage 2: Current State Analysis		
2.1 Develop frameworks / principles and decision trees	UTS and KPMG led	• Development of a UTS branded summary report that consolidates all analyses conducted to date, accompanied by a well-structured and compelling narrati • Master Excel spreadsheet that contains the future state courses and subjects t be offered at UTS including an additional tab that outlines courses and subjec proposed to be discontinued • Excel spreadsheet that calculates the current state and future state teaching capacity for the University's course portfolio • Excel spreadsheet with teach-out timeframes
2.2 Test developed frameworks	UTS led, KPMG support[1]	
2.3 Current state analysis (course / subject performance)	KPMG led	
2.4 Workshop with Faculty leadership teams	UTS led, KPMG support[1]	
2.5 Current state analysis (teaching capacity)	KPMG led	
2.6 Develop course / subject master excel spreadsheet	KPMG led	
2.7 Consult with Faculty leadership teams	UTS led, KPMG support[1]	
2.8 Policy Review for Curriculum Enhancement	UTS led	
Stage 3: Future State Design		
3.1 Finalise list (incl. any additional required analysis) of future state subjects / courses	KPMG led	
3.2 Determine the planning required to discontinue a subject / course	UTS and KPMG led	
3.3 Update course / subject master excel spreadsheet	KPMG led	
3.4 Future state analysis (teaching capacity)	KPMG led	
Stage 4: Program Finalisation		
4.1 Produce summary report	KPMG led	
4.2 Handover materials	KPMG led	
4.3 Conduct project close out	KPMG led	

Part 3 Operating Model



Note: Some dates will be amended to achieve the additional output of the 31 March however the final detail design deliverable remains as 31 May 2025.

Key Activities	Link to Key Outputs
Workstream 1: Enterprise Service Delivery Model (SDM)	
1.1 Develop Program Plan 1.2 Develop Design Principles 1.3 Review data and existing information to inform and/or leverage across key activities, and confirm additional analysis and benchmarking requirements (including any data requirements) 1.4 Confirm approach and activate stakeholder engagement plan for Workstream 1.5 Plan and facilitate Validation Workshops (2) and Enterprise SDM Workshop (1) 1.6 Synthesise outputs from all Workshops to inform development of Enterprise SDM Blueprint and associated implementation guidance, and seek agreement through relevant governance forum/s	• Initial **Workstream 1 Program Plan** delivered on 12 December 2024 • **Operating Model Program Design Principles** • **Validation Workshops 1-2**, including presentation and pre-circulation materi • **SDM Workshop**, including presentation and pre-circulation materials • Agreed **Future State Enterprise SDM Blueprint** • **Appendix Guidebook** for implementation support to Functional Sub-Workstream teams (Workstream 3)
Workstream 2: Academic Structures	
2.1 Develop Program Plan for Workstream in consultation with Executive Sponsor and Workstream team, including Academic Structures Guidelines 2.2 Review data and existing information to inform and/or leverage across key activities, and confirm additional analysis and benchmarking requirements (including any data requirements) 2.3 Seek agreement of Program Plan for Workstream through relevant governance forum/s 2.4 Progress key activity across three Sub-Workstreams (i) Internal Academic Architecture Model, (ii) Academic Governance, and (iii) Exploration of Consolidation Opportunities, aligned with Program Plan 2.5 In parallel with 2.4, activate stakeholder engagement plan across Sub-Workstreams 2.6 Synthesise analysis, insights and outputs from all activities to inform the development of key outputs (including the capture of key interdependencies with other OSI Programs/Workstreams), and seek feedback/agreement through relevant governance forum/s	• **Workstream 2 Program Plan** • **Academic Structures Guidelines** • **Academic Governance Summary Report** • **Academic Structures – Future State Consolidation Options Summary Report** • **Internal Academic Architecture Model**
Workstream 3: Functional Optimisation	
To be developed in Feb 2025	• **TBC**

	We understand that there may be changes to the scope of work given that the university has progressed some items in relation to this piece of work. An amendment to this Standard Form of Agreement will be issued for any material changes UTS and KPMG agree that alters the requirements and final deliverable for this piece of work. We also note that Scope Phase 1 will be delivered under a fixed price arrangement, whereas Scope, Phase 2 was provided as a time and materials arrangement as required by UTS. **Scope, Phase Two – Additional Capability Requirements** It is recognised that Scope One and Two may interact in the future and we will support the University in managing any interactions. The full details of Scope Two will be agreed as resourcing requirements are identified by UTS to fill gaps in existing capability and / or delays in recruitment activities. These activities will be managed through requests from UTS regarding specific resource or output requirements which are in addition to the scope outlined in Phase One and in agreement with KPMG.
Item 2	**Fees** (Clause 5.3) GIPA s.3.6 [redacted] **TOTAL: $4,821, 130 (excl GST)** GIPA s.3.6 [redacted]

GIPA s.3.6

Item 3	**Commencement Date** (Clause 2): 13 January 2025
	Completion Date (Clause 11): 30 June 2025 (expected)
Item 4	**Program** (Clause 4.5(a)) Program for performance and completion of the Services is not required.
Item 5:	**Reports & Deliverables** (clause 4.6) **Deliverable 1**, 31st March 2025

Preliminary Design

(February – April)

Objective(s): To describe a preferred way of operating the University's functions and the financial benefits realised in FY25

Key Activities

- Review functional catalogue and identify key services to validate UTS capabilities
- Align service mix, workforce, and targets to understand future-state opportunity
- Create high-level organisational design to address future-state spans, layers, and resourcing levels against key services
- Identify operational enablers with a focus on technology and governance that will support the delivery of the future-state
- Quantify financial benefits to achieve the target set for the functional area
- Aggregate, consolidate, and validate employee data to support operational modelling and the quantification of financial benefits

Outputs

- **ULT Preliminary Design for each functional area (align to the Table of Contents represented on the right)**

Table of Contents for the ULT Preliminary Design

1. Executive Summary and Preliminary Design	pp. #
2. Current-state: Operational Challenges	pp. #
3. Industry Benchmarking, Key Metrics and Targets	pp. #
4. Future-state: Analysis of Operational Options	pp. #
5. Future-state: Preferred Operating Model	pp. #
6. Future-state: Service Delivery, Org Design and Key Enablers	pp. #
7. Financial Analysis	pp. #
8. High-level Implementation Plan	pp. #
9. Assumptions and Dependencies	pp. #
10. Risk Management	pp. #
11. Appendices	pp. #

Preliminary Design (Design Example)



Deliverable 2

Phase 1

Part 1 Key Outputs: Research Productivity & Investment

- Development of a UTS branded **summary report that consolidates all analyses conducted to date, accompanied by a well-structured and compelling narrative**. The report will include:
  - Current state analysis for UTS' global academic standing using Field Weighted Citation Index)
  - Current state analysis of research investment (research expenditure, RTP expenditure allocations, CAPEX investments, cost profile of generating each dollar of ERI)
  - Current state analysis for HDR deep dive and their contributions to the university's research productivity
  - Current state analysis for research concentration (University Centres). Note: University Centres include all research and non-research Centres that are governed by UTS policy
  - Benchmarking analysis
  - Underpinning frameworks
  - Future state recommendations that identifies opportunities for improving investment at UTS including consideration for how investments should be strategically allocated to allow for a sustainable future state
  - Insights based on evaluation of research areas of scale and focus along with clear next steps that the university should consider based on the insights generated.
- Master Excel spreadsheet that contains the **list of proposed Level C to Level E, SSS and SSG academic staff members that are not meeting research expectations**
- This will be the **master list and key input for Workstream 3 (target state academic workforce)**
- Excel spreadsheet with all calculations undertaken as part of the conducted analysis
- Spreadsheet will also include **all data sources used for the calculation, assumptions and parameters, and instructions for use**
- All charts developed for the summary report will be traceable back to this Excel spreadsheet

Notes:

Although this list is presented as a key output from the detailed design phase, it is important to recognise that UTS completed the validation of the work pre-Christmas. This output is included here due to its interdependency with other workstreams.

The development of the Program Plan for the Target State Academic Workforce is scheduled for early 2025. This Plan will be created concurrently with the Sustainable Teaching and Learning Program as well as the Research Productivity and Investment Program

The deliverables for this Engagement will consist of UTS branded deliverables ("Report") relating to the services provided under Item 1 of this form. The deliverables provided to you, as part of the Engagement, is provided solely for the benefit of UTS.

Part 2 Key Outputs: Sustainable Teaching & Learning

- Development of a UTS branded **summary report that consolidates all analyses conducted to date, accompanied by a well-structured and compelling narrative**. The report will include:
  - Current state analysis
  - Underpinning frameworks
  - Design principles
  - Current and future teaching capacity along with effort (hours & FTE) required to deliver the University's course portfolio
- Master Excel spreadsheet that contains the **future state courses and subjects to be offered at UTS** including an **additional tab that outlines courses and subjects proposed to be discontinued**. This will provide the Curriculum Management Modernisation team with a master list that can be uploaded into their system for any approvals and changes
- Excel spreadsheet that calculates the **current state and future state teaching capacity for the University's course portfolio**. Spreadsheet will also include **all data sources used for the calculation, assumptions and parameters, and instructions for use**
- Outputs from this analysis will feed into the **development of a chart that captures current and future state teaching capacity by Faculty**
- Excel spreadsheet with **teach-out timeframes** that includes
  - **Detailed timelines:** Clearly defined schedules that map out the start and end dates for teach-out periods
  - **Key milestones:** Major checkpoints and significant events within the teach-out period, such as final exam dates and last offer dates for the courses / subjects
  - **Deadlines:** Critical deadlines for important actions such as student notifications, Faculty reassignments and curriculum updates
  - **Compliance and Accreditation:** Details on how the teach-out process aligns with regulatory and accreditation requirements

Note: Decisions documented in these outputs will directly influence Workstream 3: Target State Academic Workforce and the subsequent planning required, particularly from the perspective of an academic's teaching responsibilities.

Part 3 Key Outputs: Operating Model

Workstream 1:

- **Workstream 1 Program Plan** delivered on 12 December 2024
- **Operating Model Program Design Principles**
- **Validation Workshops**, including presentation and pre-circulation materials
- **SDM Workshop**, including presentation and pre-circulation materials
- Agreed **Future State Enterprise SDM Blueprint**

	• **Appendix Guidebook** for implementation support to Functional Sub-Workstream teams Workstream2: • **Workstream 2 Program Plan** • **ULT briefing paper summarising Preliminary Design** (31 March 2025) • **Academic Endeavours Summary Report** Workstream 3: • **ULT briefing papers summarising the Preliminary Design** (31 March 2025) • **Target Operating Model Design – Summary Cases** (31 May 2025). From the end of May to end June KPMG will be responsible for supporting transition activities to enable seamless transition to implementation, the extent of which is not currently costed into this SoW.
Item 6:	**Service Provider's Representative** (clause 4.13) GIPA s.3.4 KPMG Australia
Item 7:	**Principal's Representative** (clause 5.2) Sarah Meaney, Director, University Portfolio Management Office

Item 8	**Notices (clause 14)**	
	Principal's Name	Sarah Meaney
	Address	15 Broadway Ultimo, NSW 2007
	Facsimile No:	+61 2 9514 2000
	Email:	Sarah.meaney@uts.edu.au
	Attention:	
	Service Provider's Name:	GIPA s.3.4 ;
	Address:	KPMG of Tower 3, 300 Barangaroo Avenue, Sydney NSW 2000 (ABN 51 194 660 183)
	Facsimile No:	GIPA s.3.4
	Email:	
	Attention:	
Item 9	Insurance Conditions identified by the Principal (clause 4.18)	

	Indemnity Conditions identified by the Principal (clause 10)
	Cap on liability: The Service Provider's liability is limited by the Chartered Accountants in Australia and New Zealand (NSW) Scheme approved under the Professional Standards Act 1994 (NSW)

Agreement Details – Full Prequalification - Acceptance:

Organisation Name (Principal):	University of Technology Sydney of 15 Broadway Ultimo, NSW 2007 (ABN 77 257 686 961)		
Contact Name:	Andrew Parfitt	**Date:**	12/3/25
Phone:		**Signature**	GIPA s.3.4 [redacted]
Email:	Andrew.parfitt@uts.edu.au		
Organisation Name (Service Provider):	KPMG of Tower 3, 300 Barangaroo Avenue, Sydney NSW 2000 (ABN 51 194 660 183)		
Contact Name:	GIPA s.3.4 [redacted]	**Date:**	**11 March 2025**
Phone:		**Signature:**	GIPA s.3.4 [redacted]
Email:			

From: GIPA s.3.4
To: Kylie Readman; GIPA s.3.4 ; Jacqui McManus; Joanne Gray
Cc: GIPA s.3.4 ; Sarah Meaney; Michelle Callen; Kristyna Nikro
Subject: RE: Follow-up: ST&L Work Plan and Data Approach
Date: Wednesday, 12 February 2025 1:08:17 PM
Attachments: image001.png

Hi Kylie,

Please find below the link to the pack where we've put together the slides based on your previous email. Threshold values have also been removed and replaced with an 'x': ULT ST&L Presentation 130225.pptx

Please reach out at any time throughout the day if you need any additional support from us to bring this pack together. Happy to help and support as needed.

Kind regards,
GIPA s.3.4

From: GIPA s.3.4
Sent: Wednesday, 12 February 2025 11:22 AM
To: Kylie Readman <Kylie.Readman@uts.edu.au>; GIPA s.3.4 Jacqui McManus <Jacqueline.McManus@uts.edu.au>; Joanne Gray <JOANNE.GRAY@uts.edu.au>
Cc: GIPA s.3.4 Sarah Meaney <Sarah.Meaney@uts.edu.au>; Michelle Callen <Michelle.Callen@uts.edu.au>; Kristyna Nikro <Kristyna.Nikro@uts.edu.au>
Subject: RE: Follow-up: ST&L Work Plan and Data Approach

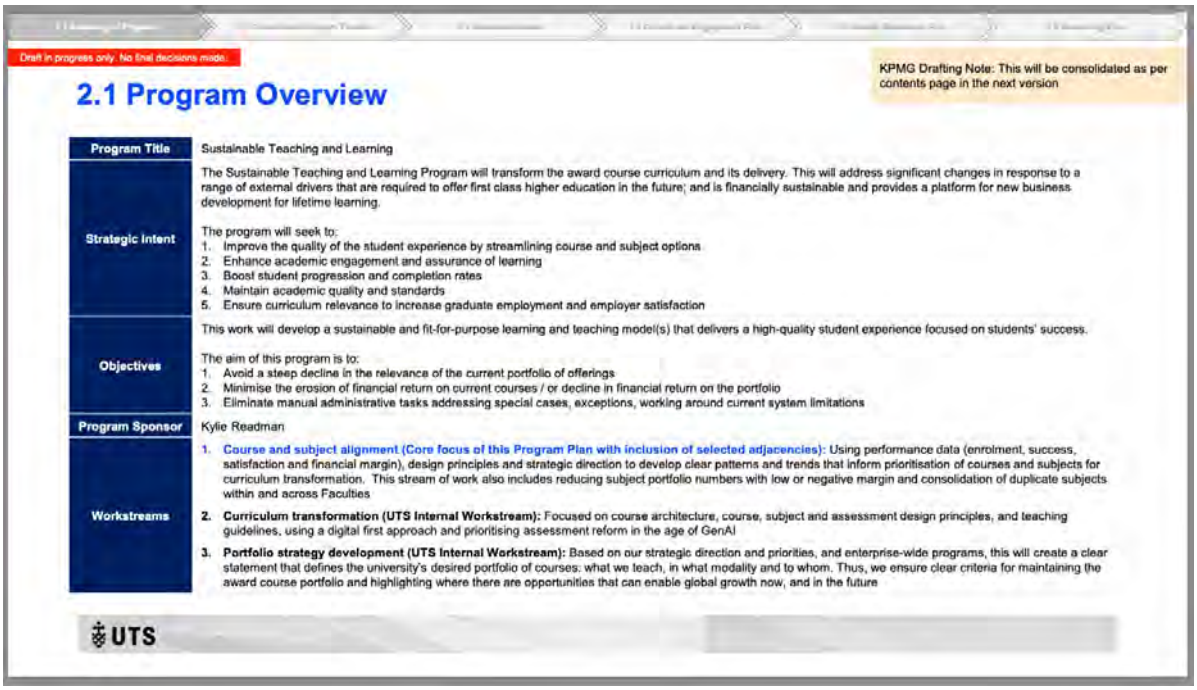
Hi Kylie,

Noted on this request – we will reissue the pack to you today.

Thanks,
GIPA s.3.4

From: Kylie Readman <Kylie.Readman@uts.edu.au>
Sent: Wednesday, 12 February 2025 11:19 AM
To: GIPA s.3.4 Jacqui McManus <Jacqueline.McManus@uts.edu.au>; Joanne Gray <JOANNE.GRAY@uts.edu.au>
Cc: GIPA s.3.4 Sarah Meaney <Sarah.Meaney@uts.edu.au>; Michelle Callen <Michelle.Callen@uts.edu.au>; Kristyna Nikro <Kristyna.Nikro@uts.edu.au>
Subject: Re: Follow-up: ST&L Work Plan and Data Approach

HI all,
I am in the process of lining up the meetings with the Deans, ADTLs and FGMs for each faculty over the next week or so.
Having re-read the pack, I note that some of the comments I made re duplicates is addressed in course and subject consolidation in green on slide 2 so please disregard these comments.
I have an opportunity to do a short brief at ULT tomorrow - can someone re-issue the pack from yesterday with slide 2, 5 and 8 (removing the threshold values from 8 until we have validated these). I need the additional program overview slide at the start that speaks to the three workstreams - possibly removing the objectives and sponsor sections because I am trying to articulate the workstreams and situate the tranche one work within. Is it possible to bring that together today? Sorry for short notice.
Kylie



Draft in progress only. No final decisions made.

KPMG Drafting Note: This will be consolidated as per contents page in the next version

2.1 Program Overview

Program Title	Sustainable Teaching and Learning
Strategic Intent	The Sustainable Teaching and Learning Program will transform the award course curriculum and its delivery. This will address significant changes in response to a range of external drivers that are required to offer first class higher education in the future; and is financially sustainable and provides a platform for new business development for lifetime learning. The program will seek to: 1. Improve the quality of the student experience by streamlining course and subject options 2. Enhance academic engagement and assurance of learning 3. Boost student progression and completion rates 4. Maintain academic quality and standards 5. Ensure curriculum relevance to increase graduate employment and employer satisfaction
Objectives	This work will develop a sustainable and fit-for-purpose learning and teaching model(s) that delivers a high-quality student experience focused on students' success. The aim of this program is to: 1. Avoid a steep decline in the relevance of the current portfolio of offerings 2. Minimise the erosion of financial return on current courses / or decline in financial return on the portfolio 3. Eliminate manual administrative tasks addressing special cases, exceptions, working around current system limitations
Program Sponsor	Kylie Readman
Workstreams	1. **Course and subject alignment (Core focus of this Program Plan with inclusion of selected adjacencies):** Using performance data (enrolment, success, satisfaction and financial margin), design principles and strategic direction to develop clear patterns and trends that inform prioritisation of courses and subjects for curriculum transformation. This stream of work also includes reducing subject portfolio numbers with low or negative margin and consolidation of duplicate subjects within and across Faculties 2. **Curriculum transformation (UTS Internal Workstream):** Focused on course architecture, course, subject and assessment design principles, and teaching guidelines, using a digital first approach and prioritising assessment reform in the age of GenAI 3. **Portfolio strategy development (UTS Internal Workstream):** Based on our strategic direction and priorities, and enterprise-wide programs, this will create a clear statement that defines the university's desired portfolio of courses: what we teach, in what modality and to whom. Thus, we ensure clear criteria for maintaining the award course portfolio and highlighting where there are opportunities that can enable global growth now, and in the future

UTS

From: GIPA s.3.4

Date: Tuesday, 11 February 2025 at 3:53 PM

To: Kylie Readman <Kylie.Readman@uts.edu.au>, Jacqui McManus <Jacqueline.McManus@uts.edu.au>, Joanne Gray <JOANNE.GRAY@uts.edu.au>

Cc: GIPA s.3.4 , Sarah Meaney <Sarah.Meaney@uts.edu.au>

Subject: Follow-up: ST&L Work Plan and Data Approach

Hi all,

Thank you for your time earlier to discuss the revised ST&L work plan leading up to the ULT presentation on 3rd April.

Please find attached the document we presented in the meeting, which includes:

- The key course and subject rationalisation questions we aim to address through the Tranche 1 analysis.
- The proposed revised approach for Tranche 1 of the course and subject viability analysis, along with the supporting timeline.
- The critical data-related decisions required to progress the analysis.

Key Actions:

1. Could we please **confirm the critical data-related decisions outlined on slide 6 of the pack**? **We would appreciate if we could get the answers for this by today (via email) or no later than 12PM tomorrow** for us to commence the analysis. If it would be helpful, I'm happy to arrange a brief 15-minute call tomorrow to discuss. Let me know what works best.
2. @Kylie Readman – We have a data analyst from KPMG assisting us in mapping the academic workforce to courses and subjects by structuring and consolidating data from various sources into a single location. We may be able to do this using PowerPivot within Excel on UTS SharePoint, avoiding the need to download files. However, if the process proves more complex, we might need to use Alteryx (a data analytics platform), which **would require downloading workforce data (with personal information removed except for employee IDs). If Alteryx is needed, would you be comfortable with us downloading this data for processing?**

Thanks,

GIPA s.3.4

GIPA s.3.4

M: GIPA - s.3.4

From: GIPA s.3.4
To:
Cc:
Subject: Fw: Need to build this into our timeline - this was raised at ULT - not sure of context
Date: Thursday, 6 March 2025 7:25:38 PM
Attachments: image001.png
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image012.png
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GIPA s.3.4
Operational Sustainability Initiative

From: GIPA s.3.4
Sent: 06 March 2025 17:42
To: GIPA s.3.4
Subject: Fw: Need to build this into our timeline - this was raised at ULT - not sure of context

---

From: Jacqui McManus <Jacqueline.McManus@uts.edu.au>
Sent: Thursday, March 6, 2025 5:35 PM
To: Sarah Meaney <Sarah.Meaney@uts.edu.au>; Kylie Readman <Kylie.Readman@uts.edu.au>; Joanne Gray <JOANNE.GRAY@uts.edu.au>; GIPA s.3.4
Subject: Re: Need to build this into our timeline - this was raised at ULT - not sure of context

That's a good idea and / or at least add to decision making criteria and discussion with faulty if a course/discipline area is being considered for discontinuation – to ensure we can address Government concerns re skills shortages.

Just noting, I understood the requirements of the Agreement are that UTS must notify the DoE of all proposed course closures (Clause 22) by 31 July each year using the template (Clause 23).

On the template for notification (Appendix 3, referred to in previous email and copied below), you have to identify whether the course relates to a skills shortage category - these will potentially be scrutinised further (Clause 24).

They're looking to see if the University is the only provider, if graduates will decline overall as a result etc.

Course	**Details**

Enrolment profile

	2020	**2021**	**2022**	**2023**	**2024**
CSP commencing load					
CSP total load					

Reason for closure	
Does the course prepare students for entry to any occupation that is experiencing a Skills Shortage? If so, how will the Provider address this issue?	
Is closing the course likely to create a Skills Shortage in an occupation because the Provider is the sole or dominant provider of the national skill base for that occupation? If so, how will the Provider address this issue?	
Is the course a specialised course directed at the regional economy? What impact is closing the course likely to have on the skills base of that regional economy? How will the Provider address this issue?	
Is the course in an area of priority for example in education, nursing and allied health, information technology and engineering? How will the Provider address this issue?	
Is the course listed in Table 1b(i), Table 1b(ii) or Table 1b(iii) of Appendix 1 in which students are enrolled in Commonwealth supported places? How will the Provider address this issue?	
Outline the teach out provisions to ensure existing students can complete their chosen course of study	

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Outline the teach out provisions to ensure existing students can complete their chosen course of study	

From: Sarah Meaney <Sarah.Meaney@uts.edu.au>
Date: Thursday, 6 March 2025 at 5:16 PM
To: Kylie Readman <Kylie.Readman@uts.edu.au>, Joanne Gray <JOANNE.GRAY@uts.edu.au>, Jacqui McManus <Jacqueline.McManus@uts.edu.au>, GIPA s.3.4
Subject: RE: Need to build this into our timeline - this was raised at ULT - not sure of context

Thanks Kylie

Much appreciated and noted in the schedule. Should we also ask for these courses to be flagged in the KPMG analysis?

Cheers
Sarah

Sarah Meaney
Director (Interim), University Program Management Office

University of Technology Sydney
PO Box 123 Broadway NSW 2007 Australia
M: +61 GIPA - s.3.4
Gadigal country






From: Kylie Readman <Kylie.Readman@uts.edu.au>
Sent: Thursday, 6 March 2025 3:19 PM
To: Joanne Gray <JOANNE.GRAY@uts.edu.au>; Jacqui McManus <Jacqueline.McManus@uts.edu.au>; Sarah Meaney <Sarah.Meaney@uts.edu.au>; GIPA s.3.4
Subject: Need to build this into our timeline - this was raised at ULT - not sure of context

- CSG Funding Agreement & Course Closures:
  Under the closure of courses section 23.1, 23.3 and 23.4 in the agreement, we have been directed to the Occupation Shortage List } Jobs and Skills Australia with identified priority areas listed in Chapter 3 of the CGS Guidelines.
  The parameters are for any CSP student carrying course (UG or PG) that has been active for more than 2 years.
  UTS must notify DOE of the potential course closure before 31 July, and before any information on the potential course closure is made public (section 22, 23.1 -23.6). There is a list of parameters to address in the form provided at Appendix 3 of the Funding Agreement.

Professor Kylie Readman (she/her)
Deputy Vice Chancellor and Vice President (Education and Students)
University of Technology Sydney
PO Box 123 Broadway NSW 2007 Australia

uts.edu.au

For assistance and appointments:
Jacklyn McCauley
jacklyn.mccauley@uts.edu.au | Extension x1465







I acknowledge the Gadigal People of the Eora Nation, upon whose ancestral lands UTS stands. I pay my respects to the Elders both past and present, acknowledging them as the traditional custodians of knowledge for this land.

KPMG

UTS - Whole of University Diagnostic



30 August 2024

kpmg.com.au

Acknowledgement of Country

KPMG acknowledges Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia. We pay our respects to Elders past, present, and future as the Traditional Custodians of the land, water and skies of where we work.

At KPMG, our future is one where all Australians are united by a shared, honest, and complete understanding of our past, present, and future. We are committed to making this future a reality. Our story celebrates and acknowledges that the cultures, histories, rights, and voices of Aboriginal and Torres Strait Islander People are heard, understood, respected, and celebrated.

Australia's First Peoples continue to hold distinctive cultural, spiritual, physical and economical relationships with their land, water and skies. We take our obligations to the land and environments in which we operate seriously.

Guided by our purpose to 'Inspire Confidence. Empower Change', we are committed to placing truth-telling, self-determination and cultural safety at the centre of our approach. Driven by our commitment to achieving this, KPMG has implemented mandatory cultural awareness training for all staff as well as our Indigenous Peoples Policy. This sincere and sustained commitment has led to our 2021-2025 Reconciliation Action Plan being acknowledged by Reconciliation Australia as 'Elevate' – our third RAP to receive this highest level of recognition. We continually push ourselves to be more courageous in our actions particularly in advocating for the Uluru Statement from the Heart.

We look forward to making our contribution towards a new future for Aboriginal and Torres Strait Islander peoples so that they can chart a strong future for themselves, their families and communities.
We believe we can achieve much more together than we can apart.





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01
Our Understanding, Experience and Team

We understand the gravity of the financial situation that UTS and the higher education sector is facing

The international student caps announced this week combined with UTS' specific operating environment have created the need for review and potential transformation

The University sector is facing financial headwinds

The Australian government has announced that there is a 270k cap on international students for both higher education and vocational education course. This still requires parliamentary approval, but UTS needs to start considering its impact now



Adjusting to new modes of learning delivery and embedding work-integrated learning while maintaining quality education amidst financial constraints and evolving student needs (4)

Adapting to changes in government funding models and compliance with new regulatory environments while maintaining service excellence and managing financial sustainability (1)

Growth in student expectations regarding engagement, service provision and outcomes from their learning (2)

Securing consistent and diverse funding sources for research is essential in sustaining innovative research activities amid a competitive academic landscape (1)

Investing in digital infrastructure, AI and cybersecurity to support advanced learning environments, operational efficiency, and data protection, within a constrained budgetary framework (4)

1.Operations-performance-UTS-Annual Report-2023.pdf
2.Management-accountability-UTS Annual Report 2023.pdf
3.uts-annual-report-volume-two-2023.pdf
4.UTS Annual Report | University of Technology Sydney
5.Strategy-UTS-Annual Report-2023.pdf

UTS faces specific financial and operational challenges

- **Financial challenges:** We understand that UTS has a financial imperative to identify opportunities to save cost through its operating model design whilst also ensuring that it builds a platform for financial sustainability and growth.
- **International Student Revenue:** The university is facing the need to adapt to regulatory changes regarding international caps (~1,000 EFTSL impact to UTS), with pivotal financial implications. (5)
- **Maintaining Educational Quality Amidst Inflation:** High inflation rates put pressure on operating costs, affecting the university's commitment to quality education. UTS faces challenges in managing the increased costs of workforce, technology, and supplies that impact financial sustainability. (5)
- **Tech-Intensive Capital:** An increasing shift towards cloud-based technology investments by UTS necessitates judicious financial planning due to their impact on operational expenses. These investments must align with the broader strategic objectives to ensure value and maintain competitive technological capabilities. (4)
- **Regulatory and Funding Model Adaptation:** A shift towards more cloud-based technology investments that impact operational expenses requires careful financial planning. UTS aligns these investments with the university's broader strategic goals, notably in digital strategy and campus improvement initiatives. (4)

Financial reality

$'000

Figure: UTS's economic outlook: Expenses rising faster than income



*Deficit / Surplus= Total Revenue and Income from Continuing Operations less Total Expenses from Continuing Operations

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Partnering with KPMG offers you access to a team with deep knowledge of the higher education sector and a proven capability for enabling financial sustainability transformation in universities

Leveraging a proven approach and a breadth of expertise, we bring a point of view of how to address the unique challenges faced by UTS.

Deep knowledge of you and understanding of higher education

- **Sector Expertise:** Our team brings a deep and lived understanding of the higher education sector and its complexities. We understand that these are challenging times, with universities facing competing priorities and challenges that they must address to shape their futures.
- **Tailored Insight:** We will draw upon our significant experience and lessons learned from delivering multiple similar projects many universities in Australia.
- **UTS partnership:** We understand your unique qualities that differentiate you (technology and innovation focus, industry partnerships, research focus and student composition) through the multi-year relationship we have and track record of delivering strategic projects for you.

Proven capability to deliver operational and financial sustainability in higher education

- **Experienced Professionals:** Our team offers comprehensive experience in providing operational sustainability advisory services of this nature, at scale and pace, that are underpinned by financial sustainability objectives
- **Strategic Partners:** Our team has earned the trust of numerous higher education institutions, consistently delivering actionable insights and driving transformative outcomes
- **Proven Track Record:** We have demonstrated our ability to manage and execute the analysis to underpin potential financial decisions and actions with precision, quality, and agility across programs, time and again. We are comfortable with ambiguity and can work flexibly, adjusting as required to meet your needs.

A fit for purpose approach with an innovative and trusted methodology

- **Accelerated Delivery:** Utilising a mature approach, through tested frameworks, accelerators and methodologies, we can navigate through the complexities of the review to help you achieve timely and accurate outcomes.
- **Best of KPMG:** We bring our globally recognised capabilities to the table, ensuring the highest standards are met and you have access to our network of specialist team members, as required, throughout this engagement.
- **Preparedness:** We follow a *no surprises* approach with regular communication with Project Leadership and other key stakeholders, enabling proactive insights and effective management and validation of both risks and opportunities across your operating model and business processes.

Value for UTS

Our team understands your culture, the complexity of your operating environment as well as the challenges you face to deliver on your strategic intent – this insight will help underpin confidence and trust, de-risking the program of work.

Our proven expertise will deliver you greater insights, at pace, and with the appropriate level of rigor to underpin your decision making.

You will benefit from a mature and tested approach that empowers us to deliver with confidence, providing quality outcomes and innovative solutions that meet your needs.

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We are a multidisciplinary team that bring deep higher education experience and financial sustainability expertise

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Our core team have driven some of the largest and most complex higher education transformations in Australia (1/2)

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Our core team have driven some of the largest and most complex higher education transformations in Australia (2/2)

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We also have a network of global university advisory panel members that we can leverage throughout our engagement with you

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02
Our Approach

There are three key stages required to enable a successful transformation program and this piece of work will focus on stage 1 - strategic trade-off and diagnostic

Scope of this proposal

Strategic trade-off & Diagnostic

Objective: *Evaluate the strategic levers within the university and identify prioritised areas of transformation focus*

Key activities:

- High level evaluation of strategic levers including:
  - Teaching / research portfolios
  - Academic structures
  - Professional services
  - Campus footprint
  - Retention
  - New revenue streams
  - Other cost opportunities
- High level quantification of benefits that may be derived from each lever
- Prioritise growth and efficiency opportunities

Estimated Timing:
4 – 6 weeks

Detailed design

Objective: *Detailed analysis of the prioritised areas of focus, including validation of benefits and investment needs*

Key activities:

- Functional blueprinting of the entire university
- Current state analysis across whole universities (e.g., FTE / $ across each portfolio, spans and layers, geographic footprint, current projects, EFTSL load, CAT1-4 research, benchmarking)
- Value chain analysis (incl. people, process, system)
- Sentiment – staff / student assessment
- Whole of university org design
- Course and unit review remediation
- Academic workforce
- Development of a detailed service catalogue including recommendations for improvement
- Service delivery model redesign
- Operational and process design

Estimated Timing:
9 – 12 weeks

Execution and implementation

Objective: *Translating the recommendations from the detailed design into action / business as usual*

Key activities:

- Line by line validation of position impacts
- Change and communication plans including mail mergers to notify stakeholder groups
- Development of position descriptions
- Exec role play / prep sessions
- Implementation of new ways of working
- Supporting process transitions
- Implementation of new technology platforms

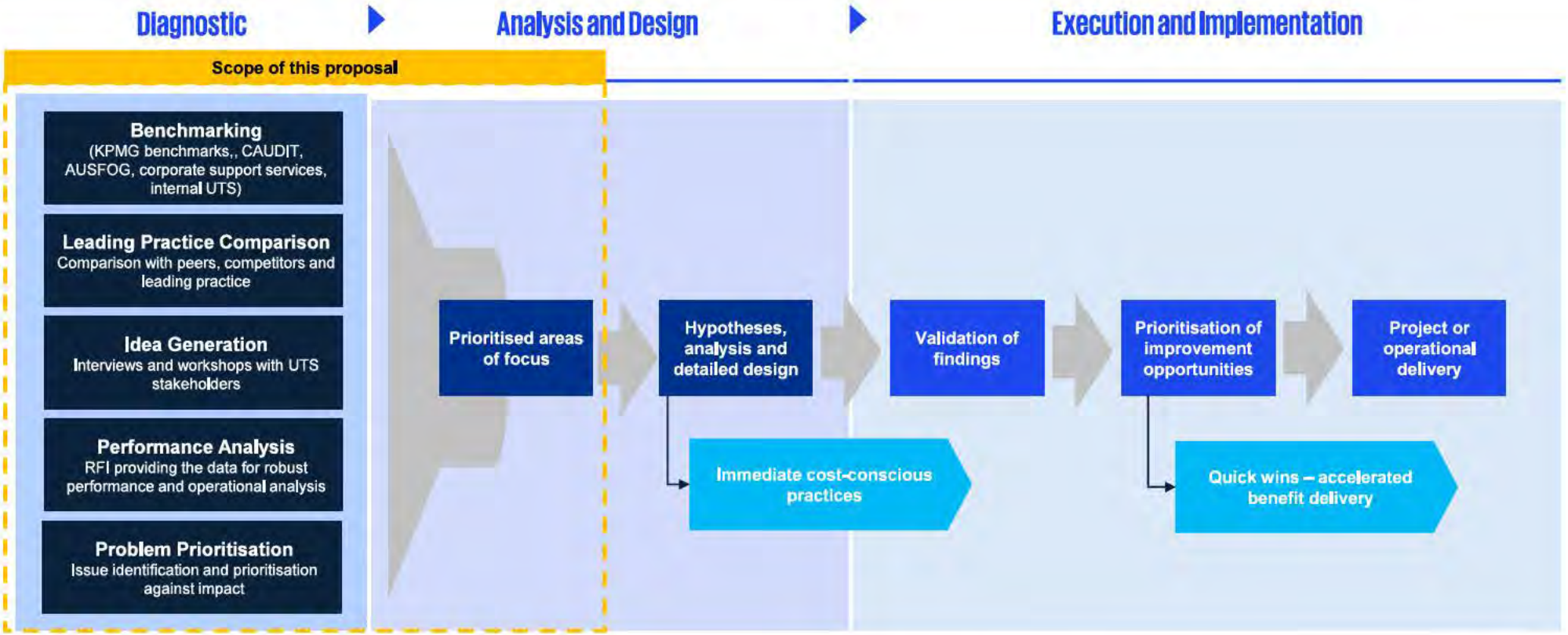
Estimated Timing:
12 – 18 months

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The scope of this work will deliver prioritised areas to further explore in detailed design which will be informed by our experience, analysis and benchmarking

The schematic below outlines the conceptual approach we will use to identify the full range of potential areas of opportunity and efficiency.



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We will undertake assessment of UT

Strategic levers for exploration		Incoming assumptions to test through the analysis
1. Couse portfolio	**a. Opportunities to grow revenue from enrolments or pricing**	• There is an opportunity to grow the enrolment numbers in UTS' current course offerings which has the potential to provide the university with additional revenue – e.g. explore expanding teaching and health / digital health offerings at UTS
	b. Identification of areas for remediation or to cease	• There are a significant number of courses being offered in UTS that are not earning a surplus for the university • There are overlap units created and delivered by different faculties and schools causing inefficiency and adds to the university's costs • There are a number of courses that do not align to the university's strategic priorities / areas of focus and Australia's jobs of the future
2. Identification of research areas of scale and focus		• UTS participates in a wide range of research fields; however, there is a huge variance in the research impact and outputs • UTS needs to identify research areas of current and emerging strength, along with research areas that are less productive / strategically aligned to identify potential areas that can be deprioritised
3. Enhance retention rates		• UTS is currently undertaking several initiatives to improve retention rates; however, there is an opportunity to identify if there are any gaps in the programs / projects that have not been considered by the university
4. Increasing the effectiveness and efficiency of your professional services		• There are multiple duplicate roles and potentially functions across the university • Workforce structures are not optimised compared to good practice benchmarks resulting in inefficiencies in operations • Components of functions and some roles are not core to its functional operations and would be best delivered another way • The size of professional workforce at UTS is significantly more than what is required to deliver its core purpose
5. Potential changes to academic structures		• There is an opportunity to improve academic structures across the university to enable more efficient and effective delivery of teaching and research across the university
6. Leveraging your campus footprint		• We understand that there is minimal opportunity to improve UTS' campus footprint as the university's campuses are already located mainly in central Sydney and you have recently sold Blackfriars. However, we will test at a high level if there are any additional opportunities worth exploring
7. Identification of opportunities to diversify your revenue streams		• There is an opportunity for the university to consider diversification of its revenue opportunities through non-core activities (e.g., leasing, retail strategy)
8. Other cost opportunities		• There is an opportunity to improve procurement and cost category management across the university • There is an opportunity to reduce financing cost and future costs associated with the $300m Bond and broader debt/capital structures • There is an opportunity for UTS to better leverage its existing technology systems or reduce subscriptions where relevant • There is an opportunity to further improve UTS' days sales outstanding, days payable outstanding and cash conversion cycle • There is an opportunity to continue refining liquidity and capital management to eliminate any net interest drag and to review pricing of all deposit, lending and transaction facilities to consider if there are any improvements

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The work conducted in this diagnostic phase along with its corresponding insights will influence the operating model stream of work

The diagnostic phase will provide a range of potential benefits for the university. As decisions are made in the diagnostic phase, it is imperative to understand that there are continuity effects and downstream impacts to the operating model stream of work

Outcome from diagnostic stage	Impact on operating model stream of work
Potential Decision #1: UTS decides to stop offering a particular course / subject	• Any changes to the academic workforce is expected to have a consequential impact on the professional workforce • May impact enterprise function catalogue if there are specific services being offered related to the course
Potential Decision #2: UTS decides to consolidate and redesign its Academic structures	• The designed Academic structure will influence the proposed university-wide service delivery model including the model option that is most appropriate within faculties, divisions and schools
Potential Decision #3: UTS decides that a blanket reduction of its professional services workforce is needed, agnostic of its academic workforce	• The extent of the reduction in the professional workforce will likely affect the service access of the university, likely leading to a greater emphasis and quicker transition to self-service practises
Potential Decision #4: Deeper dive is required to understand the extent of duplicate activities and functions across the university	• The deep dive and subsequent agreement on allocation of responsibilities may influence the placement of services across the institution

Please note that this list is non-exhaustive and is only meant to show a snapshot of the dependencies between the two streams of work.

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The final deliverable from this project will be an (1) Executive report and a (2) facilitated workshop to enable a university led decision on the strategic levers to pursue in detailed design

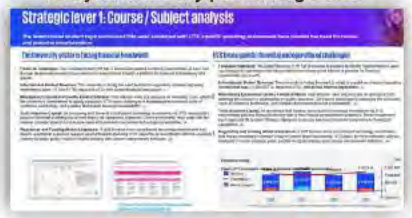
1) Executive report



- **The purpose of this report is to identify and provide the evidence base for a university led decision on the areas to explore in Detailed Design**
- Our final deliverable will be an Executive report that summarises the analysis by strategic lever and in aggregate.
- This will provide an evidence base for the Executive team in their consideration of which strategic levers to further explore in a Detailed Design phase.
- The Executive report would be the pre-read for the facilitated workshop

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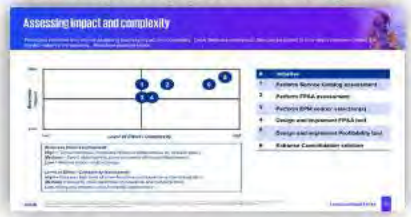
Analysis summary per strategic lever



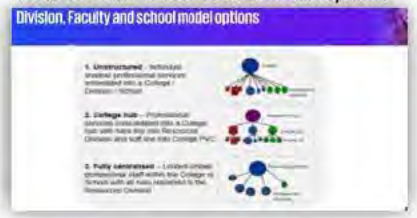
Benefits profile across all strategic levers



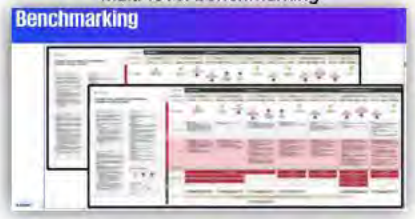
Draft sequencing / prioritisation of options



Academic and Professional model options



Multi-level benchmarking



Supporting analysis



2) Trade-off workshop

Strategic trade-off workshop to align on levers to explore and discuss next steps including and validation required



Proposed workshop agenda

1. Vice-Chancellor welcome & Acknowledgement of Country
2. Walkthrough of each strategic lever
3. Facilitated discussion of the portfolio of options
   - Go / No Go to Detailed Design
4. Agreement on proposed next steps / further analysis

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We have mapped out a high-level project workplan for the next four weeks that will enable UTS to decide on the strategic levers for further exploration in a Detailed Design phase

Proposed project timeline

Key Activities *week commencing*	2nd Sept	9th Sept	16th Sept	23rd Sept	30th Sept
Project mobilisation					
Draft structure of final report shared including analyses that will be conducted for each strategic lever	◆	KPMG to share draft structure of report by Day 3 of the engagement to ensure alignment on expected outputs and level of analysis			
Commence and progressively collate analyses incl: • Relevant benchmarking and reference models • FTE and $ analysis • Research impact analysis • EFTSL & course analysis					
Perform high-level validation with nominated key stakeholders, including calling out any assumptions and further validation that may be required				KPMG to share draft report between end week commencing 23rd Sept or early week commencing 30th Sept	
Draft final report for feedback				◆	
Develop pre-read materials for strategic-trade off workshop					
Conduct strategic-trade off workshop			Strategic trade-off workshop to be conducted end week commencing 30th Sept		◆
Project governance and check-in	◆	◆	◆	◆	◆

To enable a rapid diagnostic, we will work closely with UTS to ensure an iterative process is taken throughout the duration of the engagement, enabling us to pivot where needed. Please note that the above timelines are indicative only and will depend on data availability and quality, and stakeholder availability.

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The analysis we undertake as part of this engagement will utilise benchmarking and reference models where relevant

For the purpose of a diagnostic, only Level 1 and 2 benchmarking will be performed where relevant

KPMG's Levels of Benchmarking

Relevant benchmarking for the purpose of this engagement

Level 1

Macro analysis to understand how UTS measures against its peers. Examples of analysis:

- EFTSL by Broad Discipline Group
- EFTSL per Academic FTE to measure effectiveness
- Professional FTE to Academic FTE to measure efficiency

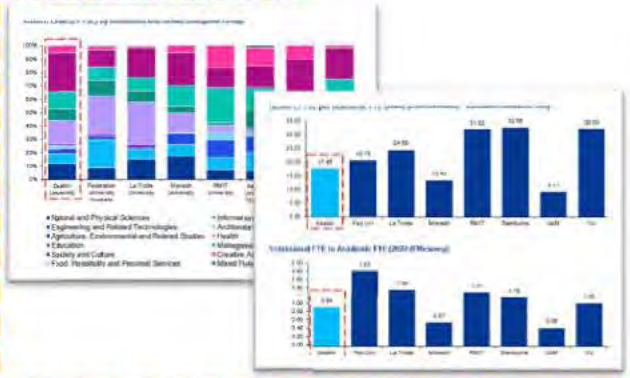
Level 2

Functional-level benchmarking (e.g., FTE per function against other universities, service delivery model)

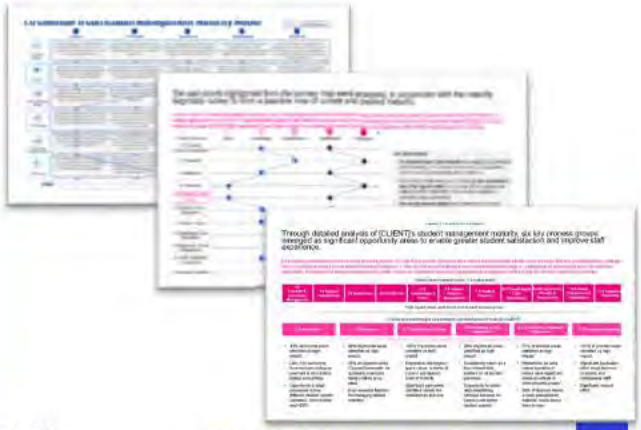
Level 3

Process-level benchmarking and maturity diagnostic models

Examples of Artefacts







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Below is an outline of the preliminary risks identified for this engagement and our proposed mitigation strategies which we will work with you to manage

Risks	Mitigation Strategies
Inability to meet the stipulated 4-week engagement timeline	• We are confident in our ability to project manage the engagement that will enable us to meet engagement timelines; however, we do note that our ability to meet the proposed timelines are dependent on data availability, data quality and stakeholder availability to provide guidance, validation and clear direction where required • To enable rapid diagnostic to be undertaken within the timeframes, we propose working closely with UTS to ensure an iterative process is taken throughout the duration of the engagement, enabling us to quickly pivot when needed • Our project plan has built in weekly governance and check-ins that will enable us to raise or escalate any issues or concerns, allowing us to rapidly agree on a way forward that will minimise impact on delivery timeframes
Data provided may have gaps or not be at the expected quality, potentially leading to an inaccurate view of potential benefits that can be extracted from each lever	• We have provided a data request in Appendix A that clearly outlines (i) data required (ii) data format (iii) assumptions and expectations around the data provided to ensure that what is shared with KPMG will be fit for purpose. As this program will require us working at a rapid pace, KPMG is working on the assumption that minimal re-work or adjustments to the raw data is required • We will work closely with UTS as we undertake our analysis to ensure that the data is providing as accurate a picture as possible. Where this is not possible for this phase, we will work with UTS to call out any key assumptions and further work that will be required to validate the data in the next phase
Deliverables produced does not meet UTS' expectations	• We are confident we understand the background, context and nuances of the environment that UTS is operating in. We will progressively test and validate all our materials with UTS to ensure you are brought along the journey and have multiple opportunities to provide feedback for iteration
Diagnostic does not enable UTS to meet its financial targets to enable operational sustainability	• Our approach to the diagnostic will provide UTS with a low and high range of benefits to ensure that the university can determine the level of pressure it places on each lever that will enable it to meet its targets. Should all selected levers be pushed to the maximum, KPMG will facilitate the conversation on re-including levers that were initially out-of-scope

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03
Our Commercials / Assumptions

GIPA s.3.6



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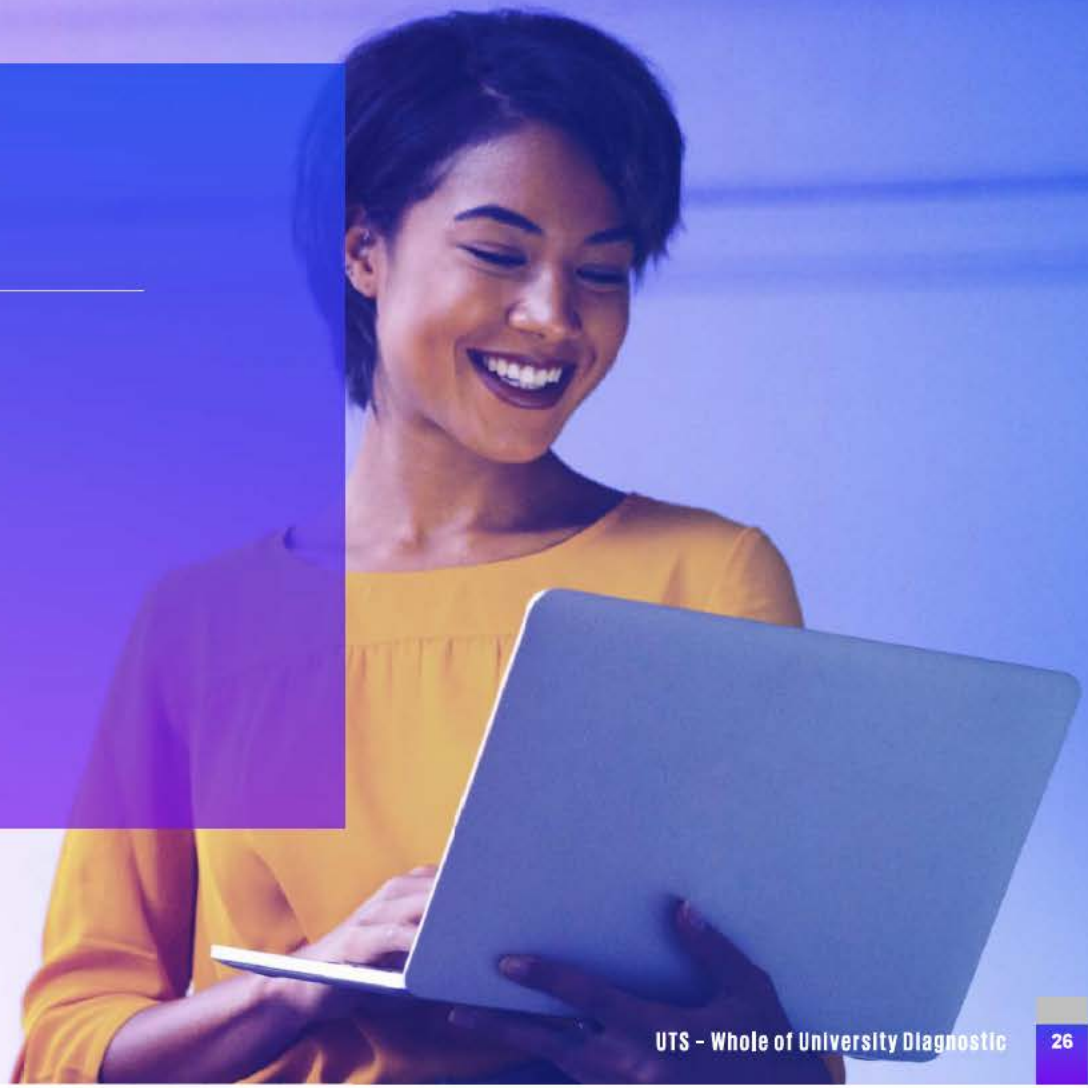
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04 Appendices

Appendix A.

Detailed Approach



Detailed Analysis: Increasing the effectiveness and efficiency of your professional services & reviewing your course portfolio

Increasing the effectiveness and efficiency of your professional services

Overview	The analysis for this lever will evaluate the **professional services staff profile** across your university
Benefit range	*To be determined upon diagnostic*
Example of deliverables produced in this diagnostic phase	• Current state FTE and $ allocation by function • Spans and layers • Size and shape incl. academic to professional staff ratio • Location • Tactical levers (e.g., fixed-term contract) • Benchmarking
Parameters	Analysis will not include: • Detailed validation of FTE and $ profile with Portfolio / Function leads • Identification of persons mapped to roles • Development of current state org structure and identification of reporting lines

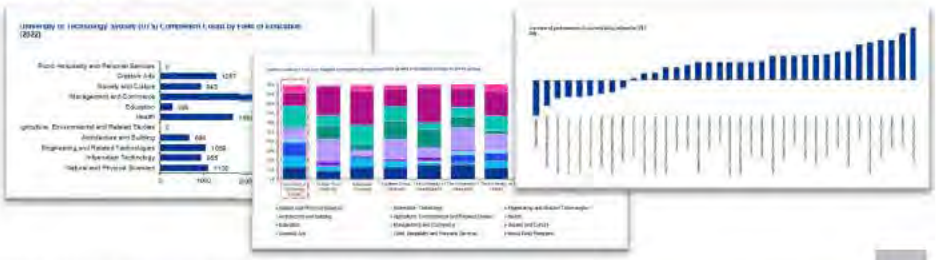
Snapshot of outputs



Course Portfolio

Overview	The analysis for this lever will **evaluate the current performance of UTS' courses / subjects**
Benefit range	*To be determined upon diagnostic*
Example of deliverables produced in this diagnostic phase	Full course and subject review will take 10 – 12 weeks. Noting the proposed timeline imperative, we will work with your nominated Executive members on Day 1 to prioritise effort in agreed areas for a 4-week scope leveraging existing performance data and annual course reviews Outputs to include: • Growth opportunities for enrolment and pricing including profitability analysis* • Course / subjects to explore ceasing or remediating • Student load EFTSL by broad discipline group • Mapping of courses / subjects against university's strategic priorities / areas of focus and Australia's jobs of the future • Benchmarking and mapping against jobs and skills data *Four week scope of analysis to be agreed on Day 1 with DVC-E or nominated Executive member
Parameters	To be determined upon discussion with UTS on Day 1

Snapshot of outputs



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Detailed Analysis: Identification of research areas of scale and focus & enhance retention rates

Identification of research areas of scale and focus

Overview	The analysis for this lever will evaluate the **research areas of focus being undertaken across the university**
Benefit range	*To be determined upon diagnostic*
Example of deliverables produced in this diagnostic phase	• Indicators of research productivity by Faculty / Researcher • Identification of research areas of current and emerging strength for the university to continue investing in • Identification of research areas that are less productive / strategically aligned to identify areas that can be deprioritised • View of changes in category income over the past 5 years
Parameters	Analysis will not include: • Deep dive analysis into specific discipline, areas of focus • Validating individual research performance • Assessment of university's research infrastructure

Snapshot of outputs



Enhance Retention Rates

Overview	The analysis for this lever will evaluate **the different retention rate initiatives undertaken by the university to identify any gaps / suggestions for improvement**
Benefit range	*To be determined upon diagnostic*
Example of deliverables produced in this diagnostic phase	• Review of UTS' retention strategy initiatives including a low, medium, high rating of how it will impact retention rates • Recommendation of other retention strategies that may not have been considered by the university
Parameters	Analysis will not include: • Development of any framework / quantitative scoring of UTS' current retention strategies • Design of new retention strategies that may be recommended

Snapshot of outputs



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Detailed Analysis: Potential changes to academic structures & identification of other revenue and cost opportunities

Potential changes to academic structures

Overview	The analysis for this lever will evaluate **the structure of UTS' Faculties and Schools**
Benefit range	*To be determined upon diagnostic*
Example of deliverables produced in this diagnostic phase	• Review of UTS' current state Faculty structure • Recommendations for potential high-level future state Faculty model(s) including benefits and drawbacks of proposed future state • Recommendations of accompanying high-level service delivery model option that is most appropriate within faculties, divisions and schools for the proposed structure recommended
Parameters	Analysis will not include: • Reviewing / designing of org structures, position descriptions, roles and responsibilities etc • Roadmap / plan of transition for how to shift from current to future state • Size and shape of the proposed service delivery model • Mapping of interactions between Faculties and service hubs

Snapshot of outputs



Identification of other revenue and cost opportunities

Overview	The analysis for this lever will evaluate the non-core revenue and cost opportunities across UTS
Benefit range	*To be determined upon diagnostic*
Example of deliverables produced in this diagnostic phase	• High-level review of UTS' technology stack including identification of potential subscriptions that can be reduced as the university better leverages its existing technology systems • High-level review of UTS' current procurement and major cost categories potential areas for improvement • High-level review of UTS' debt and capital structures
Parameters	Analysis will not include: • Full mapping of UTS' potential future tech landscape • Review of each individual technology platform across the university and ways to integrate / improve functionality • Development of roadmaps for any opportunities identified

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To support the analysis that will be required for this diagnostic, we have prepared our initial list of our data request

Data Required	Data Format	Assumptions and Expectations on Provided Data	Date to be received by KPMG
Course data	Excel only	• Excel provided will have a full list of courses offered by UTS • There should be corresponding EFTSL and $ mapped for each course, along with relevant proxies for profit • Last annual course review	No later than 3rd September 12PM
Research data	Excel only	• Research income, funding and citations by individual • Last annual research performance review • Broader research performance data including CAT 1-4 income • HDR completions over the past 5 years • Recent ERA submissions	No later than 3rd September 12PM
Student retention data	Excel only	• Historical data over the past 5 years • List of all initiatives across UTS that is currently being used for	No later than 3rd September 12PM
Enrolment growth data	Excel only	• Historical data over the past 5 years	No later than 3rd September 12PM
Workforce data	Excel only	• There should be no duplicate rows in the workforce data provided • Position data should not exceed 1 FTE • Each position ID must be unique • Each position should be clearly mapped to a manager position ID (i.e., no orphan IDs) • All positions should have its corresponding HEO or Level A – E for Academics • All positions should have clear funding categories (e.g., operationally funded or grant funded) • All positions should be tagged to its corresponding Portfolio / Function / Schools • Data provided should be reviewed by Finance prior to being provided to KPMG	No later than 3rd September 12PM
Faculty structure	PDF / Visio or PPT	N/A	No later than 3rd September 12PM
Internal Benchmarking	Any format available	N/A	No later than 6th September

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Stakeholder engagement: Our university led approach to stakeholder engagements ensures the right people are involved at critical stages to ensure informed decision-making and support for the change

As per our conversation with the Vice-Chancellor on 29th August 2024, for the diagnostic phase we will not engage broader than the core Executive team.

During projects of this kind, we place great importance on effective communication and engagement with stakeholders. Our proposed engagement model is designed to maintain suitability throughout the life of the program and seeks to ensure that stakeholders are informed, involved, and positively engaged at the right times across the phases of the project.

The key to successful transformation programs is ensuring key stakeholders are segmented into various groups based on their roles and interests in the project at a high level. Each group will play a unique role in the project and will be engaged accordingly to ensure that those with the most influence and knowledge are contributing to the direction and execution of the transformation, which is crucial for its success.

This approach provides a high-level overview of our stakeholder communications and engagement plan – it emphasises our commitment to effective communication and stakeholder engagement, which are crucial for the success of our project. As with any transformation programs, we will work collaboratively with you to refine this plan and ensure it meets your needs.

Key thinkers and crucial influencers must be engaged early and remain part of the opportunity development and broader program

No stakeholders engaged without sponsor approval



Potential engagement forums

Key thinkers e.g. VC and Exec team	• One-on-one interactions • Design workshops • Executive/Committee meetings • Council meetings
Crucial influencers e.g. selected Academic and functional leaders	• One-on-one interactions • Leadership briefing sessions • Targeted invitation to workshops • Email
Senior stakeholders e.g. Discipline or functional specialists	• Leadership briefing sessions • One-on-one engagement on specific areas of interest • Email
Broader community e.g. Broader staff / 3rd parties	• Town halls • Intranet/Internet • Social media • Email

Focus for the Diagnostic phase

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KPMG has a comprehensive database of relevant and up-to-date benchmark information that we will leverage for this engagement where relevant

Overview

KPMG's database is **compiled from KPMG proprietary and industry leading sources including American Productivity and Quality Centre (APQC).** These benchmarks are refreshed every quarter and any data older than 3 years is removed. We will also leverage KPMG functional experts, industry websites such as Australian Curriculum, Assessment and Reporting Authority (ACARA), financial reports, and additional sources such as Forrester and Gartner to supplement our database.

Snapshot of KPMG's benchmarking database



1. Our database supports benchmarking across 12 key functional areas including Finance, Procurement, HR, IT, Customer, Supply Chain and Risk
2. The database consists of ~1,000+ organisational, functional and process KPIs. This includes KPIs at function level and activity levels
3. The database is supported by data from a significant portion of the global market with over 860,000 data points. While this affords us a substantial data set, narrowing the parameters of the benchmark (region, org. size, industry) will reduce the number of comparators. Moreover, the database will only produce benchmarks where there is sufficient number of data sources.
4. Outcomes can be tailored based on sample data across multiple geographies and organisational sizes (revenue / employees) to increase accuracy and specificity
5. Benchmark values can be derived from peer group data in the form of quartiles (25th, 50th and 75th percentiles)
6. Ability to compare with peers within the same industry and more broadly. Data has been captured for 17 industries including Government, Healthcare and service Organisations that can be used for comparison

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We will use our access to a robust network of benchmarking tools to guide the development of UTS' future state operating model

Inputs

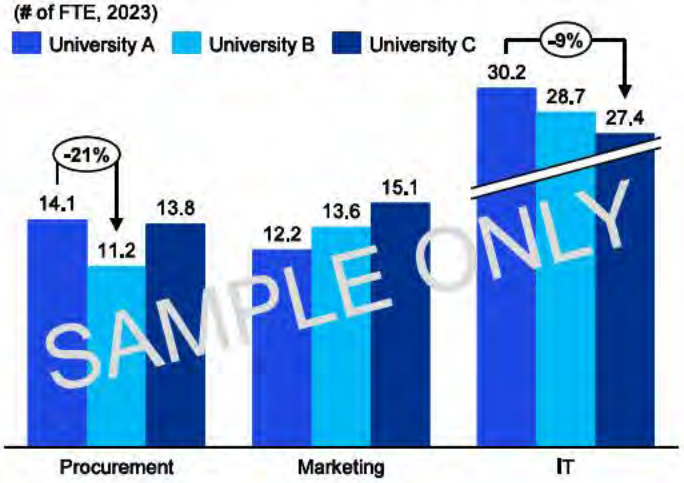
Benchmarking
(KPMG benchmarks, TEFMA, CAUDIT, AUSFOG, corporate support services, internal UTS)

Leading Practice Comparison
Comparison with peers, competitors and leading practice

Idea Generation
Interviews and workshops with UTS employees

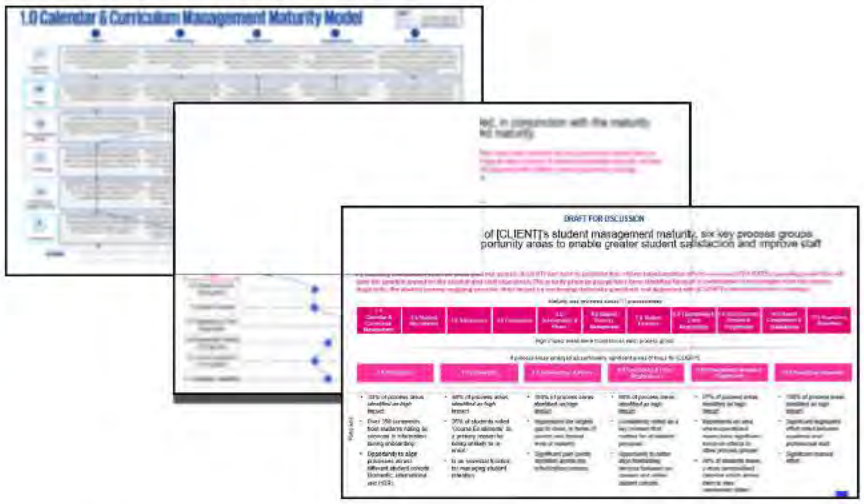
Examples of benchmark outputs that will be shared with UTS to guide discussions

Comparison of FTE in the Procurement, Marketing, and IT function of three universities
(# of FTE, 2023)



There is an opportunity for University A to reduce its FTE in Procurement by 21% and in IT by 9%
*Note: These numbers are indicative only and are not real figures

KPMG can administer our student management services maturity diagnostic to help measure UTS' current and desired maturity across 11 student management functions and 6 layers of the operating model. The findings can then be used for further exploration within the workshop and to inform future state operating model design.



KPMG's Powered Enterprise for Higher Education Maturity Diagnostic Examples

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Incoming Perspective: Previous work undertaken by KPMG for UTS identified that there are working capital benefits that UTS can explore (1/4)

Our initial analysis of UTS' financial data suggested that opportunities exist to improve working capital and release cash. Based on our experience, we estimate working capital upside $10M - $45M+ with much of this deliverable within a 3 – 9 months period

Overall Upside $ Estimate: $10m - $45m+

Core Test	Historic Performance	Local Peer Performance	KPMG Experience
Indicative Upside $ Estimate	$12m	$14m - $47m	$8m - $22m
	Analysis of University of Technology Sydney's historical working capital performance indicates that one FY22 core working capital metric is lagging historical best levels achieved by the business. Achieving historic best levels of performance could provide working capital upside of circa $12m (**10 day delta in DSO**). Whilst we would need to better understand the drivers of this change in performance over time, the fact that the university has achieved a better result in the past gives us confidence in your ability to return to that level.	We have compared University of Technology Sydney's FY22 working capital metrics to selected peers in the similar sector. Whilst a number of business model differences will exist, it nonetheless provides a useful comparison. We have modelled two scenarios of performance improvement: Moving University of Technology Sydney's performance to local peer **average** levels would improve working capital by $14m (**7 days delta in DPO**). Moving University of Technology Sydney's performance to local peer **first quartile** levels would improve working capital by $47m (**18 days delta in DPO** valued at **$33m** and **12 days delta in DSO** valued at **$14m**).	KPMG Working Capital Advisory uses two rules of thumb to size potential upside opportunities. These are based on our experience identifying and delivering upside for clients over the last 15 years globally. **Test 1 – Gross Working Capital Test**. Suggests $8m upside (Based on a Gross Working Capital value of $82m at 10%). **Test 2 – Turnover Test** Suggests $22m upside (Based on an Adjusted Revenue value of $442m[1] at 5%).

Note: (1) Financial information sourced from UTS' annual reports (2) Due to limitation in publicly available data, it is possible that results may not be entirely comparable due to differences in accounting treatments between universities (3) Revenue excludes Federal and State Government financial assistance, Royalties, trademarks and licenses, other revenue and income, and investment income (Note 2 in UTS FY2022 annual report)

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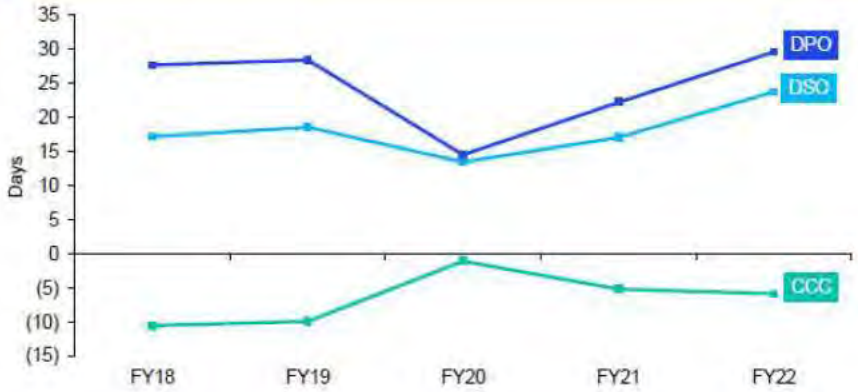
Incoming Perspective: Previous work undertaken by KPMG for UTS identified that there are working capital benefits that UTS can explore (2/4)

Desktop analysis of UTS' historical working capital performance suggested Days Sales Outstanding lag historical best levels. This suggested that the business has previously achieved better performance and has the potential to return to that level.

Key financials

$m	FY18	FY19	FY20	FY21	FY22
Profit and loss					
Revenue	550	586	508	469	442
Cost of sales	633	689	730	648	660
Gross profit	(83)	(103)	(222)	(180)	(218)
Operating Cash Flow	188	179	83	189	93
EBITDA	164	143	90	251	69
Cash Conversion Rate	115%	125%	92%	75%	134%
Balance sheet					
Trade receivables	26	30	19	22	29
Trade creditors	48	54	29	40	54
Gross Working Capital (GWC)	74	84	48	61	82
Net Working Capital (NWC)	**(22)**	**(24)**	**(10)**	**(18)**	**(25)**
NWC as % of sales	*(4)%*	*(4)%*	*(2)%*	*(4)%*	*(6)%*
WC (days)	**FY18**	**FY19**	**FY20**	**FY21**	**FY22**
Days Sales Outstanding	17	19	14	17	24
Days Payable Outstanding	28	28	15	22	30
Cash Conversion Cycle	**(10)**	**(10)**	**(1)**	**(5)**	**(6)**

Working Capital Performance



Historical Performance

	Best	Year	FY22	Gap
Days Sales Outstanding	14	FY20	24	10
Days Payable Outstanding	30	FY22	30	0
Cash Conversion Cycle	**(10)**	**FY18**	**(6)**	**4**

Note: (1) Financial information sourced from UTS' annual reports (2) Due to limitation in publicly available data, it is possible that results may not be entirely comparable due to differences in accounting treatments between universities (3) Revenue excludes Federal and State Government financial assistance, Royalties, trademarks and licenses, other revenue and income, and investment income (Note 2 in UTS FY2022 annual report)

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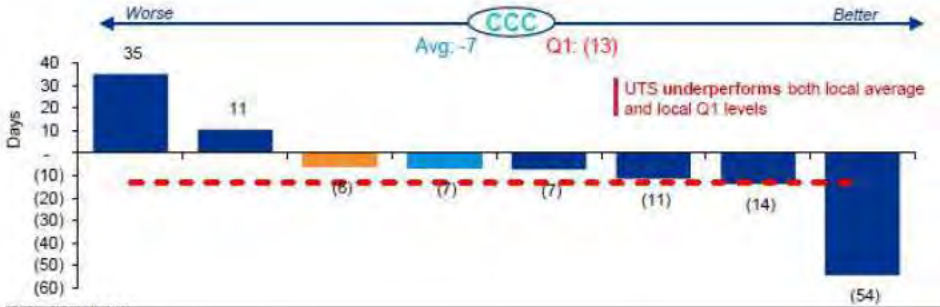
Incoming Perspective: Previous work undertaken by KPMG for UTS identified that there are working capital benefits that UTS can explore (3/4)

We compared UTS working capital metrics against a selection of Australian peers. The comparison indicated that there is an opportunity to improve Days Payable Outstanding in line with peer average and their Days Sales Outstanding relative to their peer Q1 figure.



GIPA s.3.5 and s.3.6





GIPA s.3.5 and s.3.6

Legend

DPO – Days Payable Outstanding

DSO – Days Sales Outstanding

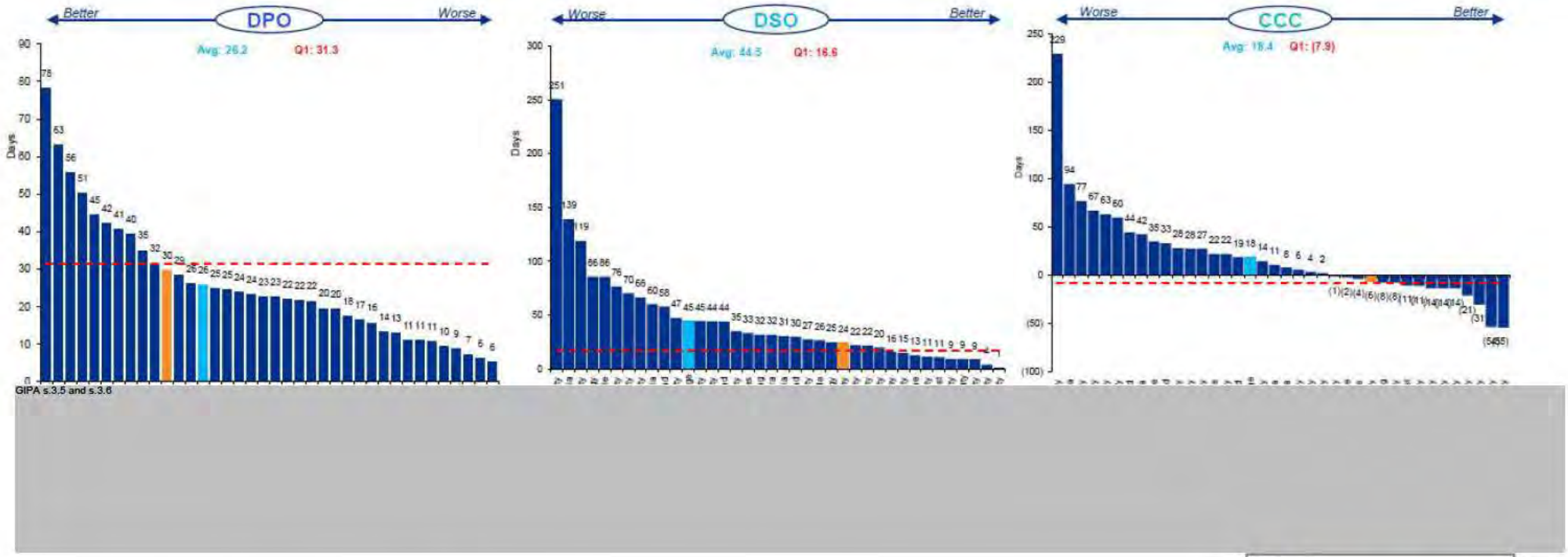
CCC – Cash Conversion Cycle

Note: (1) Financial information sourced from Capital IQ and UTS annual reports (2) Due to limitations in publicly available data, it is possible that results may not be entirely comparable due to differences in accounting treatments between different universities. Q1 above represents Quartile 1.

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Incoming Perspective: Previous work undertaken by KPMG for UTS identified that there are working capital benefits that UTS can explore (4/4)

We analysed the working capital performance of 38 Australian universities. Analysis suggested that UTS has potential opportunity to further improve their Days Sales Outstanding, Days Payable Outstanding and Cash Conversion Cycle relative to sector leaders



GIPA s.3.5 and s.3.6

Legend
DPO – Days Payable Outstanding
DSO – Days Sales Outstanding
CCC – Cash Conversion Cycle

Note
(1) Financial information sourced from Capital IQ and UTS annual reports.
(2) Due to limitations in publicly available data, it is possible that results may not be entirely comparable due to differences in accounting treatments between different universities.

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Appendix B.

Team Credentials & CV's



We are Australia's leading advisor in Education and have deep experience in tertiary education. Since 2020 ...

...we have worked with

104+ Public & independent schools

67+ TAFEs & RTOs

24+ Departments & government agencies

61+ Australian and International Universities

...we have led

6000+ Education engagements

50+ were large scale transformational projects.

...we are addressing complex challenges in Education, including

- Smarter Learner Support Services
- Strategy and Transformation
- Student Experience
- Assets fit for the future
- Technology Transformations
- Research Excellence
- Curriculum of the Future
- Workforce culture and planning
- Risk in a changing world

...we are specialists in Education

1,307 Education workforce in 2023

Sector Expertise

- Institutional strategy and operational excellence
- Student experience, student management, learning and teaching
- Policy and program evaluation
- Research & research management
- Business and technology transformation

Sector Experience

- Members of our team have experience within the sector as:
- Federal Department of Education Director and Federal / State Education policy & operations SMEs
- University professional services / corporate services leads
- CEOs of education start-ups and providers
- Educators and researchers across schools and higher education
- Education software and solutions vendors
- Board Chairs and Members

...we are thought leaders in national Education conversations

- Geopolitics in Australian Higher Education
- The Future of Higher Education in a Disruptive World
- Revenue diversification for improved education and research outcomes
- Student Experience in the Age of the Customer

The Future of Higher Education Webinar Series

- Transforming HR at The University of Queensland
- Transforming financial management and procurement in higher education
- Transforming data and analytics in higher education
- Making a difference in research translation

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GIPA s.3.4

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GIPA s.3.4



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GIPA s.3.4

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GIPA s.3.4



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Contact us

GIPA s.3.4



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Document Classification: KPMG Confidential

These documents comprise:

(a) Doc 7: A 41 page document titled "UTS Sustainable Finance Draft Report" dated 14 October 2024, in respect of which it is stated in the Executive Summary:

"Scope of this report

- This Executive Summary Report maps out a pathway to sustainability providing options that will allow UTS to be operationally resilient for the long term and deliver on its strategic intent;
- A range of strategic options have been considered to enable UTS to achieve sustainability, including more structural changes, eg course and subject changes, potential changes to academic structures and refinement of research focus. Successful deliver [sic] of a portfolio of the options presented in this report would enable the University to achieve a pathway to sustainability within its existing settings;
- The options presented have been assessed on size of potential benefit, scale of investment required , and the level of risk and alignment to UTS's core purpose;
- The Executive Summary report is intended to provide an evidence-bae for executive level decisions regarding the strategic levers the University wants to further analyse in a detailed design phase"

(b) Doc 7att1: A 145 appendix to that document, titled "Appendix – Supporting analysis for each Strategic Lever", which contains a detailed analysis of what KPMG describes as "strategic levers", being Course Portfolio, Identification of research areas of scale and focus, Potential changes to Academic Structure, Increasing the effectiveness and efficiency of your Professional Services, Enhance Student Retention.

Documents 8 to 14 comprise various status reports in relation to the progress of various aspects of the OSI program. They have redacted by UTS with respect to personal information of third parties. They have already been released to [the applicant] but are withheld from general access on the Disclosure Log.

DATA REQUEST tab

ID	Data Category	Data Request	Caveats / Considerations / Interpretations to Note
1	Academic (Teaching and Research) Data	EFTSL load and revenue (& margin) by discipline / course / subject	EFTSL by taught rather than enrolled
2	Academic (Teaching and Research) Data	Workload data aligned to discipline / course / subject	
3	Academic (Teaching and Research) Data	Annual course / subject review	Get from course / subject performace reporting;
4a	Academic (Teaching and Research) Data	Research income (including CAT 1-4 income)	Research income can be provided.
4b	Academic (Teaching and Research) Data	Citations by discipline / academic	~~Citiations...~~Publications to confirm time period. Assumption is current UTS staff.
5	Academic (Teaching and Research) Data	Academics by Faculty / Discipline	Will use estbalishment data from NEO, excludes vacancies
6	Academic (Teaching and Research) Data	Research / Teaching Casuals	Will use data for ACV - assumptions to be provided (e.g. allocation for Research)
7	Academic (Teaching and Research) Data	Academic workload splits by discipline	Duplicate with ID 2? Nuance is split
8	Academic (Teaching and Research) Data	Expected subject delivery hours for all subjects including teaching and preparation time required	Can provide faculty workload guidelines Link to subject delivery hours in timeabling system. Will seek to provide mode of teaching (not in current set) Excludes prep time Assumptions includes class went ahead Question on derivation on casual prep time...(may seek EA advice)
9	Academic (Teaching and Research) Data	Last annual research performance review	Clarity if this is individual or research discipline
10	Academic (Teaching and Research) Data	HDR completions over the past 5 years	
11	Academic (Teaching and Research) Data	HERDC submissions / reports	
12	Academic (Teaching and Research) Data	Faculty structure	Will provide NEO extract. Excludes vacancies Will seek org charts (keen to explore if can use OrgVue to generate initial view to then be updated) Can look at 24 fin budget (includes vacancies) 5/9 LP will see if FP can help source from faculities 5/9 MS to chat with Alison re Divisions
13	General Ledger Data	P&L data with detailed revenue and cost breakdown	
14	Professional Data	Workforce data (de-identified) across the institution showing all FTE breakdown	Excludes casuals Use #5 above
15	Professional Data	Org structure by Portfolio / Function / Schools	See # 12
16	Other Data	List of all UTS' current strategies / initiatives to enhance student retention rates	
17	Other Data	Student feedback on areas of improvement over the past year (e.g., feedback through surveys etc)	Don't have closing actions based on surveys

DATA REQUEST tab

18	Other Data	Student retention historical data over the past 5 years	Can provide course and institutional
19	Other Data	Any data to help us understand UTS' technology stack and list of licenses / subscriptions	
20	Other Data	Any data that helps us understand UTS' capital assets and corresponding occupancy data	
21	Other Data	Any internal benchmarking / relevant data	n/a
22	Other Data	Staff survey data	
23	Academic (Teaching and Research) Data	International Research White Paper	
24	Academic (Teaching and Research) Data	Research Productivity	
25	Academic (Teaching and Research) Data	Knowledge Exchange White Paper	
NEW	Total Subject Enrloments < 1 EFTSL	This report provides the ability to filter on a user defined value to return those subjects with fewer than X EFTSL.	
26	FEIT Centres Analysis	Models ROI for research institutes / centres	
27	Faculty School Margins Analysis	teaching and margins by school (FY23)	
**** insert above			
		Any data related to the $300m bond	

Org charts received
DAB
BUSINESS ORG CHART
DAIU ORG CHART
FACULTY OF LAW ORG CHART
FACULTY ORGANISATION
FASS ORG CHART
FEIT ORG CHART
FLT ONLY FINANCE ORG CHART
FOH ORG CHART
FOH PROF. SERVICE ORG CHAT
ITU ORG CHART
MCU ORG CHART
OPERATIONS DIVISION ORG VIEW
ORG CHART PPL UNIT CURRENT VIEW
ORG CHART SEPT FEIT
PROPERT UNIT ORG CHART
UPMO ORG CHART
UTS CORE RESEARCH COMM

	Strategic levers	Detail	Resolved? (Y/N)
	1. Couse portfolio	**a. Academic workload split** – missing this information but Kylie and Joanne have given us a steer on who we can contact. We would appreciate if you could follow up on this with the relevant people given the sensitivity around this piece of work	Y
		b. Missing subject margin and EFTSL load per subject – We have raised this to Lee but we haven't received anything	Y
		c. Require clarification on the number of courses as this appears different in PowerBI and separate course data provided – Craig and Lee are working on this and we were expecting to receive a response	Y
	2. Identification of research areas of scale and focus	Should have all of the information we need based on PowerBI and other research data	Y
	3. Leveraging your campus footprint	**Missing information on capital assets and corresponding occupancy data** **(Occupancy)**	Y
		Capital Assets	Y
	4. Increasing the effectiveness and efficiency of your professional services	a. Noting that you are comfortable with us proceeding with the Neo PowerBI data, we will still need your help to confirm the funding categories for each position (i.e. external or operationally funded) for us to determine what is in scope for our analysis.	Y
		b. Tactical levers – do not have the number of renewals per fixed term contract and vacancies, also missing access to casual information on PowerBI	Y
	5. Potential changes to academic structures	As we are missing some workforce information we cannot fully analyse the faculty model	Y
	6. Identification of opportunities to diversify your revenue streams	**Missing other Revenue information** - as need the next level of detail	Y
	7. Enhance retention rates	Should have all of the information we need based on PowerBI and other data	Y
	8. Other cost opportunities	**a. Missing information on other Expenses** – we need the next level of detail	Y
		b. Missing Technology data – We have yet to receive any information that can help us understand UTS's technology stack and list of licence and subscriptions	N
		c. Bond information – We will source this from the CFO meeting that we have scheduled next week	Y
		Procurement data request	N
		Research - No of zero publications and $0 research income (4 year analysis 2020 onwards) ie. Inactive	N
		Autumn forecast - additional info per staff ID	Y



Draft for discussion only – no decisions made

UTS Detailed Design

Revised Work Plan : Sustainable Teaching and Learning

11 February 2025

Note: This work plan has been developed based on the current landscape at UTS and is subject to ongoing change

UTS CRICOS 00099F
UTS TEQSA PRV12060

Draft for discussion only – no decisions made

Key Questions for Course and Subject Rationalisation in Tranche 1[1]

Overarching Question: Which courses and elective subjects at UTS should be proposed for potential discontinuation, and what is the associated workforce profile and costs?



Financial Viability

- What are the potential cost savings from discontinuing or consolidating negative margin courses and subjects?
- Which courses and elective subjects have the highest cost relative to revenue, leading to negative or unsustainable margins?
- Which courses and subjects have the lowest cost-efficiency in terms of delivery per student?



Staffing and Workforce

- What is the salary cost of academic staff (ongoing vs casual) allocated to negative direct margin courses and subjects?
- What are the potential reduction in workforce costs from discontinuing identified courses and subjects, and what is the equivalent academic staff (FTE) required to deliver these courses / subjects?
- Which courses / subjects rely heavily on casual staff, and what cost efficiencies could be gained by reducing casual contracts (where appropriate)?



Alignment, Enrolment, and Course Discontinuation

- Which courses and subjects do not align with UTS's strategic priorities or research areas of strength?
- Which courses and subjects have consistently low enrolments below sustainable thresholds?
- What are the impacts to support functions and professional workforce of discontinuing specific courses and subjects? *(Note: Any quantification will be captured as part of the Operating Model Program, and not ST&L)*



Course and Subject Consolidation *(Note: This will be done in parallel as Tranche 1 identification, but outputs will not be delivered as part of Tranche 1)*

- Which courses and subjects have overlapping content that can be consolidated to reduce delivery costs?
- Which low-enrolment electives can be removed or consolidated without negatively impacting core degree structures?
- What administrative and operational costs can be reduced by streamlining course offerings?

UTS

Note: (1) Tranche 1 refers to the sprint leading up to the ULT on April 3rd. During this phase, key activities will focus on identifying "high risk" courses and elective subjects according to the established framework.

KPMG Drafting Note: Detailed approach and activities may change depending on answers to questions posed on slide 5

Draft for discussion only – no decisions made

Tranche 1: Approach for Course and Subject Viability Analysis (1/2)

ID	Key activity	Detailed approach
1	Refined frameworks and broad agreement on analysis criteria	• Viability framework and criteria have been established and refined, including thresholds for financial performance and strategic alignment. Key metrics, exclusion criteria, and decision-making principles have been defined with broad agreement.
2	Consultation with Associate Deans (Teaching and Learning) to Identify Priorities	For discussion • Engage ADTLs to identify underperforming courses, elective subjects, and duplicate or similar subjects. • Gather preliminary insights to determine priority areas for detailed analysis. • Align stakeholder expectations regarding the review process and anticipated outcomes.
3	Finalise framework including confirmation on thresholds, key metrics, and any other decisions required on data	**Finalise Viability Framework** • Validate and finalise threshold values for risk categories based on historical data and stakeholder feedback. **Data Cleaning, Categorisation, and Preparation** • Gather and reconcile core datasets, ensuring data accuracy and consistency: o **Course and subject list** – a comprehensive inventory of all academic offerings. o **ACV financial data** – revenue, cost structures, and profitability of courses and subjects. o **EFTSL and headcount data** – student enrolments per subject and course, broken down by year. o **Academic FTE and headcount data** – staffing allocations, including permanent versus casual academic staff. o **Subjects to courses data** – ensuring all courses have mapped subjects **Application of the ST&L Viability Framework** • Apply pre-agreed exclusion criteria to retain strategically important courses, even if financially unviable. This includes: o Courses central to the university's long-term strategy. o Core curriculum relevance (essential courses required for degree pathways). o Subjects aligned with key institutional research strengths.
4	Apply framework to identify courses and subjects that are proposed for discontinuation (Tranche 1)	• Assess the viability of courses and subjects using key performance indicators: o Annual student headcount per course and subject. o Direct margin analysis (financial viability assessment based on costs versus revenue). o Three-year enrolment trends to determine long-term sustainability. • Categorise each course and subject into one of three risk levels: o Low Risk – Strong enrolment and financial health; minor, if any, interventions required. o Medium Risk – Some interventions needed to maintain viability, such as curriculum restructuring or staffing adjustments. o High Risk – Significant intervention required; may be considered for discontinuation.
5	Indicative Academic Workforce Analysis for Tranche 1	• Identify the associated academic workforce for courses and subjects classified as high risk. • Determine course type, distinguishing between core and elective subjects. • Evaluate staffing allocations, assessing the balance between ongoing and casual academic staff in high-risk (and potentially medium-risk) courses.

KPMG Drafting Note: Detailed approach and activities may change depending on answers to questions posed on slide 5

Draft for discussion only – no decisions made

Tranche 1: Approach for Course and Subject Viability Analysis (2/2)

ID	Key activity	Detailed approach
6	Draft Tranche 1 Analysis for Review and Faculty Consultation	• Compile initial findings from the viability assessment, ensuring all courses and subjects are categorised appropriately. • Validate risk categorisations and recommended interventions with key stakeholders. • Seek preliminary approval from DVCE&S for the draft tranche 1 analysis before wider Faculty consultation.
7	Consultation with Faculty and School Leadership Teams	For discussion • Conduct structured discussions with Faculty and School Leadership Teams. • Present findings from the viability analysis, including course risk categorisations and proposed actions. • Discuss potential transformations, restructuring, or discontinuations of courses. • Address concerns or objections raised by academic staff and explore alternative solutions where necessary. • Refine recommendations based on feedback to ensure alignment with ULT and OSI priorities.
8	Consultation with Finance and HR on Future Workforce Requirements	For discussion • Confirm salary and employee costs for staff affected by discontinued subjects. • Identify FTE allocations and calculate total costs for permanent, casual, and fixed-term staff. • Assess redundancy liabilities and potential cost savings. • Validate financial impacts for inclusion in the final Tranche 1 analysis and ULT presentation.
9	Finalisation of Tranche 1 Analysis for UTS review	• Finalise decisions on courses and subjects to be retained, modified, or discontinued. • Develop clear justifications for improvement actions, including financial, academic, and strategic factors. • Consolidate findings into a structured presentation and supporting documentation, including detailed supporting Excel workbook. • Conduct internal reviews and quality checks, including review by DVCE&S and key stakeholders, to ensure accuracy and completeness.
10	Development of ULT Presentation Materials	• Compile key findings into presentation materials, summarising the viability analysis, including financial performance, subject / course data, and associated workforce profile. • Draft and refine supporting documents, incorporating feedback from DVCE&S and key stakeholders.
11	Tranche 1 presentation materials distributed to ULT	• Distribute finalised tranche 1 materials to ULT members for review ahead of the presentation. • Provide supporting workbooks, summaries, and key findings to ensure ULT members have all necessary context.

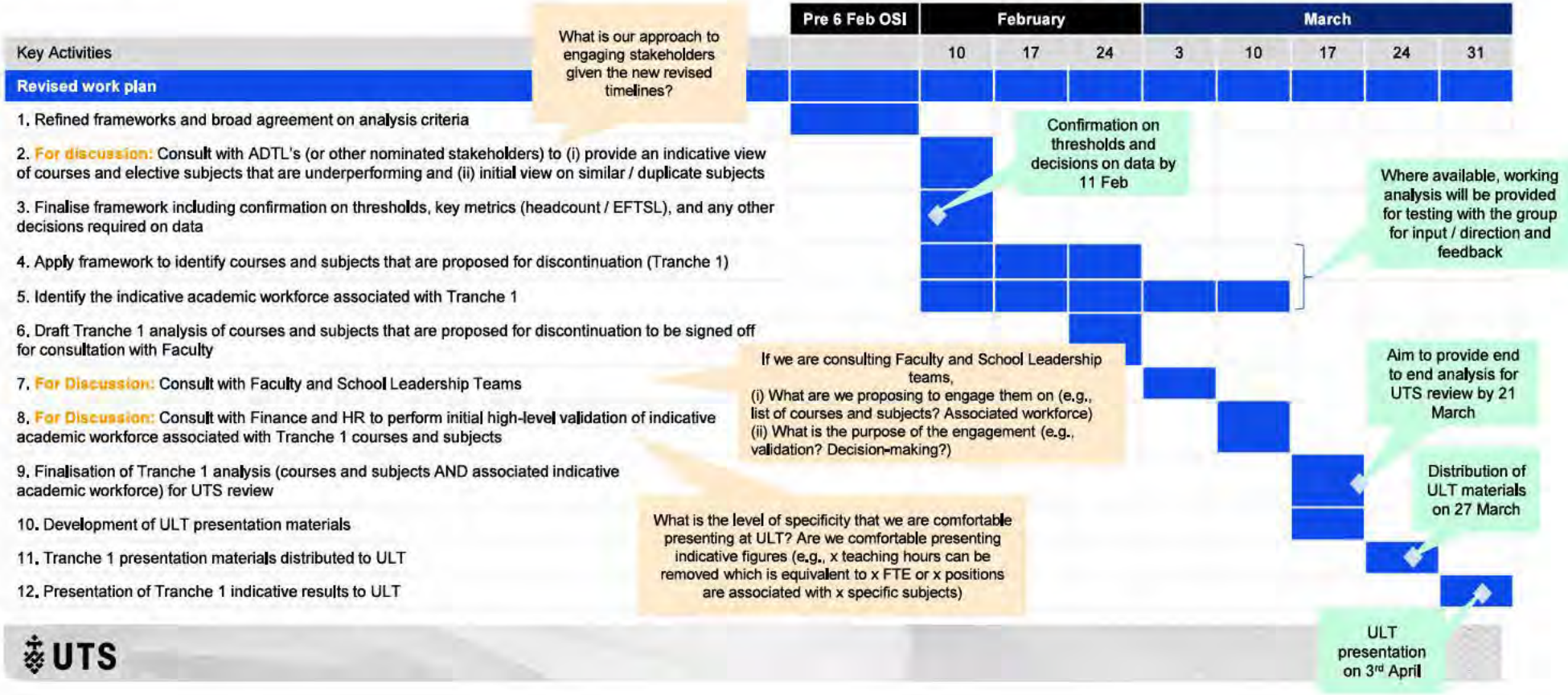
12	Presentation of Tranche 1 Results to ULT	• DVCE&S to present Tranche 1 Presentation materials to ULT, outlining:
		  ○ Key findings from the viability analysis.
		  ○ Projected financial and academic impacts of recommended actions.
		  ○ Proposed interventions for medium-risk and high-risk courses.

Draft for discussion only – no decisions made

Revised Tranche 1 Work Plan

The timeline below presents a structured, data-driven review of course/subject performance and the associated workforce impact to support decision-making.

*Indicative only and will depend on data and stakeholder availabilities



UTS

Draft for discussion only – no decisions made

There are four critical data-related decisions to progress the analysis

ID	Question

1	• Are we proceeding with EFTSL or headcount for the analysis?
	  • If headcount, are we comfortable with 30 headcount or less (courses); 10 headcount or less (subjects)
	  • If EFTSL, are we comfortable with 20 EFTSL or less (courses); 10 EFTSL or less (subjects)
	Note: Depending on the outcomes, the thresholds can be adjusted to be less or more

2	• Confirming that we are proceeding with direct margin for the analysis? Note: If we are proceeding with subjects with a negative margin with less than 10 EFTSL per subject, based on the diagnostic this will only amount to ~$3m of direct margin improvements. Potential approaches: • Proceed with total margin for analysis • High risk categories to also include courses / subjects that have a positive direct margin but at a specific threshold (e.g., direct margin of $500k or less)
3	• Analysis to be done solely on ACV data which excludes SfL and EL courses (SfL and EL to be done separately) Note: We have received a confirmed list of courses and subjects from GIPA s.3.4 ; however, this list includes approximately 1,400 more subjects than those listed on the ACV. After discussing with Elyse, we noted that some of these additional subjects may have been excluded due to being PhD theses or offshore programs. Any other remaining subjects are not offered in either 2022 or 2023, meaning they have no associated student load or headcount and thus no associated cost. Given this, discontinuing these subjects would not provide any financial benefit. However, from a sustainability perspective, we need to make decisions regarding this subset of subjects to determine whether they should remain part of the UTS course portfolio.
4	• Confirming that the associated workforce analysis will use 2023's Academic Workforce allocation as that is the latest available data
5	• Confirmed courses to be excluded for data analysis: GIPA s.3.5

Framework

Draft for discussion – no decisions made

Courses and subjects will be assessed using four key criteria to determine initial viability

Criteria	Description	Threshold / Value
Headcount per year	Demand for the course / subject	Low risk: 500 headcount or more (courses); 1000 headcount or more (subjects) High risk: 30 headcount or less (courses); 10 headcount or less (subjects)
Direct margin	Financial viability of the course / subject	Low risk: Positive margin of above $1m (courses), Positive margin of above $1m (subjects) High risk: Anything with a negative margin (courses and subjects)
Headcount enrolment trend (3 year)	Sustainability outlook for the course / subject	Low risk: YoY growth of 20% or more, with a baseline of no less than 20 headcount (courses) or 10 headcount (subjects) High risk: YoY declining trend
Strategic rationale	Alignment of courses with research areas of strengths	Qualitative assessment Note: This will need to be advised by the DVCR and/or Faculty Deans in the absence of the analysis from the framework

Low Risk

The course / subject is currently viable or minimum intervention is required to render it viable

Medium Risk

The course / subject requires some intervention to achieve viability

High Risk

The course / subject requires heavy intervention or should be considered for discontinuation

Draft for discussion – no decisions made

Once courses and subjects are categorised by their respective risk levels, they will then be subjected to a preliminary exclusion criteria

Exclusion Criteria - Courses	Courses that form part of UTS' future strategy (e.g., Creative Industries)
	New courses that are a part of UTS' strategic global growth (only for courses that are introduced in 2024)
	Core undergraduate courses (to be updated based on 11/02 meeting)
	GIPA s.3.5
Exclusion Criteria - Subjects	Core subjects for courses that are excluded
	Any core subjects that have only existed for the past year (2024)

Draft for discussion – no decisions made

Course and subjects will then need to undergo further viability assessments to determine improvement actions

Criteria	Description	Threshold / Value
Ongoing vs casual	Teaching capacity for the course / subject	Low risk: 80% or more of core subjects are taught by ongoing staff (courses); Of total teaching hours, 80% or more of the hours are taught by ongoing staff (subjects) High risk: Less than 50% of core subjects are taught by ongoing staff (courses); Of total teaching hours, less than 50% of the hours are taught by ongoing staff (subjects)
Strategic rationale (only low and medium risk)	Alignment of courses with research areas of strengths	Qualitative assessment based on the outputs from research areas of scale and focus framework

Draft for discussion – no decisions made

Depending on the risk assessment, courses and subjects will then be allocated to potential improvement actions

Subject / Course Offering

Examples of subjects	Examples of courses
GIPA s.3.5	

Drivers of Course and Subject Viability

Headcount per year	Direct margin	Headcount enrolment trend (3 year)	Strategic rationale

Risk Categories

Low Risk	Medium Risk	High Risk
The course / subject is currently viable or minimum intervention is required to render it viable	The course / subject requires some intervention to achieve viability	The course / subject requires heavy intervention or should be considered for discontinuation

Potential Improvement Actions

Potential actions for subjects			Potential actions for courses		
Low Risk	Medium Risk and High Risk		Low Risk	Medium Risk and High Risk	
Business as usual – low priority for remediation	To be transformed by Curriculum Transformation team	Removal of non-viable subjects	Business as usual – low priority for remediation	To be transformed by Curriculum Transformation team	Removal of non-viable courses

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UTS UNIVERSITY OF TECHNOLOGY SYDNEY



Research Productivity and Investment

Current State Analysis
DRAFT as of 14 Feb 2025

UTS CRICOS 00099F
UTS TEQSA PRV12060

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Overview

UTS has an ambitious vision to be a leading public University of Technology recognised for its global impact.

To support this vision, UTS requires analysis of **current research productivity, research investment, HDR and research concentration** to understand current and emerging areas of research strength. This is the focus of this document.

This document is intended to form an agreed baseline; next phases of analysis will cover assessment frameworks, future state considerations and recommendations.

This is a working document. Data is still undergoing validation and completeness checks, and all content is subject to change.

Scope of analysis

The key areas of analysis were iteratively developed with RP&I Leadership, Research Finance, Research Intelligence and Quality, and the Graduate Research School. These are outlined below.

Research investment	Research productivity	HDR deep dive	Research concentration
• Research expenditure by total and type of expenditure • Research infrastructure CAPEX and committed/uncommitted funding • Research project applications and outcomes • Benchmarking HERDC data and ratios against other ATN Universities and selected comparators	• Research productivity by discipline • Research productivity by workforce profile • Research productivity by research only academic staff	• HDR student profile across UTS • Productivity by HDR students • RTP and HDR completions • HDR student withdrawals/discontinuations and stipend wastage	• Staff profile, ERI and expenditure by Centres

Key sources

- Data sources are indicated at the bottom of each page of analysis. Most of the analysis is based on General Ledger extracts, staff student records, and other items provided by Research Finance, the Graduate Research School, and the Research Office.
- Key assumptions have been outlined on each page of detailed analysis.

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Contents

Section	Pages
Research investment	
Research expenditure by area and category	
Research investment outcomes	
Research productivity	
Research productivity by discipline	
Research productivity by staff profile	
HDR deep dive	
Research concentration	
Appendix: key definitions	

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Summary findings

Research investment	Research productivity	HDR deep dive	Research concentration
From 2021-2023 UTS was in the bottom half of ATN Universities in terms of External Research Income (ERI). Its research productivity was also second-lowest in terms of HERDC income per FTE. Despite these challenges, UTS did not significantly shift its research investment patterns over the last four years. This has inhibited UTS's ability to grow in established and emerging areas of research strength, while retaining over-investment in areas where UTS is less differentiated than its comparators.	While there were some academic staff that excelled, resulting in a Field-Weighted Citation Impact that was consistently higher than leading international Universities, UTS had a long tail of disciplines that generated no or very low ERI in comparison to their size and expenditure.	HDR supervisions and outcomes varied significantly across the University, with the potential to standardise supervisions to ensure a more consistent student experience and equitable supervisory load.	University Centres (research and non-research) also varied significantly in their ability to generate ERI. Nine University Centres generated zero or negative ERI in 2024; for 27 Centres financial performance could not be tracked.
• UTS's funding from the 'Other Commonwealth Government' category (CRC grants excluding Australian Competitive Grants, RSP and RTP funding) was 70-80% lower than other GIPA s.3.5 GIPA s.3.5 and s.3.6 • For all four years in analysis (2021-2024), around 50% of research investment went to employee benefits, followed by 40% to 'other goods and services'. Within 'other goods and services', the greatest research investment was in scholarships and prizes (predominantly from the Central Research Budget (CRB) organisational unit), contributions, and consultancy fees.	• Of the 23 disciplines at UTS, more than a third generated less than $1m in average ERI across 2021-24. ERI generation was predominantly driven by research only academic staff at Level E, who generated 3-4 times the ERI of research only Level D academic staff. • There is a strong pipeline of talent: in 2024, 2 Level A, 9 Level B and 18 Level C academic staff generated more ERI than the average ERI generated by Level D academic staff. • Publications fell in almost all disciplines between 2021 and 2024. [NB: Pending data on FTE per discipline].	• HDR supervisions varied significantly across disciplines, with up to 45 students per supervisor (Information and Computing Sciences). • HDR completions also varied significantly by discipline, from around 10% GIPA s.3.5 to 20% GIPA s.3.5 of enrolled students each year. • There was no clear correlation between supervisions and completions by discipline.	• While three University Centres (research and non-research) generated more ERI in 2024 than their total expenses, nine University Centres generated zero or negative ERI in 2024.

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Further current state analysis to be undertaken (for discussion)

Further analysis to be undertaken is outlined below for discussion, based on UTS feedback. This may change pending prioritisation and any adjustments to the work program.

Category	Analysis	Comment
Research investment	Cost of generating ERI by CAT 1-4.	Completed.
	RTP against research areas of strength.	Pending finalisation of research areas of strength framework.
Research productivity	'Eligibility' of disciplines for CAT 1-4 funding overlay.	Discussed with Dr Tania Bezzobs. Advised that this is complex (e.g. could involve analysis of historical funding pools across all Universities for CAT 1-4 and calculations of UTS's share, overlaid with UTS's FTE within those disciplines for each year). To be discussed further with DVCR.
Research concentration	Analysis currently covers research and non-research University Centres; Centres in scope to be confirmed with DVCR.	To be discussed with DVCR.
Indicatively excluded from analysis (for discussion)	HDR contributions to ERI aside from RTP.	Advised by GRS that this is tagged to supervisor rather than individual students so is difficult to extract.
	HDR contributions to all publications.	Advised by GRS that this is difficult to extract.
	HDR enrolments by School.	Advised by GRS that this is not systematically tracked.
	HDR stipend information.	Advised by GRS that this is difficult to extract and would require collation of fortnightly Payroll extracts. Available stipend data only relates to newly commencing HDR students in each year.

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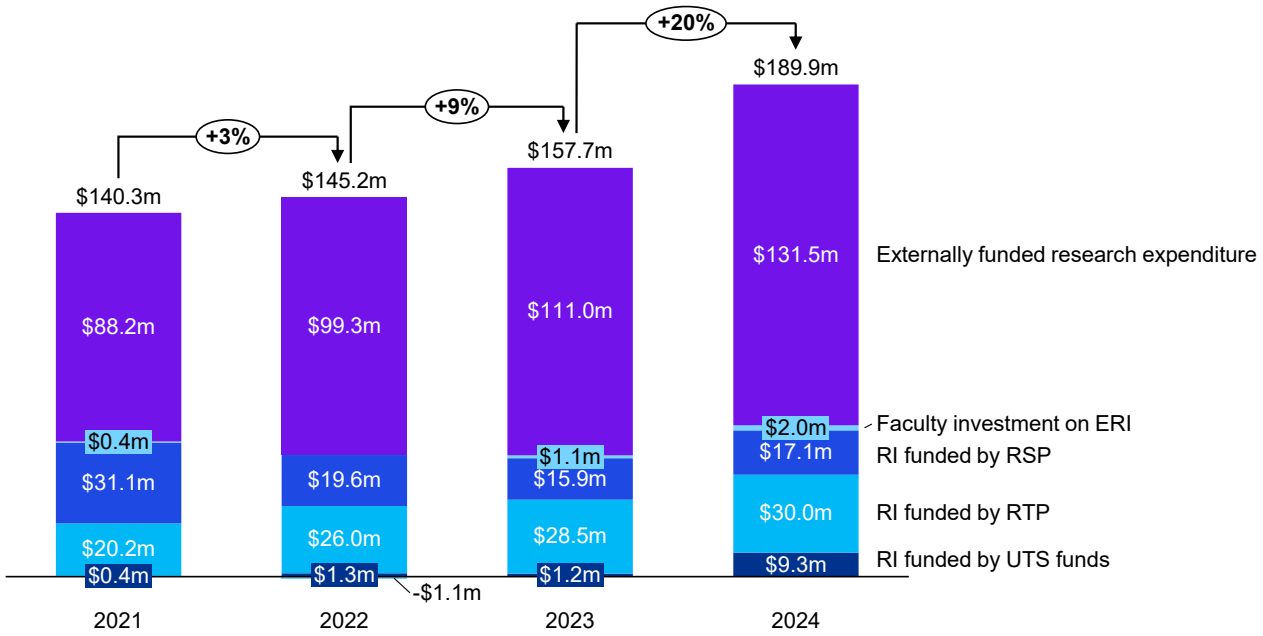
Research investment

Evaluating UTS's research standing in relation to national and global comparators

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Less than one-third of 2024 research expenditure was funded by Faculty investment, RSP, RTP and Research Investment funded by UTS funds; the remainder was externally funded

Research expenditure by funding source
($m, 2021-2024)



Commentary

- Internally funded research investment (i.e. through RTP, RSP, Faculty investment and Research Investment funded by UTS funds) has fallen as a share of total research investment since 2021, from 37% in 2021 to 31% in 2024.
- RI funded by RSP accounted for 22% of research investment in 2021; this fell to 9% in 2024. This was due to a one-off COVID-19 top-up in 2021 of $18 million.

Key assumptions

- UTS advised that the 'Faculty investment on ERI expenditure' figures are lower than actual expend e over the four years, as this category was not consistently tagged and captured. GIPA s.3.4 0
- 'RI funded by UTS funds' corresponds to General University Funds expended by Faculties and funds invested for International HDR Students. From 2024 the methodology for acquitting RTP funds changed to reflect the investment for International HDR students, hence the significant increase.
- 2024 figures are undergoing auditing. GIPA s.3.4 1

Source: Research Investment by Faculty_External Research and Internal Research_V3_10Feb2025_snapshot KPMG

Slide 7

GIPA s.3.4 **0** [@GIPA s.3.4] - the one off RSP received in 2021 is $18.04M, so this is correct amount. Does this include the CRB funds under O-Total general? If yes, please change the key assumptions as follows: The UTS Strategic Fund corresponds to General University Funds expended by Faculties and funds invested for International HDR Students. From 2024 the methodology for acquitting the RTP funds changed to reflect the investment for International HDR students, hence the significant increase.
GIPA s.3.4 , 2025-02-21T23:18:07.378

GIPA s.3.4 **0 0** Please also change to RI funded by UTS funds - instead of UTS Strategic funds. thank you
GIPA s.3.4 , 2025-02-21T23:34:20.817

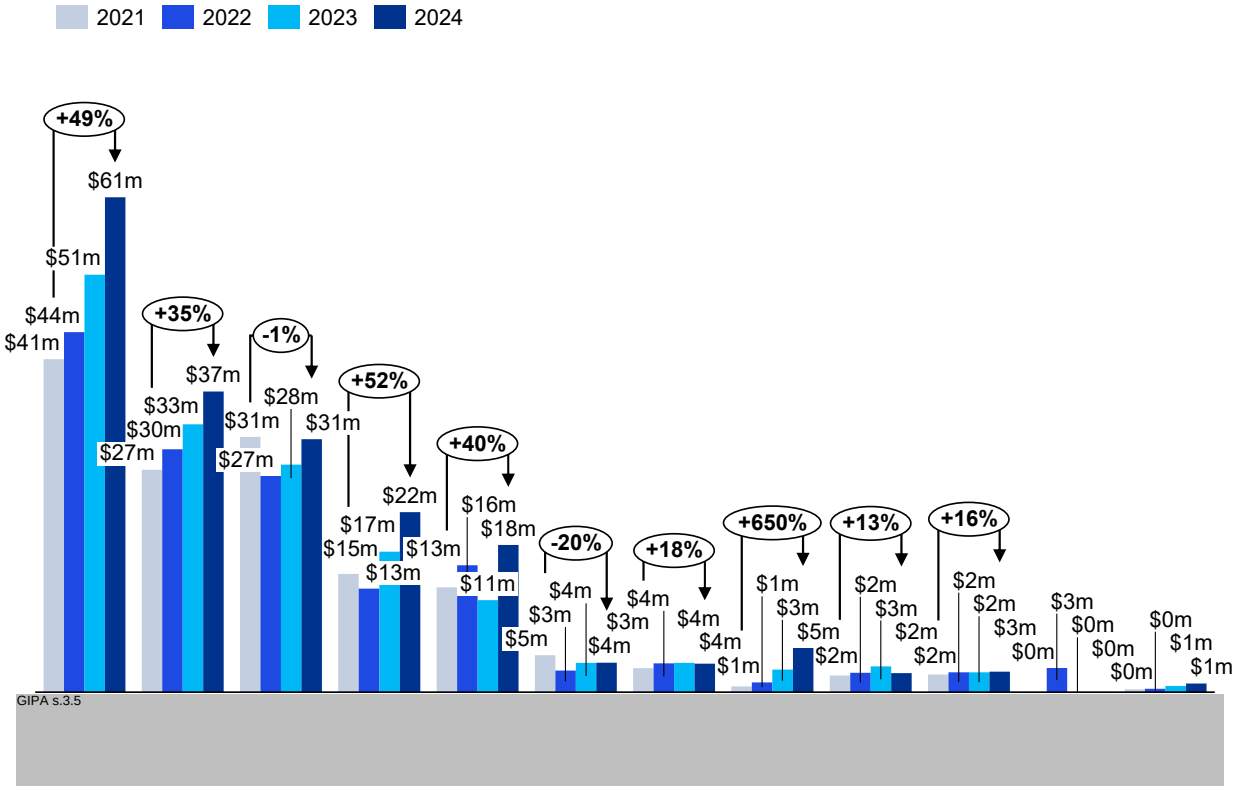
GIPA s.3.4 **1** [@GIPA s.3.4 - can i please check what is the source of the number? it is pretty high for 2024
GIPA s.3.4 , 2025-02-21T23:23:04.422

GIPA s.3. **1 0** [@GIPA s.3.4]
GIPA s.3.4 2025-02-25T00:16:15.601

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Research expenditure by BUS and SCI has fallen since 2021

Research expenditure by Faculty/Portfolio
($m, 2021-2024)



Commentary

- In 2024 GIPA s.3.5 expended the most research investment, followed by UTS CRB.
- Expenditure by GIPA s.3.5 grew between 2021 and 2024. The greatest growth in research investment was in GIPA s.3.5 (from $0.7m in GIPA s.3.5 to $5.4m in 2024), GIPA s.3.5 ($14.5m to $22.1m), and FEIT ($40.9m to $60.8m).
- Expenditure by GIPA s.3.5 fell by 20% ($4.6m to $3.6m) and 1% ($31.4m to $31.1m) respectively.

Key assumptions

- UTS advised that these figures are lower than actual research expenditure across the four years, as most expenditure funded by Faculty investment was not specifically tagged and captured.
- Visualisation excludes categories for which total research expenditure across 2021-2024 was less than $1m – this includes GIPA s.3.5 Overheads and Contingency.
- Refer here for key definitions.
- GIPA s.3.5
- 2024 figures are undergoing auditing.
- Research Finance advised that some 2024 figures at the organisational unit have a balance due to the change of methodology in acquitting the RTP funds and to fully reflect UTS's investment on GIPA s.3.5 These discrepancies formed a low portion of total expenditures (<1%). GIPA s.3.4 0

Source: Research Investment by Faculty_External Research and Internal Research_V3_10Feb2025_snapshot KPMG

Slide 8

GIPA s.3.4 **0** [@GIPA s.3.47] - please change as follows so it will be link to slide 3 key assumptions: Research Finance advised that some 2024 figures at the organisational unit have a balance due to the change of methodology in acquitting the RTP funds and to show fully the UTS investment on International HDR students. These discrepancies formed a low portion of total expenditures (<1%).

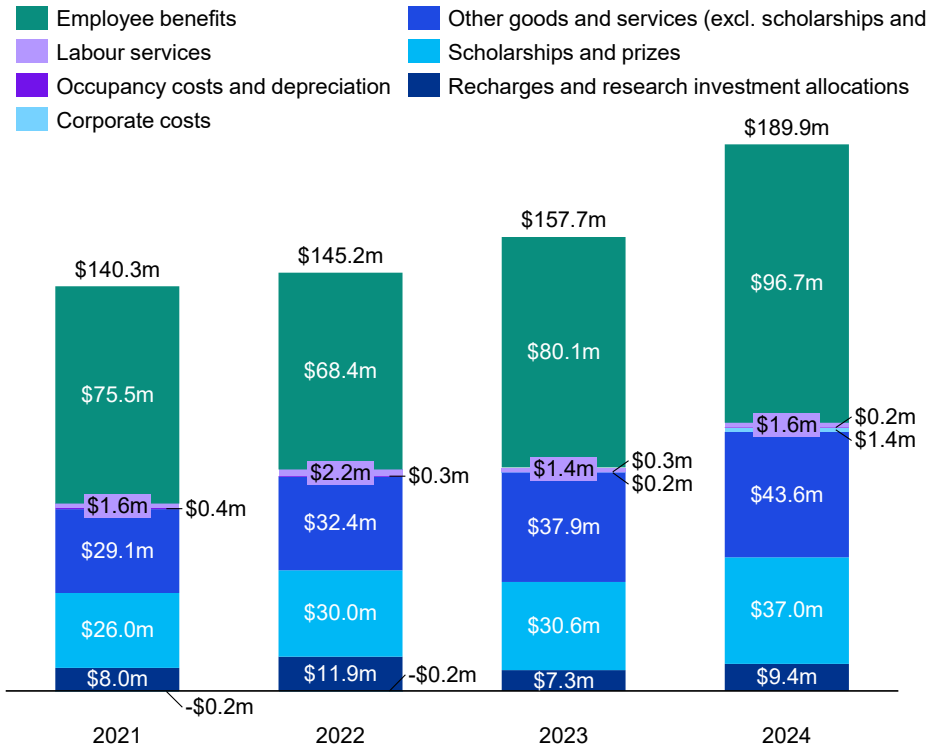
GIPA s.3.47 , 2025-02-21T23:38:30.702

GIPA s.3.4 1)

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Despite overall growth in research expenditure, relative proportions per expenditure category have remained relatively constant

Research expenditure by category
($m, 2021-2024)



Despite relatively poor research investment outcomes when compared with GIPA s.3.5 [redacted], UTS has not significantly shifted its research expenditure structure over the last four years.

Commentary

- Over the four years, out of total research expenditure:
  - Employee benefits accounted for 47-54%;
  - Other goods and services accounted for 21-24% (excluding scholarships and prizes);
  - Scholarships and prizes accounted for 19-21%;
  - Recharges and research investment allocations accounted for 5-8%; and
  - Labour services accounted for 1-2%.
- In all four years less than 1% of research expenditure went to occupancy costs and depreciation and corporate costs.

Key assumptions

- UTS advised that these figures are lower than actual research expenditure across the four years, as most expenditure funded by Faculty investment was not specifically tagged and captured.
- Refer here for key definitions.
- 2024 figures are undergoing auditing.

Source: Research Investment by Faculty_External Research and Internal Research_V3_10Feb2025_snapshot KPMG

Slide 9

GIPA s.3.4 **0** [@GIPA s.3.4 - can we show here the Scholarship and Prizes as one of the category. This is under the Other Goods and Services. For the Recharges and Research Investment Allocations, please combine both which will be all under the +90000 - Recharges.

GIPA s.3.4, 2025-02-21T23:42:31.291

GIPA s.3. **1** [@GIPA s.3.4 actioned as per renee's comments on slide 12, but might need you to reword it as im not too certain about the context (I left the comment on page 12 open)

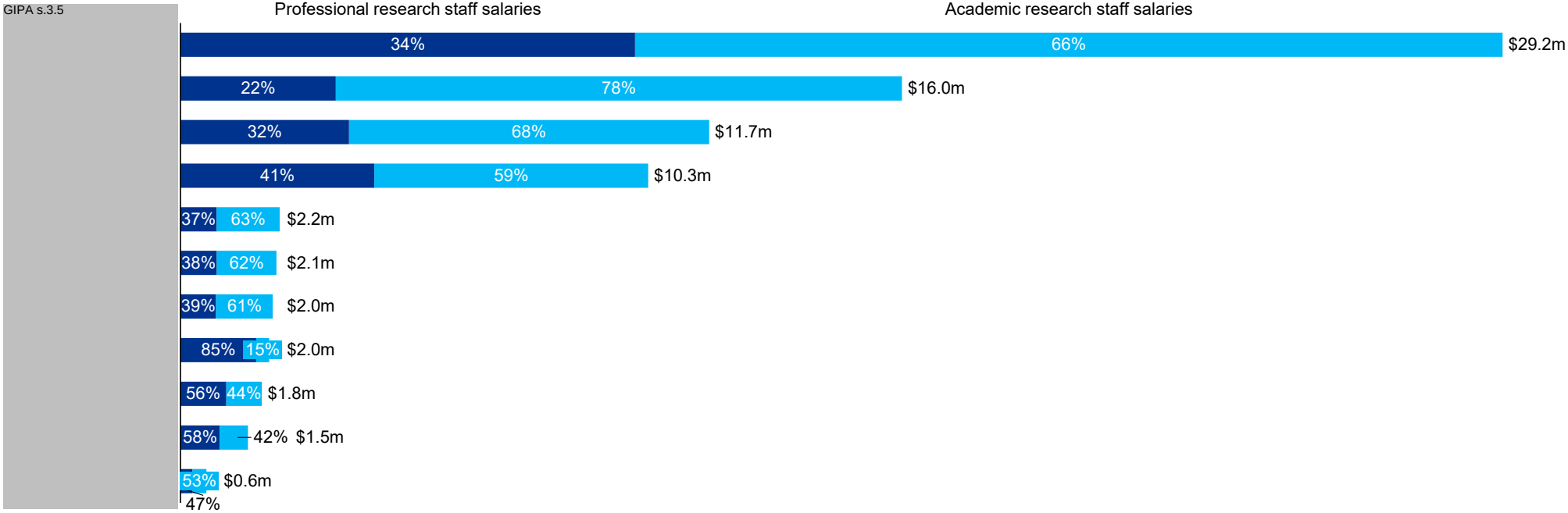
GIPA s.3.4 2025-02-25T01:01:45.716

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There is variability in the Faculties for professional service research support, suggesting the opportunity to rebalance professional research support staff ratios (cont. overleaf)

GIPA s.3.4 0

Average annual employee benefits linked to research accounts
(% and $m, 2021-2024)



Source: Research Investment by Faculty_External Research and Internal Research_V3_10Feb2025_snapshot KPMG

Slide 10

GIPA s.3.4 **0** [@GIPA s.3.4] - this will need to be revised as the professional support staff is not included in the data for the Research iNvestment. majority of this are shown in the cost of generating ERI. happy to discuss.
GIPA s.3.4, 2025-02-24T03:31:38.427

GIPA s.3. **0 0** [@GIPA s.3.4]
GIPA s.3.4 2025-02-25T00:23:13.690

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There is variability in the Faculties for professional service research support, suggesting the opportunity to rebalance professional research support staff ratios (cont.)

There was significant variance in the ratio of academic research staff to professional research staff salaries across the Faculties, from a low of 42%:58% (DAB) to 78%:22% (SCI). This could be reviewed across UTS to ensure academic research staff access the right level of support.

Commentary

- GIPA s.3.5 had the highest ratio of academic research staff salaries to professional research staff salaries, at 78% of total employee benefits going to academic staff ($12.5m out of $16.0m).
- Of the Faculties, GIPA s.3.5 had the lowest ratio of academic research staff to professional research staff salaries, with 42% of total employee benefits going to academic research staff ($0.6m out of $1.5m). GIPA s.3.5 had the next lowest, with 44% of total employee benefits going to academic research staff, followed by GIPA s.3.5 with 53%. Most other Faculties spent around two-thirds on academic research staff salaries and one-third on professional research staff salaries.
- GIPA s.3.5 research staff employee benefits were larger than the next two Faculties combined GIPA s.3.5

Key assumptions

- Note that all analysis on this page refers to employee benefits expended as part of research investment (and thus relate only to research staff members), rather than total investment.
- UTS advised that these figures are lower than actual research expenditure across the four years, as most expenditure funded by Faculty investment was not specifically tagged and captured.
- Visualisation excludes categories for which total employee benefits were less than $0.2m – this includes GIPA s.3.5
- Average based on 2021, 2022, 2023 and 2024 (figures undergoing auditing).
- Refer here for key definitions.
- Research Finance advised that some 2024 figures at the organisational unit have a balance due to the change of methodology in acquitting the RTP funds and to fully reflect UTS's investment on GIPA s.3.5. These discrepancies GIPA s.3.4 med a low portion of total expenditures (<1%).

0

Source: Research Investment by Faculty_External Research and Internal Research_V3_10Feb2025_snapshot KPMG

Slide 11

GIPA s.3.4 **0** Please make it consistent to change to: Research Finance advised that some 2024 figures at the organisational unit have a balance due to the change of methodology in acquitting the RTP funds and to show fully the UTS investment on International HDR students. These discrepancies formed a low portion of total expenditures (<1%).

GIPA s.3.4, 2025-02-21T23:56:06.732

GIPA s.3.4 0

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By far the largest spend in ‘other goods and services’ was expenditure on ‘scholarships and prizes’ from the Central Research Budget (CRB) (cont. overleaf)

Average annual expenditure on ‘other goods and services’: top 5 ‘other goods and services’ categories
($k, 2021-2024)

Organisational unit	‘Other goods and services’ subcategories				
	Scholarships and prizes	Contributions	Consultancy fees	Office teaching and laboratory supplies	Travel (domestic, overseas and other)
GIPA s.3.5	$23,762k	$5,240k	$497k	$46k	$27k
	$5,821k	$3,633k	$634k	$1,581k	$1,479k
	$759k	$6,365k	$475k	$2,400k	$473k
	$273k	$572k	$976k	$140k	$726k
	$121k	$14k	$2,368k	$23k	$298k
	$82k	$238k	$147k	$7k	$160k
	$73k	$2k	$221k	$24k	$222k
	$20k	-$218k	$181k	$23k	$116k
	$9k	$38k	$103k	$13k	$95k
	$5k	-$93k	$34k	$6k	$60k
	$1k	$108k	$202k	$40k	$78k

Source: Research Investment by Faculty_External Research and Internal Research_V3_10Feb2025_snapshot KPMG

Slide 12

GIPA s.3.4 **0** [@GIPA s.3.4] - the spend in CRB is also for the Faculties. These are HDR Scholarships funded by CRB, and students are in the Faculty. Can we include this information as part of the blurb in Slide 9. thank you

GIPA s.3.4, 2025-02-21T23:48:57.557

GIPA s.3.4 0

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By far the largest spend in 'other goods and services' was expenditure on 'scholarships and prizes' from the Central Research Budget (CRB) (cont.)

Commentary

- As a total across 2021-2024, the 'other goods and services' sub-categories with the most expenditure across UTS were scholarships and prizes, contributions, consultancy fees, office teaching and laboratory supplies, and travel (including domestic, overseas and other). Scholarships and prizes accounted for 44% of all 'other goods and services' spend from 2021-2024.
- CRB spent, on average, $23.8m per year over 2021 – 2024 on scholarships and prizes. This was provided to HDR students within the Faculties.
- Consultancy spend was highest in GIPA s.3.5, with an average spend of $2.4m per year over 2021 – 2024.
- Travel expenses were highest in GIPA s.3.5 At a per headcount level (based on academic staff only), the average expenditure across the four years was $3.6k per academic staff member for GIPA s.3.5 followed by $2.7k per academic staff member for GIPA s.3.5 and $1.9k per academic staff member for GIPA s.3.5

Key assumptions

- UTS advised that these figures are lower than actual research expenditure across the four years, as most expenditure funded by Faculty investment (i.e. rather than through external sources, RTP or RSP) was not specifically tagged and captured.
- Visualisation only shows top 5 sub-categories of 'other goods and services': other sub-categories included staff recruitment, staff development, marketing and advertising, motor vehicle expenses, legal fees and others.
- Visualisation excludes categories for which total 'other goods and services' was less than $20k on average over the four years – this includes GIPA s.3.5
- 'Travel overseas', 'Travel domestic', and 'Travel others' were combined into 'Travel'.
- Average based on 2021, 2022, 2023 and 2024 (figures not yet audited).
- Refer here for key definitions.
- Research Finance advised that some 2024 figures at the organisational unit have a balance due to the change of methodology in acquitting the RTP funds and to fully reflect UTS's investment on GIPA s.3.5. These discrepancies formed a low portion of total expenditures (<1%).

GIPA s.3.4 1

Source: Research Investment by Faculty_External Research and Internal Research_V3_10Feb2025_snapshot KPMG

Slide 13

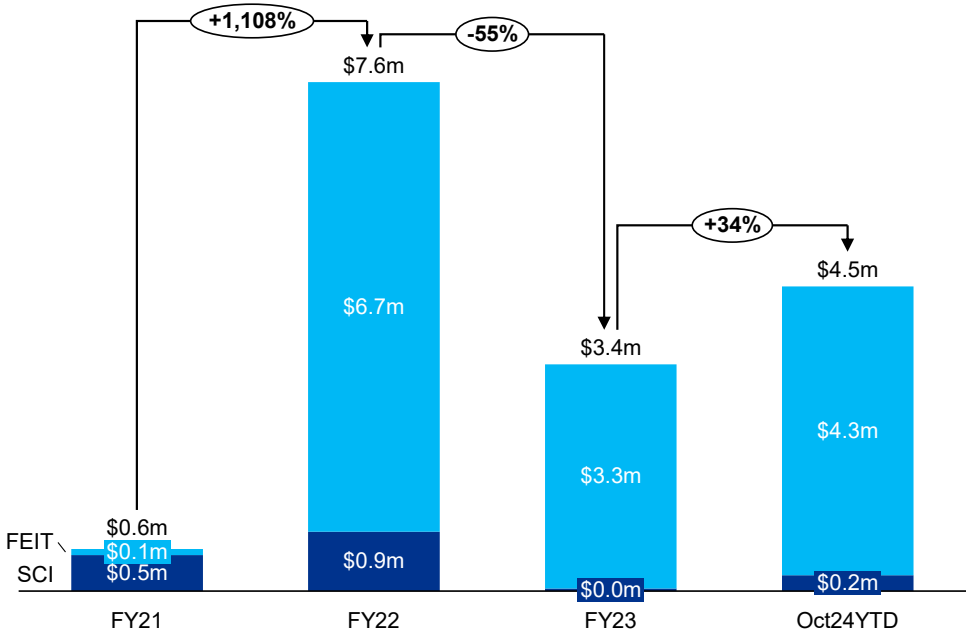
GIPA s.3.4 **0** [@GIPA s.3.4] - please remove this section highlighted in yellow, to make it consistent to other commentary as there are no justification in other bullet point just showing the key highlights.
GIPA s.3.4, 2025-02-21T23:54:12.352

GIPA s.3.4 **1** [@GIPA s.3.4] - can we have this consistent in all the slides that it is being mentioned. - Research Finance advised that some 2024 figures at the organisational unit have a balance due to the change of methodology in acquitting the RTP funds and to show fully the UTS investment on International HDR students. These discrepancies formed a low portion of total expenditures (<1%).
GIPA s.3.4, 2025-02-21T23:55:29.840

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FEIT and SCI were the only Faculties that expended funds on research capital across the four years; the costliest projects were FEIT Tech Labs (ongoing)

Research infrastructure CAPEX by Faculty
($m, January 2021 - October 2024)



Commentary

- The Faculty of Engineering and Information Technology and the Faculty of Science were the only Faculties that incurred capital expenses for research infrastructure in FY21-24. FEIT accounted for 90% of total research infrastructure CAPEX across the four years, due to the 'New Environmental Labs: Tech Lab, Level 2' ($7.5m) and the 'Tech Lab Block D Fitout' ($6.7m) projects.
- There was a significant increase in CAPEX in FY22, driven by the commencement of the FEIT 'New Environmental Labs: Tech Lab, Level 2' project ($6.3m in FY22).
- Across the four years, 98% of all research capital expenditure was tagged to capital works and 2% to minor works. There was no expenditure tagged to major maintenance or campus CAPEX projects.
- FoH did not expend research infrastructure CAPEX as most of their research did not require laboratories.

Key assumptions

- Note that this view does not include indirect CAPEX.

Source: CAPEX Research FY21 FY22 FY23 and Oct24 YTD by Faculty (KPMG)

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The number of approved research infrastructure projects almost halved over the last two years

Research infrastructure CAPEX by project
($m, January 2021 - October 2024)

Faculty	Project	FY21	FY22	FY23	Oct24YTD	TOTAL
FEIT	FEIT TECH LAB INDUSTRY HUB	$0.0m	-	-	-	$0.0m
FEIT	New Environmental Labs: Tech Lab, Level 2	$0.1m	$6.3m	$1.0m	$0.1m	$7.5m
FEIT	COBOT PROJECT	-	$0.2m	-	-	$0.2m
FEIT	TECH LAB BLOCK D FITOUT	-	$0.1m	$2.4m	$4.2m	$6.7m
FEIT	ACTIVATION OF BP03 AT TECH PARK	-	$0.1m	$0.0m	-	$0.1m
FEIT	**Faculty total**	$0.1m	$6.6m	$3.3m	$4.3m	$14.4m
SCI	New Dilution Fridge Laboratory in CB07 Lv 00	$0.0m	-	-	-	$0.0m
SCI	Science - Modifications to Tissue and Vacuum Labs - CB01.06 and CB07.00/06	$0.0m	-	-	-	$0.0m
SCI	CB04.02 OPTICAL LAB	$0.0m	-	-	-	$0.0m
SCI	Building 4A - University Hall Proposal	$0.0m	$0.0m	-	-	$0.1m
SCI	CRIME SCENE INVESTIGATION LABORATORYS CB07 L00	$0.3m	$0.3m	-	-	$0.7m
SCI	THE HIVE SUPERLAB REFURBISHMENT	$0.1m	$0.1m	-	-	$0.2m
SCI	CB04.08 ANIMAL ROOM REFURBISHMENT	$0.0m	$0.3m	-	-	$0.4m
SCI	Botany Environmental and Biomedical Labs	-	$0.1m	-	-	$0.1m
SCI	CB01 SCIENCE WORKSHOP	-	$0.0m	$0.0m	-	-
SCI	ASSISTANCE ANIMAL TOILETING	-	$0.0m	$0.1m	$0.2m	$0.3m
SCI	GREEN GENIE CONTAINER	-	$0.0m	$0.0m	-	$0.0m
SCI	CB07 OPTICS LASER LABS	-	-	-	$0.1m	$0.1m
SCI	CB07 L05 LASER OPTICS LABS	-	-	-	$0.0m	$0.0m
SCI	**Faculty total**	$0.5m	$0.9m	$0.0m	$0.2m	$1.8m
TOTAL	**All projects**	$0.6m	$7.6m	$3.4m	$4.5m	$16.1m

Commentary

- The number of research projects receiving capital expenditure decreased in the past two years, from 9 in FY21 and 12 in FY22 to 6 in FY23 and 5 in FY24 (October YTD).
- The costliest research projects in terms of capital expenditure were the 'New Environmental Labs: Tech Lab, Level 2' ($7.5m) and the 'Tech Lab Block D Fitout' ($6.7m).
- Note that CAPEX was distributed relatively unevenly: of the eighteen projects requiring CAPEX across the four years, six received less than $100k, and a further eight projects received less than $500k. Together, the 'New Environmental Labs: Tech Lab, Level 2' and the 'Tech Lab Block D Fitout' received 88% of total research CAPEX over the four years.
- All projects were projected to end in 2024 except 'Tech Lab Block D Fitout', with further funding in 2025 including:
  - $1.7m approved for Tech Lab Block D IT equipment; and
  - $1.9m requested for Tech Lab Block D core lab equipment to attract industry collaboration and enhance research capability. This funding is yet to be approved.

Key assumptions

- Note that this view does not include indirect CAPEX.

Source: CAPEX Research FY21 FY22 FY23 and Oct24 YTD by Faculty (KPMG); FY25-29 Capex template_Consol

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

UTS has already committed $4.6 million in upcoming research capital investment (2025-29); $8.2 million is still under review

Planned research CAPEX for 2025-2029 (approved and under review)
($m, planned as of February 2025)

Faculty	Number of projects with CAPEX submissions	Total amount requested	Number of approved submissions	Total amount approved	% amount approved
FEIT	8	$5.4m	2	$2.3m	42%
SCI	51	$7.5m	9	$2.3m	31%
Total	**59**	**$12.9m**	**11**	**$4.6m**	

Commentary

- Although SCI submitted around six times the number of CAPEX business cases compared to FEIT, the average amount requested per project was significantly less ($0.16m per SCI project vs. $0.68m per FEIT project).
- All the submissions by FEIT were tagged as strategic investment, whereas the submissions by SCI fell under a several categories, including grant-tied expenditure, maintenance/enhancement expenditure and compliance/regulatory expenditure.
- As outlined on the previous page, expenditure on FEIT's Tech Lab Block D (which began in FY22) will continue across 2025. $1.7m was approved, which made up 31% of the total amount requested by FEIT.

Key assumptions

- Only submissions related to Faculty – Research assets are included in this analysis.

Source: FY25-29 Capex template_Consol

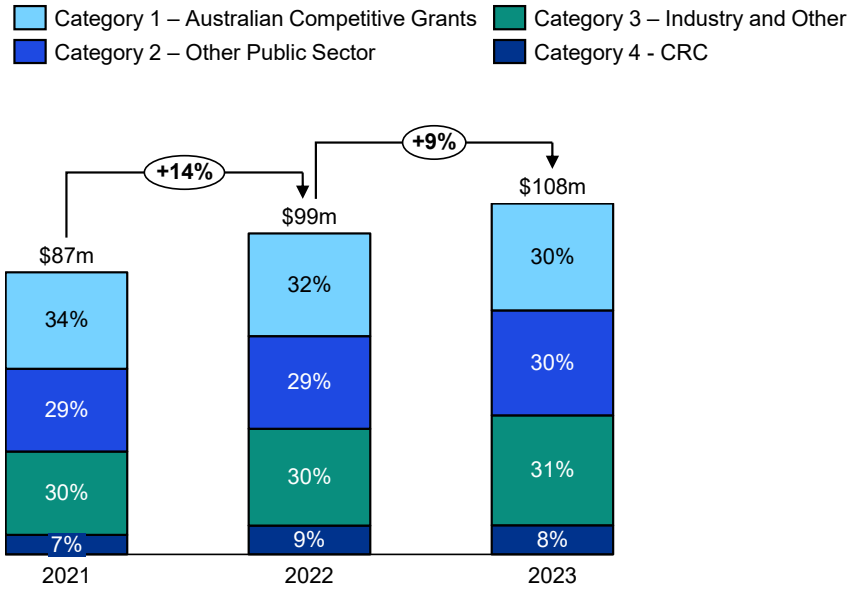
DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Research investment outcomes

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

UTS's ERI grew each year, with CAT 2 and CAT 3 income accounting for a slightly increasing share of total ERI

UTS's CAT 1-4 income
($m, 2021-2023 (latest publicly available data))



Across 2021-23, the relative proportion of CAT 1 income fell slightly, while the proportions of CAT 2 and CAT 3 income increased slightly.

Commentary

- UTS's total ERI grew each year (14% or $12m between 2021-22 and 9% or $9m between 2022-23).
- The relative proportion of CAT 1 income fell from 34% in 2021 to 32% in 2022 and 30% in 2023, whereas the relative proportions for CAT 2 and 3 grew slightly (growth of 0% in 2021-22 and 1% in 2022-23 for both).

Key assumptions

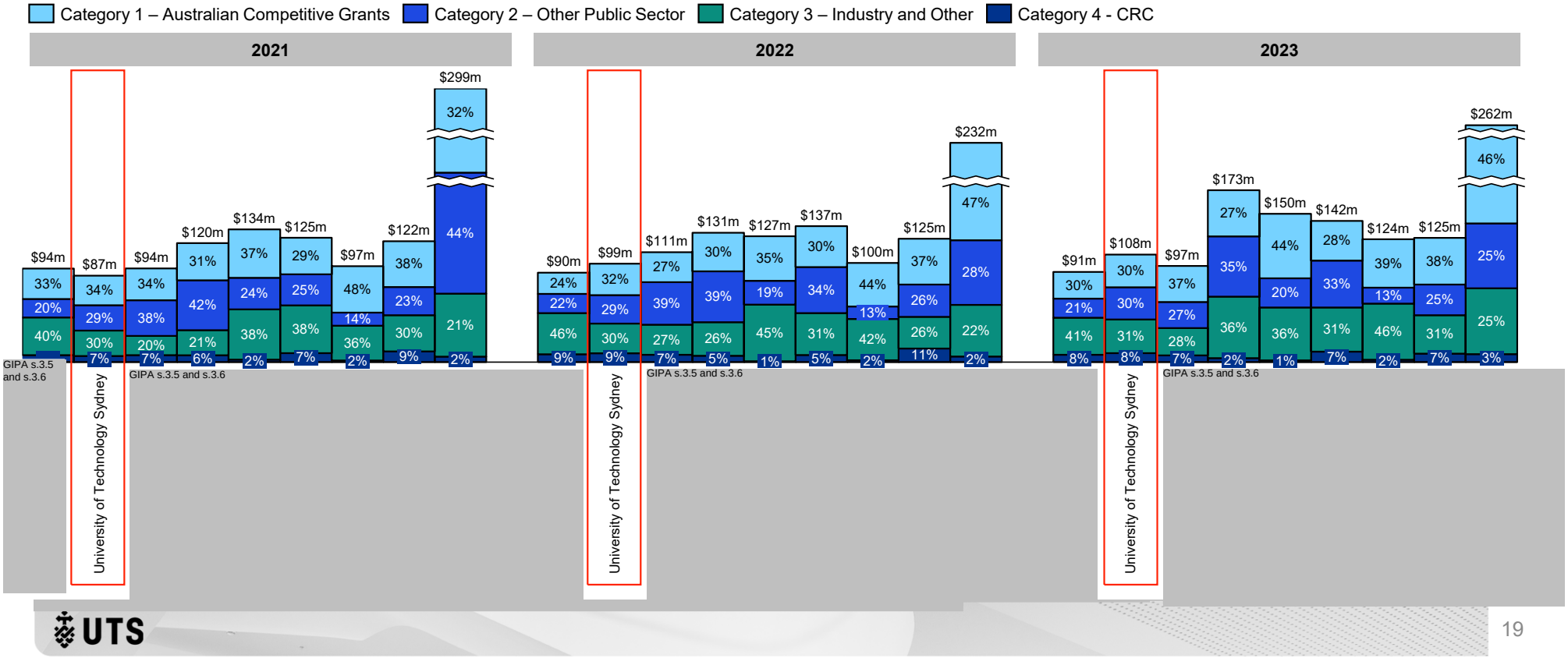
- GIPA s.3.5 were nominated by UTS.
- Figures based on ABS datasets. Refer here for greater detail.

Source: Research_income_expenditure (January 2025)

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Despite growth, UTS's external research income remained in the bottom third [redacted] (cont. overleaf)

CAT 1-4 research income
($m, 2021-2023 (latest publicly available data))



Source: Research_income_expenditure (January 2025)

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Despite growth, UTS's external research income remained in the bottom third GIPA s.3.5 and s.3.6 (cont.)

While UTS had relatively low ERI when considered against comparators, its ERI growth rate was third-highest GIPA s.3.5 and s.3.6

Commentary

- Of the GIPA s.3.5 and s.3.6, UTS received the third lowest external research income in 2023. Its external research income was 12% lower than the next highest result GIPA s.3.5 and s.3.6, 37% lower than the second-highest result GIPA s.3.5 and s.3.6 and 59% lower than the highest result GIPA s.3.5 and s.3.6
- However, its external research income grew relatively fast - between 2021-23 its growth rate was GIPA s.3.5 and s.3.6
- In 2023 UTS and GIPA s.3.5 and s.3.6 received the highest relative proportion of Category 4 CRC income (8% of CAT 1-4 research income). The rest of UTS's income was equally divided between Categories 1-3 (30%, 30% and 31% respectively of total CAT 1-4 research income).
- GIPA s.3.5 and s.3.6 had the highest proportion of CAT 3 funding in 2024 (46% and 41% respectively).

Key assumptions

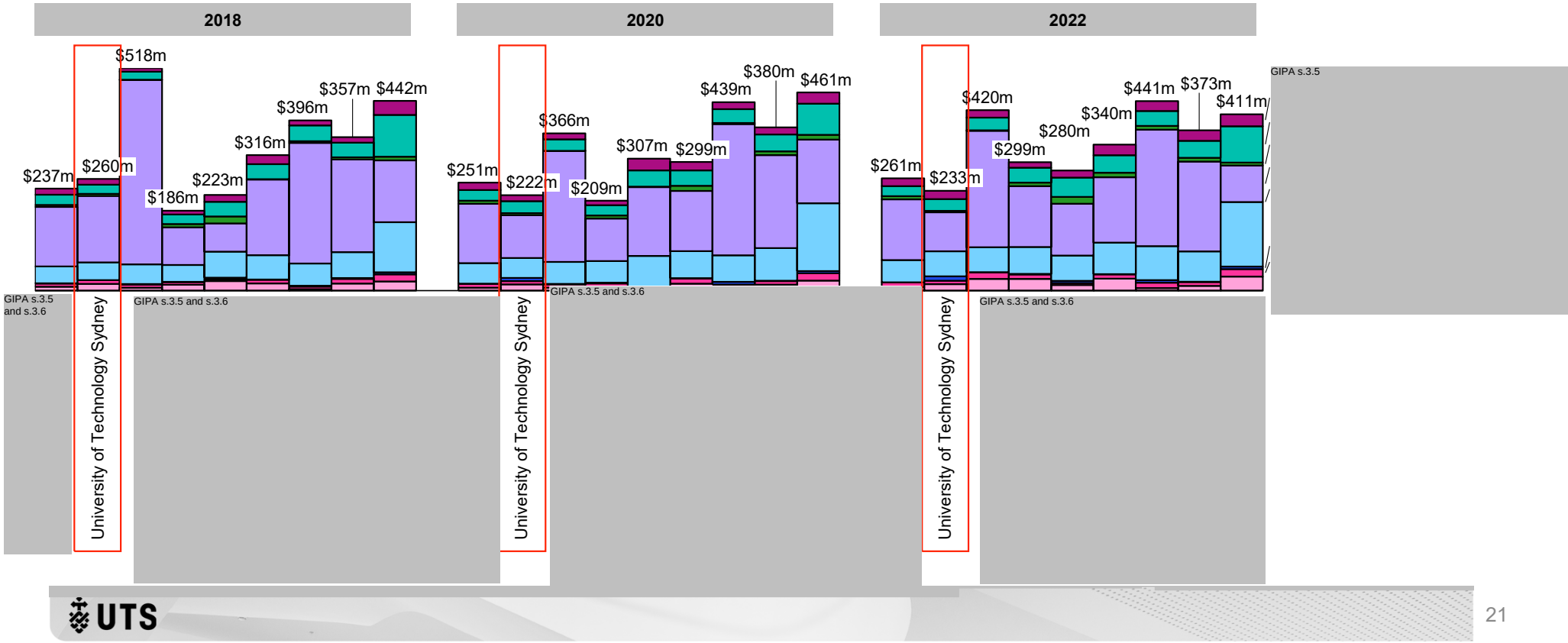
- Select GIPA s.3.5 and s.3.6 were nominated by UTS.
- Figures based on ABS datasets. Refer here for greater detail.

Source: Research_income_expenditure (January 2025)

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Of all the comparators, UTS received the second-lowest funding from ‘overseas’ and ‘donations, bequests and foundations’ (cont. overleaf)

HERDC funding sources across ATN Universities and selected comparators
($m, 2018-2022 (latest publicly available data, collected every two years))



Source: HERD time series 1992 to 2022; Research block grants time series – 2001-2025

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Of all the comparators, UTS received the second-lowest funding from 'overseas' and 'donations, bequests and foundations' (cont. overleaf)

Commentary

- UTS's total HERDC funding decreased from $260m in 2018 to $222m in 2020 and $233m in 2022.
- Between 2018 and 2022:
  - UTS grew funding from business, Commonwealth and other [non-Commonwealth] schemes and other Commonwealth government sources. The greatest growth across all categories was in other [non-Commonwealth] schemes, from $0m in 2018 to $7m in 2020 and $10m in 2022.
  - UTS's funding from donations, bequests and foundations, general University funds, overseas sources, and state and local government fell. The greatest decrease was in general University funds ($155m in 2018 to $100m in 2020 and $91m in 2022). For most other Universities, this category remained relatively constant.
- UTS's funding from donations, bequests and foundations in 2022 was the second-lowest of all comparators ($3m, compared to GIPA s.3.5 and s.3.6 $16m).
- In 2022, UTS's funding from 'other schemes' significantly exceeded its comparators, at $10m compared to an average of $3m.

Key assumptions

- Categories and definitions were determined by ABS. Refer here for detail. Note that RSP and RTP totals (from 'Research block grants time series – 2001-2025') were re-allocated to 'Other Commonwealth Government' (previously sitting in 'General University Funds') due to errors in UTS's submission methodology. This was confirmed with Research Finance.
- Select GIPA s.3.5 and s.3.6 were nominated by UTS.

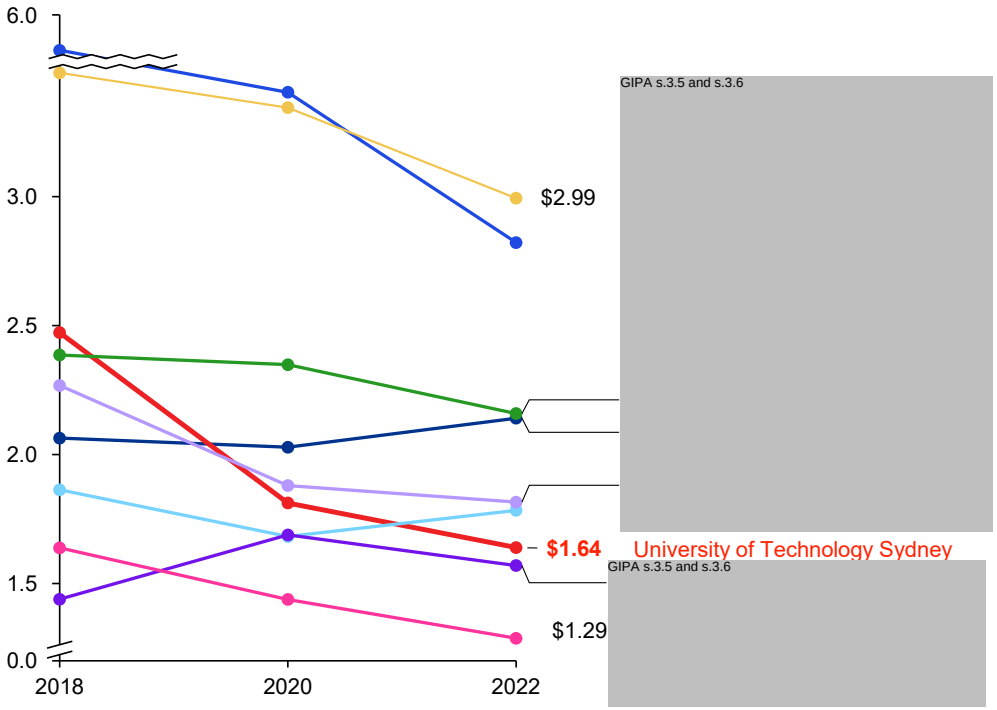
Source: HERD time series 1992 to 2022; Research block grants time series – 2001-2025

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

While UTS's research spend efficiency was relatively high, its productivity was low relative to GIPA s.3.5 and s.3.6 (cont. overleaf)

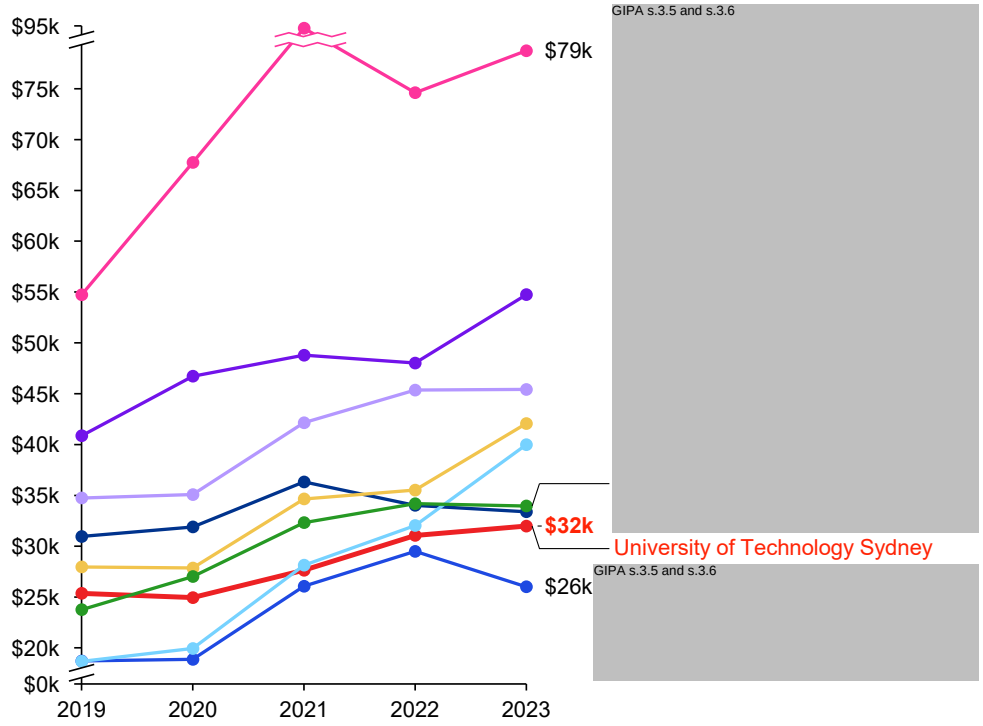
Required spend for every $1 of research income across GIPA s.3.5 and s.3.6

($, 2018-2022 (latest publicly available data, collected every two years))



HERDC research income per research FTE across GIPA s.3.5 and s.3.6

($, 2019-2023 (latest publicly available data))



Source: Research_income_expenditure (January 2025)

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

While UTS's research spend efficiency was relatively high, its productivity was low relative to GIPA s.3.5 and s.3.6 (cont.)

UTS was relatively efficient in managing its research expenditure. However, despite the efficiency of UTS's research expenditure management, UTS's research cohort was less productive than those of other GIPA s.3.5 and s.3.6. This could be because UTS is not investing enough in the right areas (i.e. in research grant applications that would generate high income and have a high likelihood of success, and in the University's most productive, higher-level academic staff).

Commentary

- In 2022, UTS spent $1.64 to generate every $1.00 of research income. This was the third most efficient ratio, surpassed only by the GIPA s.3.5 and s.3.6) and the GIPA s.3.5 and s.3.6 .
- Additionally, UTS has required less expenditure to generate income since 2018; its ratio decreased from $2.47 spend per $1.00 income in 2018 to $1.81 in 2020 and $1.64 in 2022. This was a decrease of 27% between 2018 and 2020 and a further 10% between 2020 and 2022.
- Over the last five years, UTS fell from receiving the fourth-lowest HERDC research income per research FTE GIPA s.3.5 and s.3.6 to the second-lowest. It was surpassed by GIPA s.3.5 and s.3.6
- In 2023 UTS received $32k in research income per research FTE. This was 42% lower than the second-highest-performing University (GIPA s.3.5 and s.3.6) and 59% lower than the highest-performing (GIPA s.3.5 and s.3.6).
- The average HERDC research income per FTE across GIPA s.3.5 and s.3.6 was $39k per FTE, $7k higher than UTS's figure. If UTS's research FTE had earned the average GIPA s.3.5 and s.3.6 HERDC amount, UTS would have received an additional $9m in 2023.

Key assumptions

- Research FTE (ABS term) refers to Academic FTE with teaching-only FTE excluded.
- Figures based on ABS datasets. Refer here for greater detail.
- Select GIPA s.3.5 and s.3.6 were nominated by UTS.

Source: Research_income_expenditure (January 2025); Research Investment by Faculty_External Research and Internal Research_snapshot(KPMG)

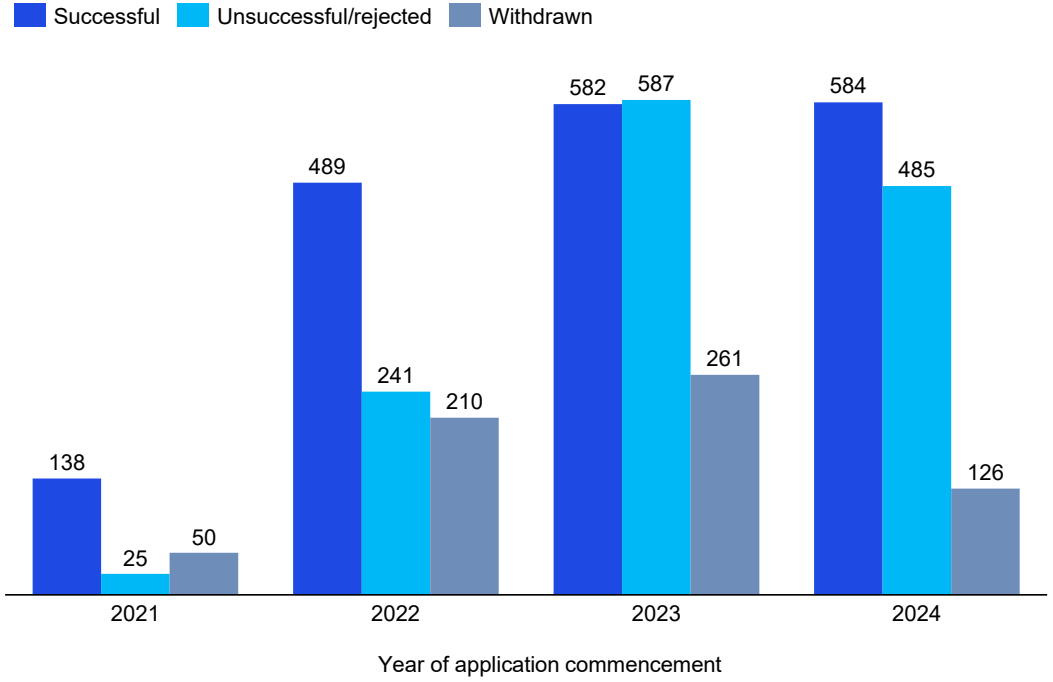
KPMG Drafting Note: To be further validated with Research Finance to ensure consistent interpretation of data

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

The total number of research projects that commenced external funding applications increased each year between 2021-2024

Outcomes for research projects seeking external funding that commenced applications between 2021-2024

(# of projects, 2021-2024)



Commentary

- The total number of research projects that commenced external funding applications increased each year between 2021-2024.
- Applications commenced in 2024 were more successful, on average, than applications commenced in 2023.
- Withdrawal rates decreased each year. In 2021, withdrawn applications formed 23% of the projects under analysis (i.e. excluding those pending outcome or still under review); this fell to 22% in 2022,18% in 2023 and 10% in 2024. This may indicate decreasing levels of wastage (i.e. of staff member time and effort).

Key assumptions

- Successfully funded refers to project funding applications that were tagged as 'Approved', 'Approved – pending establishment', 'Funded-Faculty or Centre Review', 'Funded-School Manager Review'. It also includes projects with a 'Closed' or 'Completed' status and an activity code assigned. Unsuccessfully funded and rejected refers to projects that were tagged as 'unsuccessful' or 'rejected'. Withdrawn refers to projects that were tagged as 'withdrawn'.
- Other categories that were still pending outcome or under review were excluded from this view (e.g. those tagged as 'DVCR Review', 'ADR Review', 'Executive Manager Review' etc.), as advised by Research Finance.
- The number of 'unsuccessful/rejected' projects is likely to be under-stated given Faculties may not create a 'myProposals' record for applications that are unlikely to be funded.
- Focusses only on records where start date was listed as 2021, 2022, 2023 or 2024. Excludes records that received outcomes between 2021-2024 but were commenced earlier (as early as 2009 in the full dataset). This is based on the Research Finance-provided assumption that staff member effort was concentrated around the period when the record was first entered into the Research Office database.

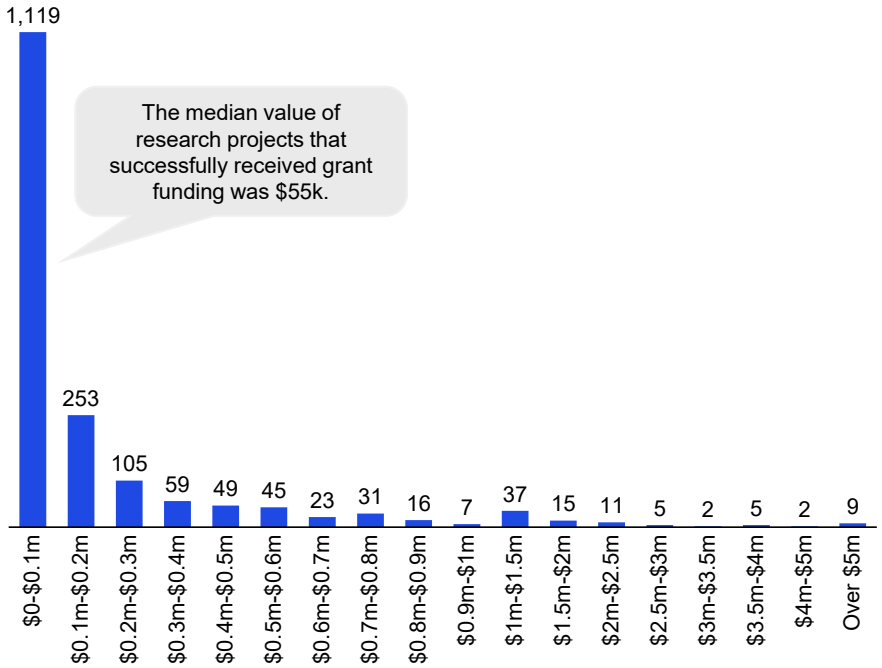
Source: Projects in RM by Funding Source run 7Feb2025

KPMG Drafting Note: To be further validated with Research Finance to ensure consistent interpretation of data

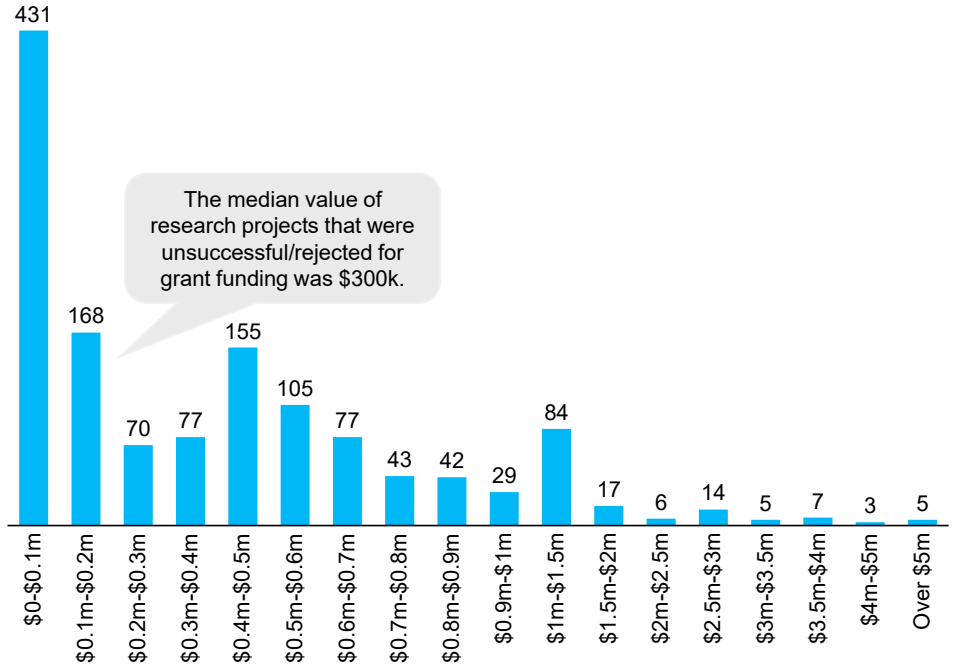
DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

The median value of research project external funding applications that were unsuccessful/rejected was almost six times higher than those that were successful (cont. overleaf)

Distribution of application amounts for research projects that successfully received external funding
(# of projects, only including application commencements from 2021-2024)



Distribution of application amounts that were unsuccessful/rejected for external funding
(# of projects, only including application commencements from 2021-2024)



Source: Projects in RM by Funding Source run 7Feb2025

KPMG Drafting Note: To be further validated with Research Finance to ensure consistent interpretation of data

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

The median value of research project external funding applications that were unsuccessful/rejected was almost six times higher than those that were successful (cont.)

Commentary

- Overall, there were more successful grant applications than unsuccessful/rejected grant applications across 2021-2024 (1793 vs. 1338).
- Across 2021-2024, around 9% of projects that were not successfully funded/rejected applied for less than $10k (120 out of 1338 applications across 2021-2024, with 70 applying for $0). This may require further investigation.
- The median value for projects that were successfully funded was around $55k, which was around one-sixth of the median value for projects that were not successfully funded ($300k).

Key assumptions

- Successfully funded refers to project funding applications that were tagged as 'Approved', 'Approved – pending establishment', 'Funded-Faculty or Centre Review', 'Funded-School Manager Review'. It also includes projects with a 'Closed' or 'Completed' status and an activity code assigned. Unsuccessfully funded and rejected refers to projects that were tagged as 'unsuccessful' or 'rejected'. Withdrawn refers to projects that were tagged as 'withdrawn'.
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- Analysis is based on 'amount applied' rather than 'amount awarded'/'amount to UTS' for consistency.

Source: Projects in RM by Funding Source run 7Feb2025

KPMG Drafting Note: To be further validated with Research Finance to ensure consistent interpretation of data

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

The higher the Lead CI's level, the more likely the research project funding application was to be successful (cont. overleaf)

Distribution of application amounts and outcomes by lead CI level
(#/$/%, only including application commencements from 2021-2024)

Lead CI Level	Total applications	Mean application value	Number of applications submitted with value below $10k	Percentage of applications that resulted in a '**Successful**' outcome	Percentage of applications that resulted in an '**Unsuccessful/ Rejected**' outcome	Percentage of applications that were '**Withdrawn**'
GIPA s.34 and s.3.5						
	102	$182k	15	25%	16%	60%
	29	$128k	12	41%	48%	10%
	218	$147k	29	41%	46%	12%
	699	$201k	89	49%	37%	14%
	975	$227k	143	50%	37%	13%
	1109	$378k	130	51%	33%	16%
	311	$343k	42	54%	28%	18%

Source: Projects in RM by Funding Source run 7Feb2025; FWCI_ERA_Style_Staff_List_01NOV2024

KPMG Drafting Note: To be further validated with Research Finance to ensure consistent interpretation of data

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

The higher the Lead CI's level, the more likely the research project funding application was to be successful (cont.)

Commentary

- For 102 research projects, the lead CI was listed as a Level 04-09 professional staff member. These applications also had a high average application value ($182k).
- There were 273 research projects led by Level D or E CIs that applied for $10k or less.
- There were 35 applications for $1m or more where the Lead CI was tagged as Level A-C. 24 of these were unsuccessful/rejected, and 11 were successful.

Key assumptions

- Staff level is mapped based on lead CI level. Where staff ID could not be matched to the ongoing staff list, these records were excluded (332 records).
- Professional staff includes Level 04-09. SS Groups includes SS Group 1-4, SE Group 6 and SS Spec 1.
- Amount applied is used as application value in this analysis.
- Successfully funded refers to project funding applications that were tagged as 'Approved', 'Approved – pending establishment', 'Funded-Faculty or Centre Review', 'Funded-School Manager Review'. It also includes projects with a 'Closed' or 'Completed' status and an activity code assigned. Unsuccessfully funded and rejected refers to projects that were tagged as 'unsuccessful' or 'rejected'. Withdrawn refers to projects that were tagged as 'withdrawn'.
- Other categories that were still pending outcome or under review were excluded from this view (e.g. those tagged as 'DVCR Review', 'ADR Review', 'Executive Manager Review' etc.), as advised by Research Finance.
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- Analysis is based on 'amount applied' rather than 'amount awarded'/'amount to UTS' for consistency.

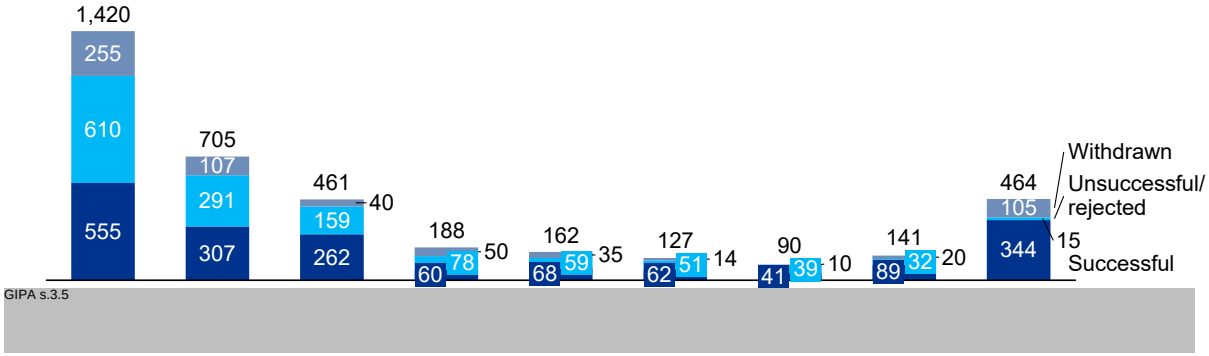
Source: Projects in RM by Funding Source run 7Feb2025; FWCI_ERA_Style_Staff_List_01NOV2024

KPMG Drafting Note: To be further validated with Research Finance to ensure consistent interpretation of data

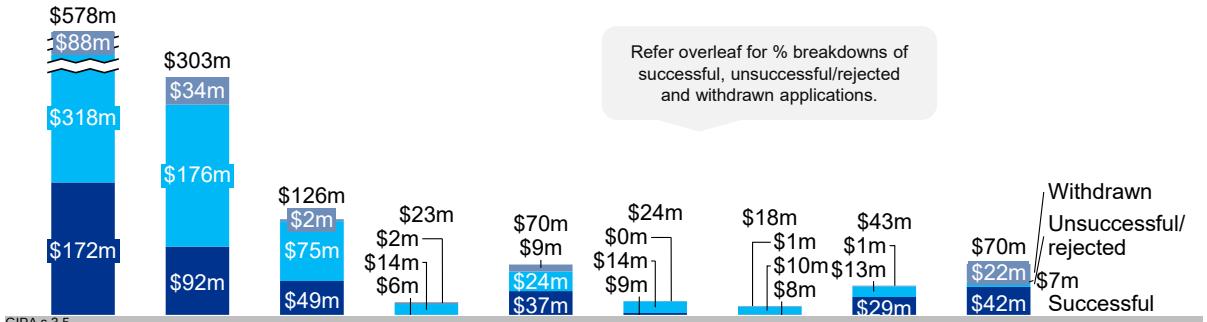
DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

More than $18m worth of grant applications across 2021-2024 were withdrawn

Total count of successful, unsuccessful/rejected, and withdrawn applications by organisational unit
($m, only including application commencements from 2021-2024)



Total value of successful, unsuccessful/rejected, and withdrawn applications by organisational unit
($m, only including application commencements from 2021-2024)



Commentary

- Across 2021-2024, FEIT submitted the highest total value of successful applications, exceeding the value of successful SCI and FoH applications put together ($172m for FEIT vs. $92m for SCI and $49m for FoH).
- Within GIPA s.3.5 across 2021-2024 more than $88m worth of grant applications was withdrawn. Additionally, $34m worth of grant applications in GIPA s.3.5 was withdrawn. This potentially represents wastage, as academic staff and Research Office effort did not lead to a completed application.

Key assumptions

- Successfully funded refers to project funding applications that were tagged as 'Approved', 'Approved – pending establishment', 'Funded-Faculty or Centre Review', 'Funded-School Manager Review'. It also includes projects with a 'Closed' or 'Completed' status and an activity code assigned.
- Unsuccessfully funded and rejected refers to projects that were tagged as 'unsuccessful' or 'rejected'.
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- The number of 'unsuccessful/rejected' projects is likely to be under-stated given Faculties may not create a 'myProposals' record for applications that are unlikely to be funded.
- Analysis is based on 'amount applied' rather than 'amount awarded'/'amount to UTS' for consistency.
- Categorised by 'organisational unit', following the format of the provided dataset.

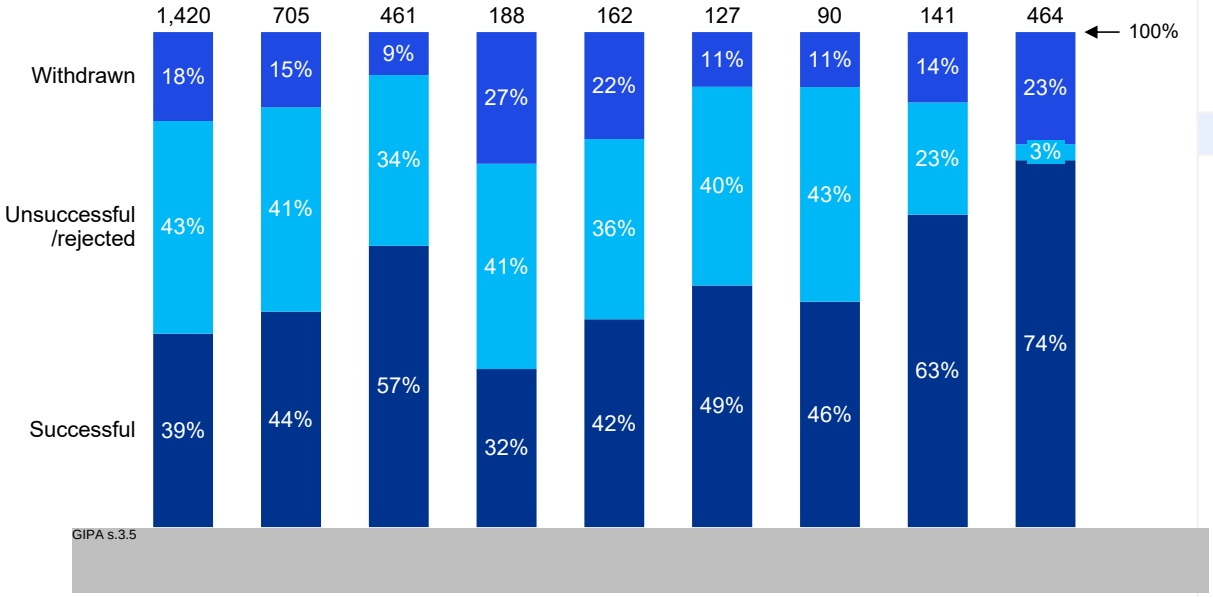
Source: Projects in RM by Funding Source run 7Feb2025

KPMG Drafting Note: To be further validated with Research Finance to ensure consistent interpretation of data

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

GIPA s.3.5 had the highest rate of withdrawn applications across 2021-2024

Proportion of successful, unsuccessful/rejected and withdrawn grant applications by organisational unit (by number of projects)
(%, only including application commencements from 2021-2024)



Commentary

- Across 2021-2024, applications originating from the GIPA s.3.5 had the highest success rate (74%), while GIPA s.3.5 had the lowest success rate (32%).
- Between 2021 and 2024, more than 27% of grant applications within GIPA s.3.5 were withdrawn, which was the highest proportion of any organisational unit.

Key assumptions

- Successfully funded refers to project funding applications that were tagged as 'Approved', 'Approved – pending establishment', 'Funded-Faculty or Centre Review', 'Funded-School Manager Review'. It also includes projects with a 'Closed' or 'Completed' status and an activity code assigned.
- Unsuccessfully funded and rejected refers to projects that were tagged as 'unsuccessful' or 'rejected'.
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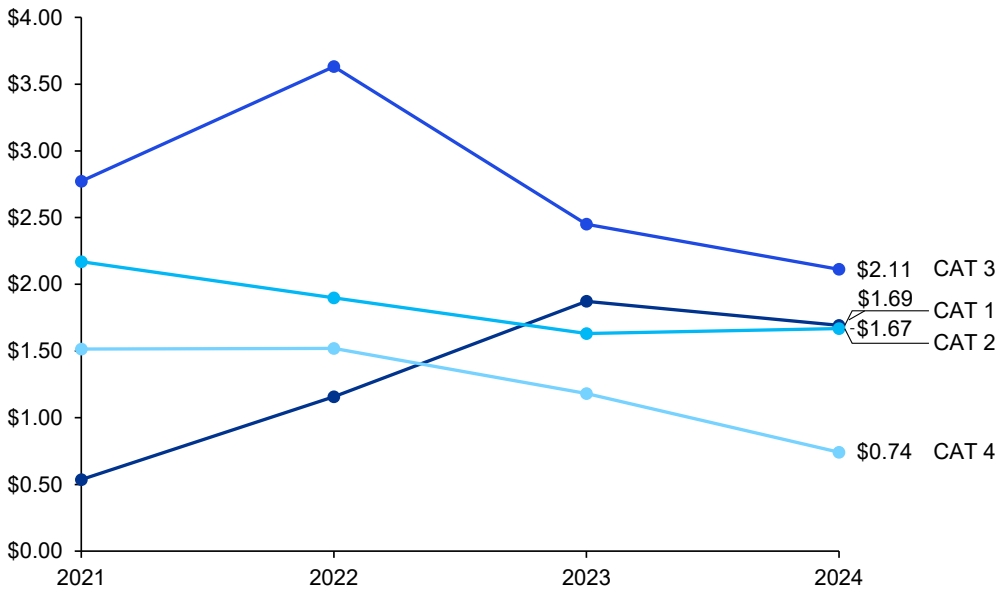
Source: Projects in RM by Funding Source run 7Feb2025

GIPA s.3.4 0

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

CAT 3 income required the most internally-funded research investment to generate across 2021-2024

UTS internally-funded research investment per $1 of ERI
($, 2021-2024)



Commentary

- Across 2021-2024 it was costliest to generate CAT 3 income ($2.11 of internally-funded research investment per $1 of CAT 3 return), and least costly to generate CAT 4 income ($0.74 of internally-funded research investment per $1 of CAT 4 return).
- CAT 3 became less costly to generate between 2021-2024, as did CAT 4; however, CAT 1 became more costly to generate over 2021-2024. There was minimal movement in cost to generate CAT 2 income.

Key assumptions

- Research investment for all Faculties/Portfolios took the sum of expenses under 'Total Activities' minus expenses funded by the 'External Research' source (given this focusses on UTS's internal research investment).
- No research investment from GIPA s.3.5 was captured (GIPA s.3.5 does not have a separate organisational unit to track research investment in the P&L). As a result, this may under-state total research investment.
- Investment by '542000 - OPS FIN Finance Unit' was multiplied by 40% (assumption provided by Research Finance, given 40% of the Finance Unit's total effort is assumed to support research).
- Assumed allocation of research effort (and thus expenditure) is based on the number of research projects for external funding commenced each year within the myProposals database.
- Calculated by dividing total research investment by all Faculties/Portfolios, allocated across CAT 1-4 (refer bullet point above), divided by total ERI across CAT 1-4.

UTS

Source: ERI Research Centres by Membership - 31 December 2024_KPMG, Projects in RM by Funding Source run 7Feb2025, Cost of Generating ERI_snapshot

Slide 32

GIPA s.3.4 **0** Methodology to be further discussed with DVCR and Research Finance

GIPA s.3.4, 2025-03-24T02:12:02.913

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE



Research productivity

Evaluating the University's research outputs by discipline and workforce profile

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

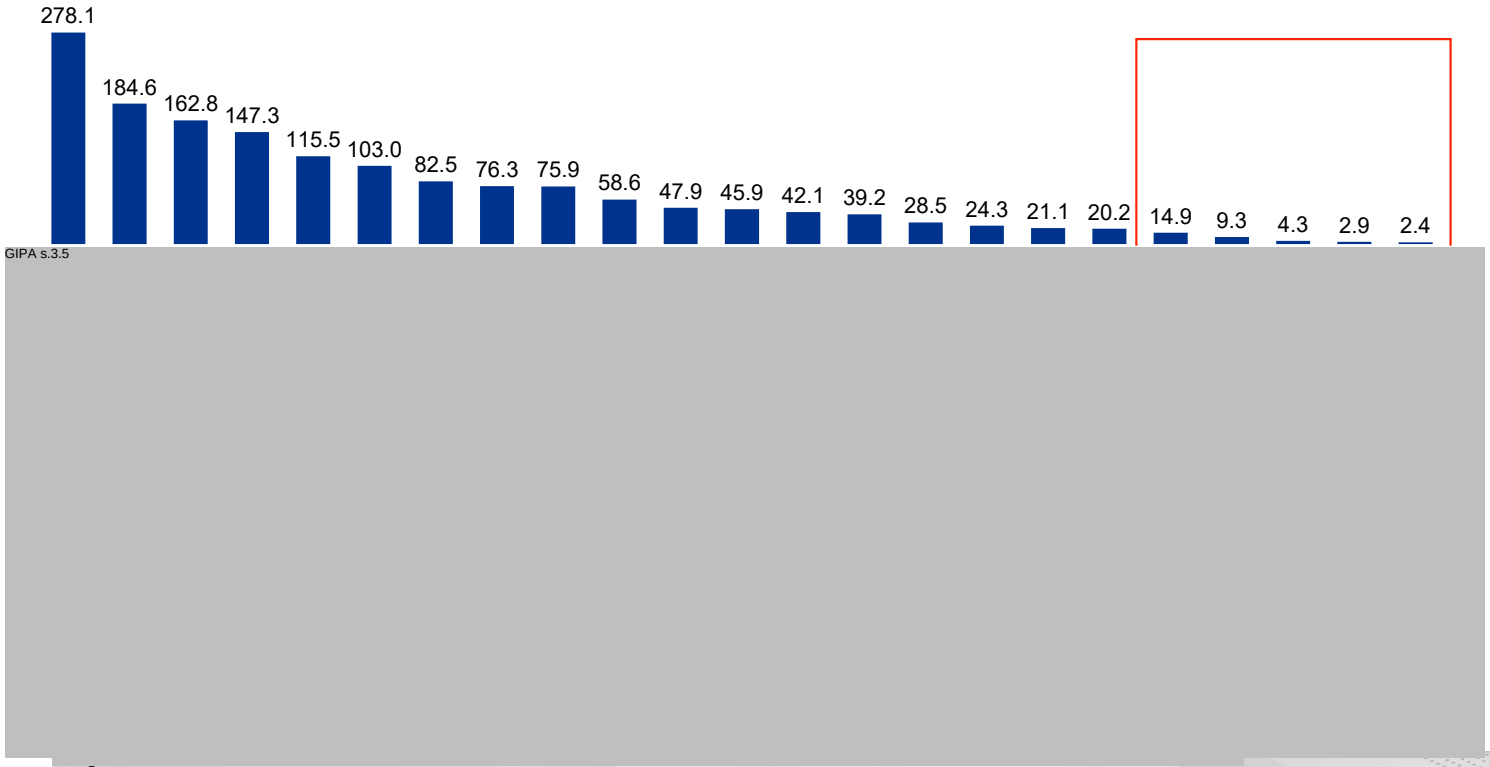
Research productivity – by discipline

GIPA s.3.4 0

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Five disciplines had fewer than 20 FTE tagged as either research only or teaching and research academic staff

Research only and teaching and research academic FTE by discipline
(#, Data as at 1 Nov 2024)



Commentary

- Five disciplines had fewer than 20 research only and research academic FTE: GIPA s.3.5 This indicates these may not be research areas of focus for UTS.

Key assumptions

- Academic FTEs whose function was 'teaching only' were excluded, as were those tagged 'others' (16 records).
- The Research Office noted that not all academic staff members have FoRs attached to their profiles. As a result, the Research Office manually allocated FoR for some records (inferred from external sources and Schools).

Source: FWCI_ERA_Style_Staff_List_01NOV2024_250213

Slide 35

GIPA s.3.4 **0** Approach to FTE to be confirmed with Research Finance

GIPA s.3.4 2025-03-24T02:27:12.544

GIPA s.3.4 **0 0** This covers only a proportion of these academic staff members' FTE that could be attributed to research: this is assumed to be 40% of total FTE for teaching and research academic staff, and 80% of total FTE for research only academic staff.

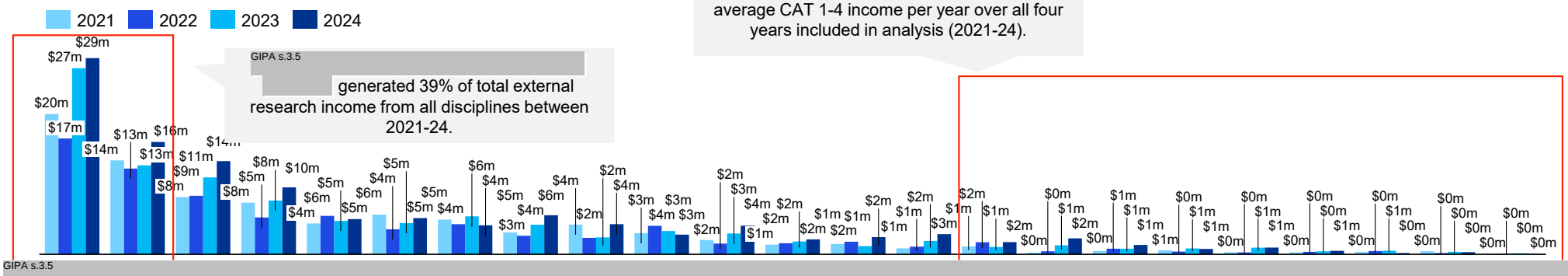
GIPA s.3.4, 2025-03-24T02:27:17.750

GIPA s.3.4 0

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

At the two-digit FoR level, there were nine disciplines that generated $1m or less average CAT 1-4 income across 2021-24 (cont. overleaf)

Annual ERI from 2021-2024
($m, 2021 - 2024)



GIPA s.3.5 generated 39% of total external research income from all disciplines between 2021-24.

These nine disciplines generated $1m or less average CAT 1-4 income per year over all four years included in analysis (2021-24).

GIPA s.3.5

Source: ERI(net of acctg adj) by FoR_2020 to 2024

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GIPA s.3.4 **0** Update commentary based on new figures

GIPA s.3.4, 2025-03-24T04:41:43.419

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

At the two-digit FoR level, there were nine disciplines that generated $1m or less average CAT 1-4 income across 2021-24 (cont.)

UTS had nine disciplines that earned relatively low levels of CAT 1-4 income (more than one in three). Five of these disciplines had more than 20 academic (research only and teaching and research) staff FTE tagged: GIPA s.3.5

Commentary

- Nine disciplines – GIPA s.3.5 ll generated $1m or less average CAT 1-4 income per year over all four years included in analysis (2021-24).
- Three disciplines earned less CAT 1-4 income in 2024 than 2021 (excluding those with less than $1.0m income in 2021):
  - GIPA s.3.5 a decrease of 17% from $5.1m to $2.1m;
  - GIPA s.3.5 a decrease of 7% from $3.1m to $2.9m; and
  - GIPA s.3.5 , a decrease of 9% from $5.8m to $5.3m.
- The greatest increases between 2021 and 2024 in CAT 1-4 income (excluding those that generated less than $1.0m in 2021) were in:
  - GIPA s.3.5 an increase of 140% from $1.7m to $4.2m; and
  - GIPA s.3.5 , an increase of 74% from $1.5m to $2.6m.

Key assumptions

- Excludes records of generated ERI for which FoR was blank. This amounted to $0.6m in 2021, $0.8m in 2022, $0.8m in 2023, and $0.8m in 2024.
- Note that manual intervention was required for around 115 records (~4% of total records) where proportions allocated to FoRs did not add up to 100%. As agreed with Research Finance, proportions were split equally across the FoRs listed for these records.
- Calculated based on CAT 1-4 income; excludes income tagged as 'No HERDC Cat', 'Non-HERDC Network Funding', 'Non-HERDC Infrastructure', 'Not specified', and records left blank under 'HERDC category'. These categories amounted to $3.5m in 2021, $22.0m in 2022, $8.3m in 2023 and $10.6m in 2024. Blanks, 'Not specified' and 'No HERDC Cat' may be due to 'suspense' whereby income is received in advance but is still awaiting an activity code.

Source: ERI Research Centres by Membership - 31 December 2024_KPMG

GIPA s.3.4 G Drafting Note: To be discussed further with DVCR noting complexity of s on 'eligibility' for CAT 1-4 funding by discipline

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

There was significant variation in the proportions of CAT 1-4 funding generated across UTS disciplines

Relative proportions of CAT 1-4 funding generated across 2021-24 by discipline
(%, 2021-24)

Discipline	Percentage of total CAT 1-4 income across 2021-24			
	CAT 1	CAT 2	CAT 3	CAT 4
GIPA s.3.5	32%	23%	33%	12%
	57%	13%	29%	1%
	65%	16%	19%	0%
	10%	61%	24%	4%
	15%	72%	13%	0%
	16%	24%	46%	13%
	34%	19%	47%	0%
	35%	11%	52%	2%
	71%	10%	15%	4%
	15%	32%	52%	1%
	32%	36%	17%	14%
	14%	25%	38%	23%
	33%	38%	25%	4%
	31%	1%	68%	0%
	11%	37%	50%	2%
	34%	33%	32%	1%
	38%	26%	26%	11%
	33%	24%	42%	0%
	52%	25%	23%	0%
	17%	23%	59%	1%
	36%	0%	64%	0%
	44%	33%	23%	0%
	50%	17%	9%	23%

Across UTS, the ratio of CAT 1: CAT 2: CAT 3: CAT 4 funding is approximately 30%:30%:30%:10%. Between 2021-24, seven disciplines generated less than 20% of their income from CAT 1.

Commentary

- Seven disciplines generated less than 20% of their income in CAT 1. GIPA s.3.5 had the lowest relative proportions of CAT 1 funding out of each discipline's total income (10%, 11%, and 14% respectively).
- GIPA s.3.5 had the highest relative proportion of income in CAT 4 (both at 23% of each discipline's total income).

Key assumptions

- Excludes records of generated ERI for which FoR was blank. This amounted to $0.6m in 2021, $0.8m in 2022, $0.8m in 2023, and $0.8m in 2024.
- Note that manual intervention was required for around 115 records (~4% of total records) where proportions allocated to FoRs did not add up to 100%. As agreed with Research Finance, proportions were split equally across the FoRs listed for these records.
- Calculated based on CAT 1-4 income; excludes income tagged as 'No HERDC Cat', 'Non-HERDC Network Funding', 'Non-HERDC Infrastructure', 'Not specified', and records left blank under 'HERDC category'. These categories amounted to $3.5m in 2021, $22.0m in 2022, $8.3m in 2023 and $10.6m in 2024. Blanks, 'Not specified' and 'No HERDC Cat' may be due to 'suspense' whereby income is received in advance but is still awaiting an activity code.

NB: Disciplines tagged in **green** had fewer than 20 research only and teaching and research academic FTE as of 1 November 2024.

Source: ERI Research Centres by Membership - 31 December 2024_KPMG

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GIPA s.3.4 **0** To be updated based on new dataset

GIPA s.3.4, 2025-03-24T04:41:54.290

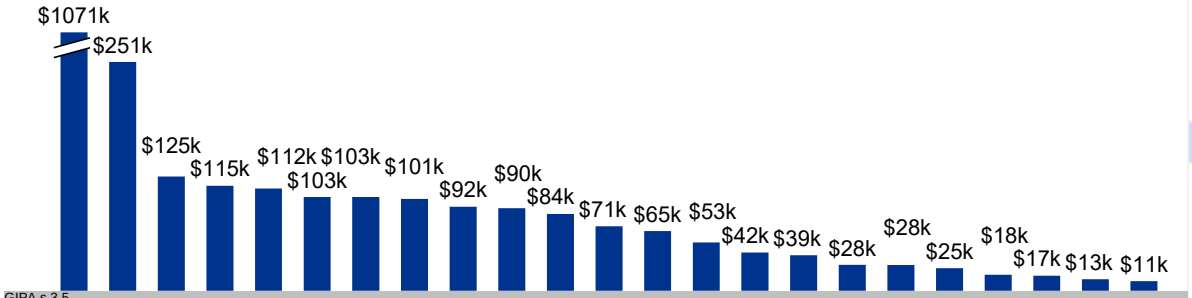
GIPA s.3.4 1

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

ERI per research only and teaching and research academic FTE varied significantly across UTS's disciplines

GIPA s.3.4

ERI per academic staff FTE (research only and teaching and research)
($k, Data as at 1 Nov 2024)



GIPA s.3.5

Commentary

- ERI per FTE for GIPA s.3.5 varied significantly from average ERI per FTE across UTS. This may be due to small numbers of FTE performing exceptionally well, or complexities in tagging FTE and ERI to disciplines.

Key assumptions

- Excludes records of generated ERI for which FoR was blank. This amounted to $0.6m in 2021, $0.8m in 2022, $0.8m in 2023, and $0.8m in 2024.
- Note that manual intervention was required for around 115 records (~4% of total records) where proportions allocated to FoRs did not add up to 100%. As agreed with Research Finance, proportions were split equally across the FoRs listed for these records.
- Calculated based on CAT 1-4 income; excludes income tagged as 'No HERDC Cat', 'Non-HERDC Network Funding', 'Non-HERDC Infrastructure', 'Not specified', and records left blank under 'HERDC category'. These categories amounted to $3.5m in 2021, $22.0m in 2022, $8.3m in 2023 and $10.6m in 2024. Blanks, 'Not specified' and 'No HERDC Cat' may be due to 'suspense' whereby income is received in advance but is still awaiting an activity code.
- Academic FTE whose function was 'teaching only' were excluded, as were those tagged 'others' (16 records).
- The Research Office noted that not all academic staff members have FoRs attached to their profiles. As a result, the Research Office manually allocated FoR for some records (inferred from external sources and Schools).

UTS

Source: FWCI_ERA_Style_Staff_List_01NOV2024_250213, ERI Research Centres by Membership - 31 December 2024_KPMG

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GIPA s.3.4

I am not sure what this phrase means in this context and in the commentary too - can discuss but use of unrealiable is odd to me

GIPA s.3.4 , 2025-02-18T05:12:08.323

GIPA s.3.4

To be updated based on FTE - now ACV dta is available

GIPA s.3.4 2025-03-24T04:42:08.062

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Out of the 23 disciplines with publications across 2021-24, 20 had fewer publications in 2024 than 2021

Publications by discipline (four-digit FoR)
(#, 2021 - 2024)

Discipline	Publications (#)				% change from 2021 to 2024
	2021	2022	2023	2024	
GIPA s.3.5	1704	1583	1698	1499	-12%
	1191	1194	1242	1132	-5%
	900	813	764	753	-16%
	772	727	634	667	-14%
	527	488	398	368	-30%
	310	270	301	298	-4%
	342	312	295	284	-17%
	264	247	222	227	-14%
	266	268	226	219	-18%
	176	191	212	182	3%
	184	156	162	153	-17%
	143	134	127	133	-7%
	139	134	140	118	-15%
	110	125	89	112	2%
	140	132	100	109	-22%
	86	85	90	79	-8%
	94	73	87	75	-20%
	97	79	67	56	-42%
	83	83	80	54	-35%
	62	47	44	46	-26%
	30	23	19	27	-10%
	25	27	21	22	-12%
	0	0	0	0	0%

Commentary

- For all disciplines except GIPA s.3.5 , total publications per year fell between 2021 and 2024.
- The greatest decrease was in GIPA s.3.5
- GIPA s.3.5
- Three disciplines had fewer than 100 publications total over the four years (2021 to 2024) - GIPA s.3.5

Key assumptions

- Publication numbers were based on two-digit code figures, given Research Office advice that four-digit code figures were less reliable.

NB: Disciplines tagged in **green** had fewer than 20 research only and teaching and research academic FTE as of 1 November 2024.

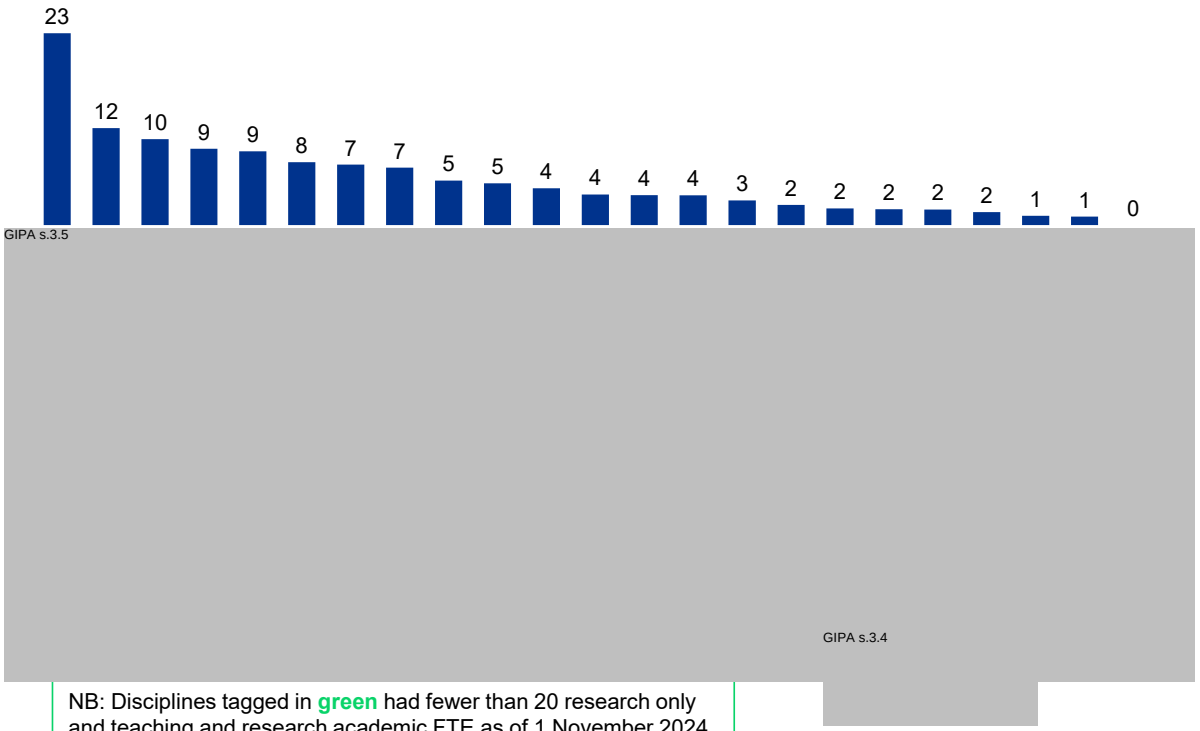
Source: Request 1b Outputs 241213

GIPA s.3.4 0

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Publications per academic staff FTE varied across the University

Publications per academic staff FTE (research only and teaching and research)
(#, Data as at 1 Nov 2024)



NB: Disciplines tagged in **green** had fewer than 20 research only and teaching and research academic FTE as of 1 November 2024.

Commentary

- Of the five disciplines with the highest number of publications per academic staff FTE (research only and teaching and research), four had fewer than 20 research only and teaching and research academic FTE as of 1 November 2024.

Key assumptions

- Publication numbers were based on two-digit code figures, given Research Office advice that four-digit code figures were less reliable.
- Academic FTE whose function was 'teaching only' were excluded, as were those tagged 'others' (16 records).
- The Research Office noted that not all academic staff members have FoRs attached to their profiles. As a result, the Research Office manually allocated FoR for some records (inferred from external sources and Schools).

UTS

Source: FWCI_ERA_Style_Staff_List_01NOV2024_250213, Request 1b Outputs 241213

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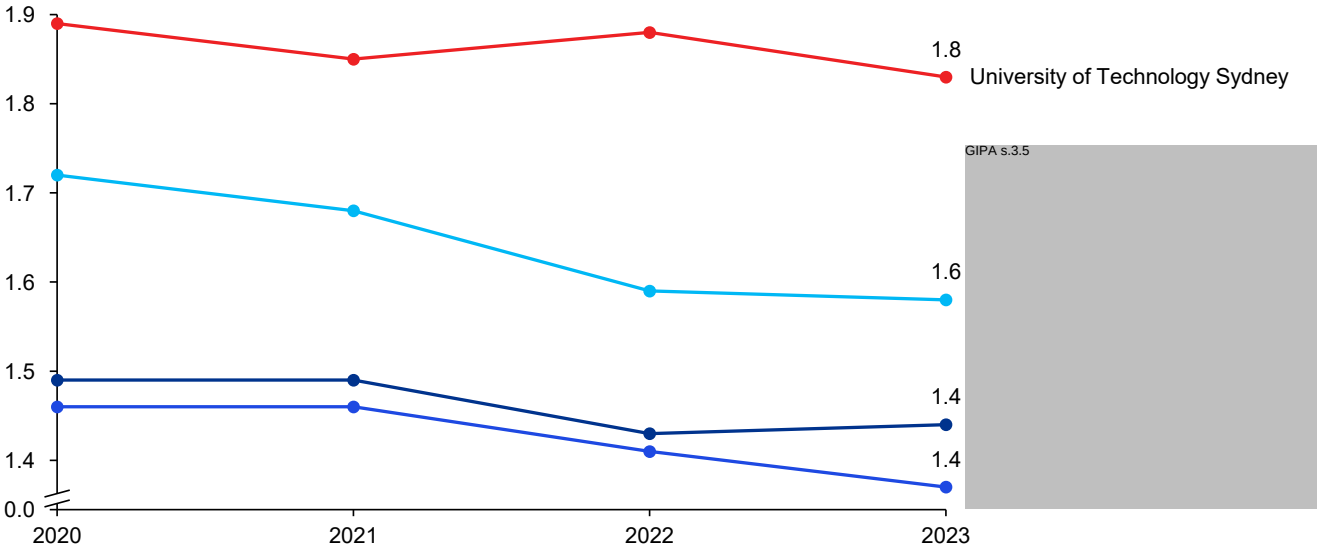
GIPA s.3.4 **0** To be updated based on ACV data

GIPA s.3.4, 2025-03-24T04:42:27.081

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

UTS's FWCI was consistently higher than leading international Universities, indicating the potential to increase ERI through greater awareness of UTS's excellent research quality

FWCI by UTS and comparators
(#, 2020-2023)



UTS's high FWCI, even when compared to leading international Universities, was not reflected in its ERI results. This indicates that UTS may need to raise awareness of its excellent research quality in its funding activities.

Commentary

- UTS's average FWCI across the University was consistently higher than leading international Universities, despite its ERI ranking being relatively low compared to international comparators.

Key assumptions

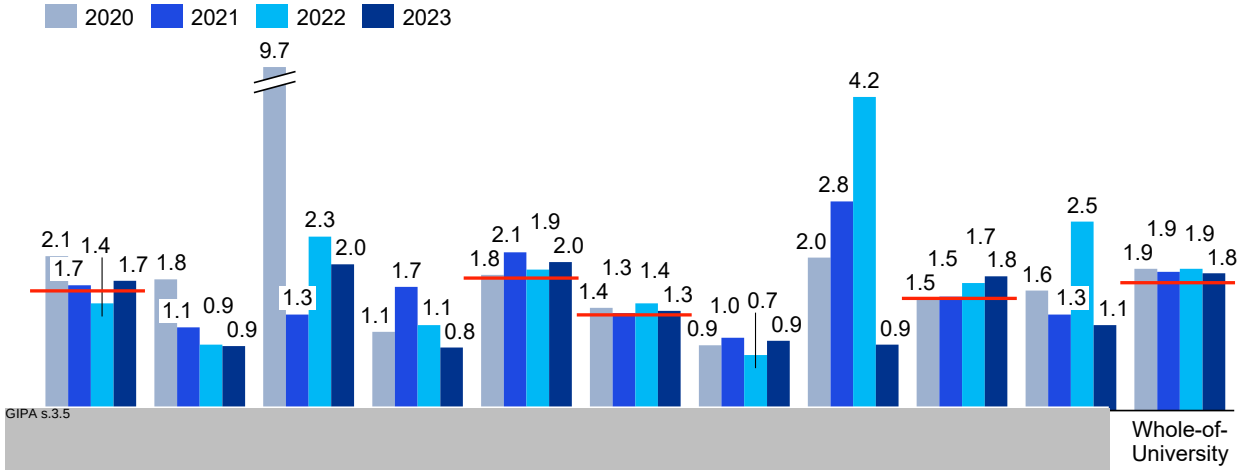
- As advised by UTS, FWCI is a SciVal/Scopus measure, and its coverage is better for some disciplines (GIPA s.3.5) than others (GIPA s.3.5 etc). This means the measures are less prevalent for the latter disciplines and where they are present, they represent less of each academic's total output.

Source: Field-Weighted_Citation_Impact_(excl._self-citations)_vs_Publication_Year 241213; Field-Weighted_Citation_Impact_(excl._self-citations)_vs_Publication_Year 241213 Faculty

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Within UTS Faculties/Portfolios, GIPA s.3.5 had the lowest FWCI across 2020-23

FWCI by Faculty/Portfolio
(#, 2020-2023)



Key: FWCI targets for 2025, agreed by each organisational unit. Refer below:

Faculty/Portfolio	2025 target	2026 indicative target	2027 indicative target
GIPA s.3.5	>1.7	>1.7	>1.7
	1.9	2	2
	1.4	1.4	1.4
	1.6	1.6	1.6
Whole-of-University	>1.8	>1.8	>1.8

Note that targets were not set for Faculties/Portfolios not included in the table above.

Commentary

- The FWCI for GIPA s.3.5 decreased every year (1.8 in 2020, 1.1 in 2021, 0.9 in 2022 and 0.9 in 2023).
- FWCI for GIPA s.3.5 increased every year, from 1.5 in 2020 to 1.5 in 2021, 1.7 in 2022 and 1.8 in 2023.
- GIPA s.3.5 appeared to have an anomalous year in 2020, reaching a 9.7 FWCI. Similarly, GIPA s.3.5 reached a 4.2 FWCI in 2022. As these are small volume areas of UTS, FWCI was susceptible to skewing from a very small number of papers (in the GIPA s.3.5, there was one paper with a FWC of 487).

Key assumptions

- As advised by UTS, FWCI is a SciVal/Scopus measure, and its coverage is better for some disciplines (GIPA s.3.5 This means the measures are less prevalent for the latter disciplines and where they are present, they represent less of each academic's total output.

Source: Field-Weighted_Citation_Impact_(excl._self-citations)_vs_Publication_Year 241213 Faculty, 2025 Research KPIs Faculty Pack – Final and Agreed

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

FWCI by FoR

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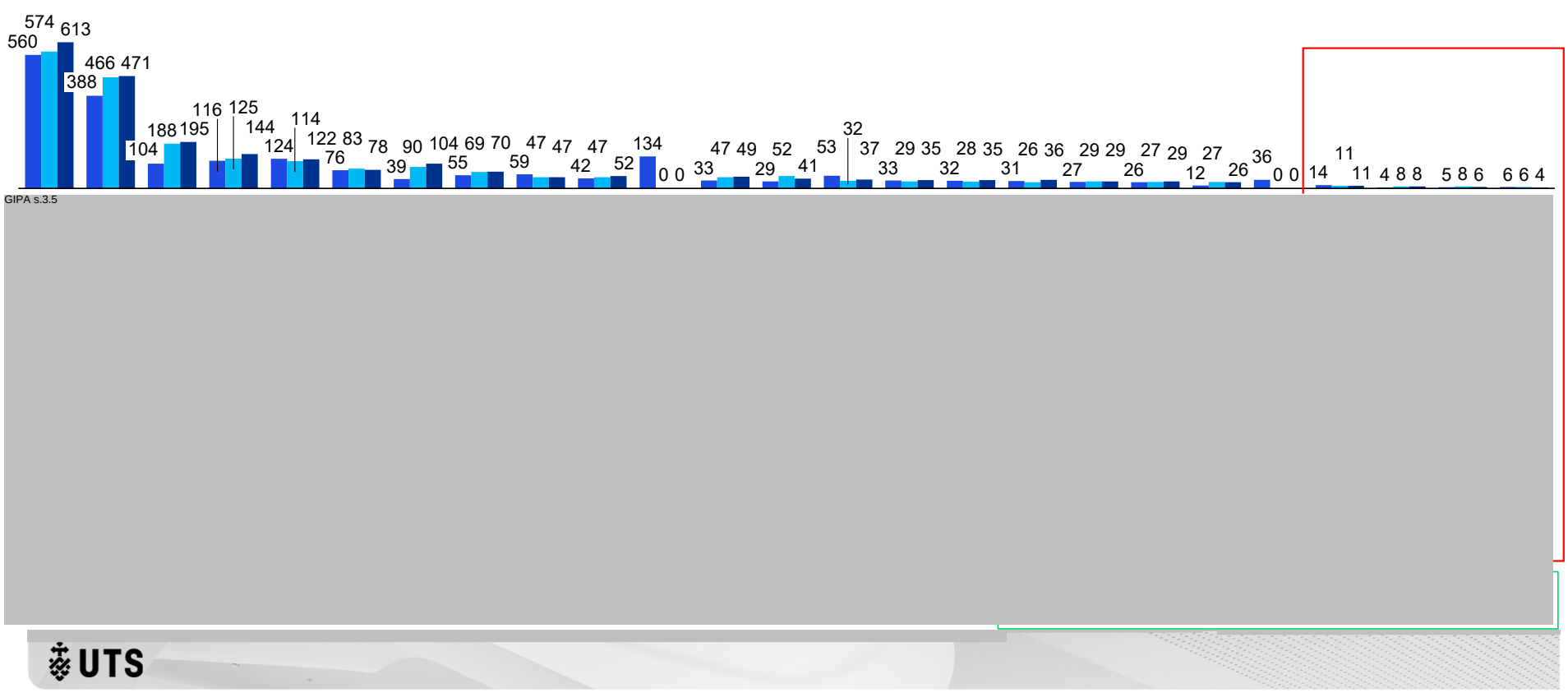
GIPA s.3.4 **0** To be updated based on GIPA s.3.4 latest data

GIPA s.3.4, 2025-03-24T05:00:40.381

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Four disciplines had 20 or fewer enrolments over 2022, 2023 and 2024 (cont. overleaf)

HDR student enrolments by discipline (headcount)
(#, 2022 - 2024)



Source: HDR student contributions (cleaned and reconciled); ABS data on 2008 and 2020 FoR codes

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Four disciplines had 20 or fewer enrolments over 2022, 2023 and 2024 (cont.)

Commentary

- Of the 25 unique disciplines in which HDR students were enrolled between 2022-24, 9 experienced positive year-on-year growth between 2022-23 and 2023-24 GIPA s.3.5
- The greatest decreases in HDR enrolments between 2022-24 (excluding legacy FoRs that were discontinued and those with enrolments under 10 in 2024) were in GIPA s.3.5
- The greatest increases in HDR enrolments between 2022-24 were in GIPA s.3.5

Key assumptions

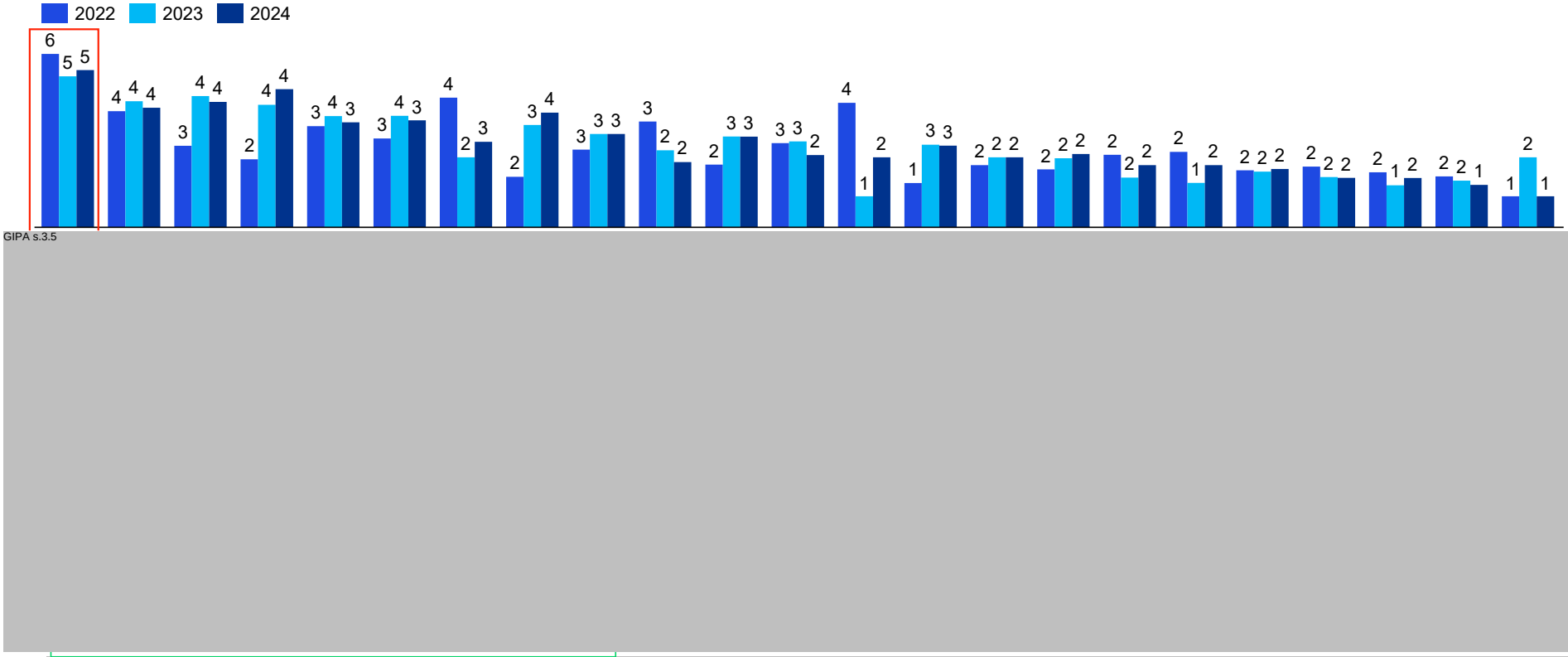
- Note that the list of FoR descriptions on the x-axis includes both 2020 and 2008 ANZSRC categories, as over half of students enrolled in 2022 were tagged to legacy (i.e. 2008) FoR codes. FoR descriptions that were the same or highly similar between 2008 and 2020 lists were mapped and combined (refer here for detail). In the chart, '*' denotes FoRs that were able to be combined between the 2008 and 2020 list, '08' denotes legacy 2008 FoRs that were not able to be matched to 2020 FoRs, and '20' denotes 2020 FoRs that were not able to be matched to 2008 FoRs.
- Does not include HDR students who withdrew or for whom FoR code was blank (60 records in 2022, 68 records in 2023 and 14 records in 2024).
- Some FoR records appeared to be inaccurate as there was significant discrepancy with thesis title (estimated <5% of records).

Source: HDR student contributions (cleaned and reconciled); ABS data on 2008 and 2020 FoR codes

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

GIPA s.3.5 had the highest ratio of HDR students per supervisor in 2022-2024, with one supervisor overseeing around GIPA s.3.5 students (cont. overleaf)

Ratio of HDR students per supervisor by discipline (headcount)
(#, 2022-2024)



Source: HDR Student Details_19122022, HDR Student Details_18122023, HDR Student Details_25112024

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

GIPA s.3.5 had the highest ratio of HDR students per supervisor in 2022-2024, with one supervisor overseeing around GIPA s.3.5 (cont.)

There was significant variation in the number of HDR students per supervisor, ranging from 1 to GIPA s.3.5 tended to have the highest ratios, with around half of the supervisors with 15 or more students belonging to this discipline.

Commentary

- For staff that supervised at least one HDR student, the average supervisory load was 3 HDR students in 2022, 2023 and 2024.
- There were some supervisors with significantly higher loads than average. Across 2022-24, one supervisor in GIPA s.3.5 ; another supervisor in GIPA s.3.5
- Note that UTS does not currently have standardised guidelines for HDR students per supervisor across all Faculties/Portfolios.

Key assumptions

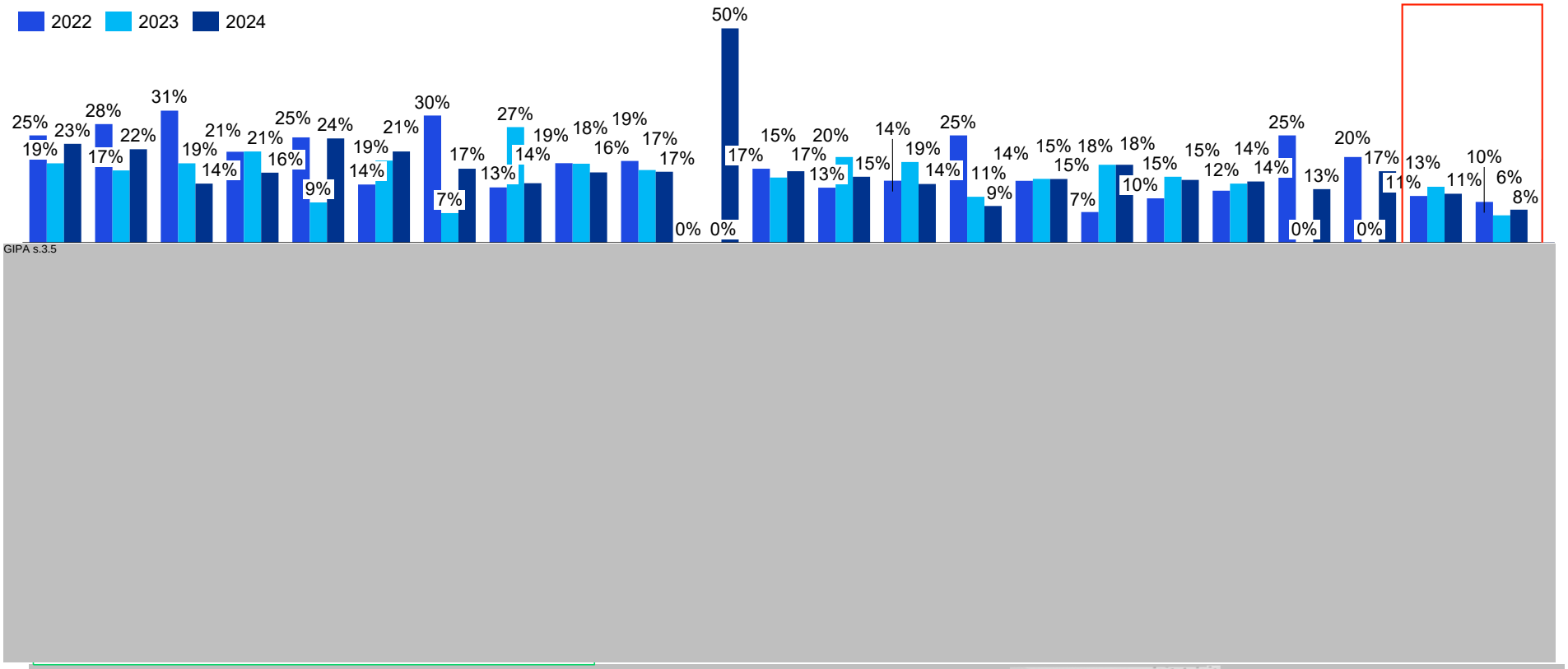
- Analysis was conducted based on principal supervisors only. Note that the ratios shown exclude staff within a discipline that that did not supervise any HDR students.
- Disciplines were assigned based on student FoR, given that staff tended to belong to multiple FoR.
- Note that the list of FoR descriptions on the x-axis includes both 2020 and 2008 ANZSRC categories, as over half of students enrolled in 2022 were tagged to legacy (i.e. 2008) FoR codes. FoR descriptions that were the same or highly similar between 2008 and 2020 lists were mapped and combined (refer here for detail).In the chart, '*' denotes FoRs that were able to be combined between the 2008 and 2020 list and '20' denotes 2020 FoRs that were not able to be matched to 2008 FoRs. Legacy 2008 FoRs that were not able to be matched to 2020 FoRs were excluded from this view.
- Withdrawn students were excluded from analysis.

Source: HDR Student Details_19122022, HDR Student Details_18122023, HDR Student Details_25112024

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Across 2022-24, HDR completion rates (based on headcount) were lowest in GIPA s.3.5 [redacted] (cont. overleaf)

HDR completions as a proportion of HDR enrolments (headcount)
(%, 2022-2024)



Source: HDR Completions_2022-2024_With FoR; HDR Student Details_19122022, HDR Student Details_18122023, HDR Student Details_25112024

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Across 2022-24, HDR completion rates (based on headcount) were lowest in GIPA s.3.5 (cont.)

At a discipline level, there was no obvious correlation between completion rates and supervisory loads (i.e. higher supervisory loads did not necessarily mean higher completion rates, or vice versa). Other factors impacting HDR student experience should be investigated.

Commentary

- GIPA s.3.5 had the lowest completion rates of all disciplines (around 10% completion per year), indicating higher rates of withdrawals/discontinuations and overtime.
- GIPA s.3.5 had the highest completion rates of all disciplines (around 20% completion per year), indicating lower rates of withdrawals/discontinuations and overtime.

Key assumptions

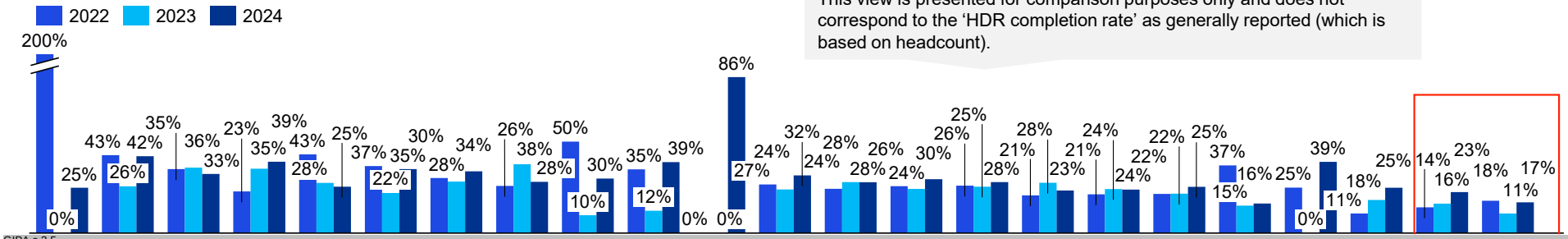
- Based on 'completion date' field, rather than 'conferral date' or 'graduation date'.
- Does not include HDR completions for which FoR was blank (18 records total).
- Note that the list of FoR descriptions on the x-axis includes both 2020 and 2008 ANZSRC categories, as over half of students enrolled in 2022 were tagged to legacy (i.e. 2008) FoR codes. FoR descriptions that were the same or highly similar between 2008 and 2020 lists were mapped and combined (refer here for detail).In the chart, '*' denotes FoRs that were able to be combined between the 2008 and 2020 list and '20' denotes 2020 FoRs that were not able to be matched to 2008 FoRs. Legacy 2008 FoRs that were not able to be matched to 2020 FoRs were excluded from this view.
- Withdrawn students were excluded from analysis.

Source: HDR Completions_2022-2024_With FoR; HDR Student Details_19122022, HDR Student Details_18122023, HDR Student Details_25112024

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

The lowest ratios of HDR completions to enrolled EFTSL across 2022-24 were in GIPA s.3.5 udies (cont. overleaf)

HDR completions as a proportion of HDR enrolments (EFTSL)
(%, 2022-2024)



This view is presented for comparison purposes only and does not correspond to the 'HDR completion rate' as generally reported (which is based on headcount).

GIPA s.3.5

Source: HDR Completions_2022-2024_With FoR; HDR Student Details_19122022, HDR Student Details_18122023, HDR Student Details_25112024

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

The lowest ratios of HDR completions to enrolled EFTSL across 2022-24 were in GIPA s.3.5 (cont.)

Commentary

- GIPA s.3.5 had the lowest average HDR completions compared to HDR enrolments by headcount and HDR enrolments by EFTSL across 2022-2024.
- As an average across 2022-2024, GIPA s.3.5 had the second-lowest HDR completions to enrolled headcount, but only the seventh-lowest HDR completions to enrolled EFTSL. This signifies that a large proportion of HDR students in GIPA s.3.5 were part time. In 2024, there were GIPA s.3.5

Key assumptions

- Based on 'completion date' field, rather than 'conferral date' or 'graduation date'.
- Does not include HDR completions for which FoR was blank (18 records total).
- Note that the list of FoR descriptions on the x-axis includes both 2020 and 2008 ANZSRC categories, as over half of students enrolled in 2022 were tagged to legacy (i.e. 2008) FoR codes. FoR descriptions that were the same or highly similar between 2008 and 2020 lists were mapped and combined (refer here for detail).In the chart, '*' denotes FoRs that were able to be combined between the 2008 and 2020 list and '20' denotes 2020 FoRs that were not able to be matched to 2008 FoRs. Legacy 2008 FoRs that were not able to be matched to 2020 FoRs were excluded from this view.
- Withdrawn students were excluded from analysis.

Source: HDR Completions_2022-2024_With FoR; HDR Student Details_19122022, HDR Student Details_18122023, HDR Student Details_25112024

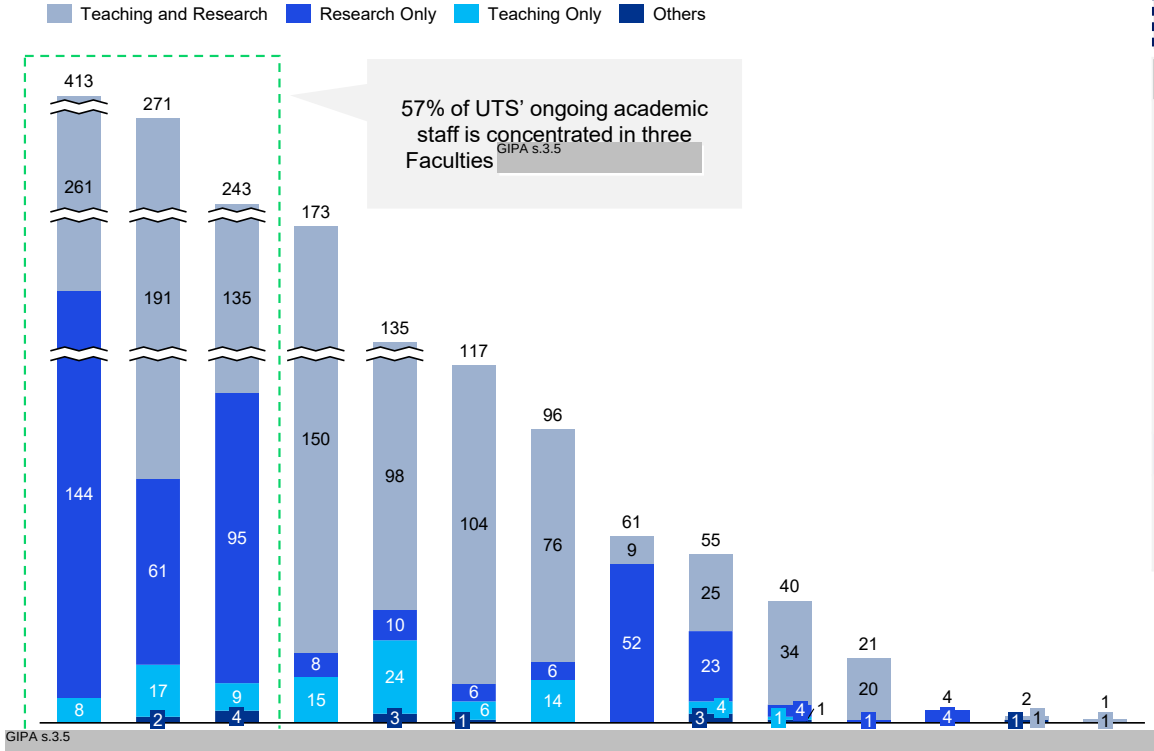
DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Research productivity – by staff profile

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

In 2024 UTS had 1,632 ongoing academic staff, equivalent to ~1,508 FTE

Overview of academic staff by Faculty/Portfolio (headcount)
(#, Data as at 1 Nov 2024)



There was significant disparity in the academic workforce profile across each Faculty at UTS. This could indicate the need for re-balancing across the University.

Commentary

- Across UTS, 68% of its ongoing academic staff were teaching and research academic staff (1,105), 25% were research only (414), 6% were teaching only (98), and 1% were classified as others (15).
- There was significant disparity in workforce profile across Faculties:
  - Teaching and research only academic staff ranged from 56% (SCI) to 89% (DAB).
  - Research only academic staff ranged from 5% (BUS) to 39% (SCI).
  - Teaching only academic staff ranged from 2% (FEIT) to 18% (FASS).

Key assumptions

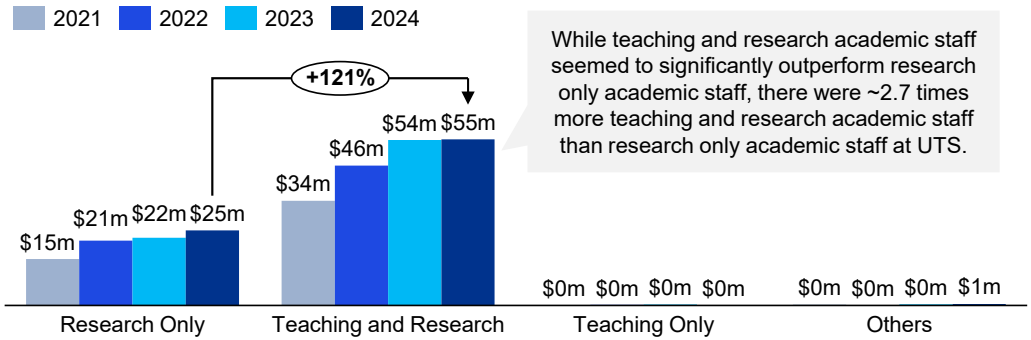
- Data presented only represents ongoing academic staff. All casuals have been excluded from this graph.
- The extraction date for this workforce data is November 1, 2024.

Source: FWCI_ERA_Style_Staff_List_01NOV2024

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

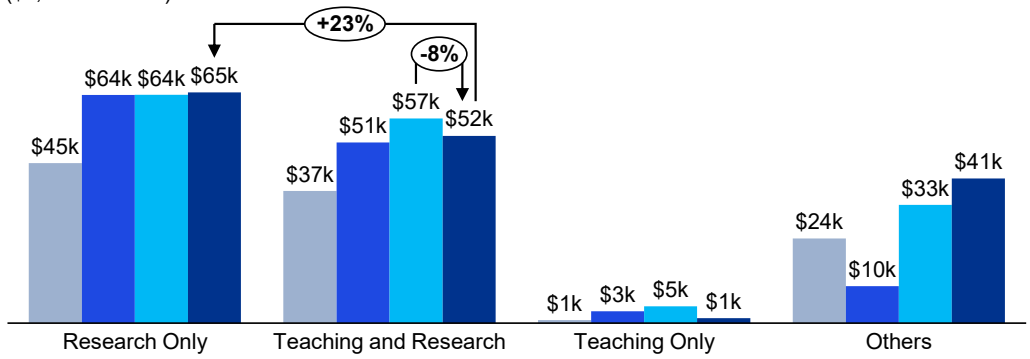
While teaching and research academic staff generated more total research income, research only academic staff generated more average income per FTE

Total research income generated per year by workforce profile
($m, 2021 - 2024)



While teaching and research academic staff seemed to significantly outperform research only academic staff, there were ~2.7 times more teaching and research academic staff than research only academic staff at UTS.

Average income per FTE per year by workforce profile
($k, 2021 - 2024)



While the total research income generated by teaching and research academic staff reached a peak of ~$55m in 2024, the average income per FTE was 8% lower than in 2023 (around $5,000 less). This indicates a decline in research productivity for this group.

Commentary

- Both research only and teaching and research academic staff consistently increased their total research income each year. In 2024, teaching and research academic staff generated 121% more research income compared to research only academic staff ($55m compared to $25m).
- However, when factoring in FTE considerations, research only academic staff had a higher average income per FTE—23% higher than that of teaching-and-research academic staff in 2024.

Key assumptions

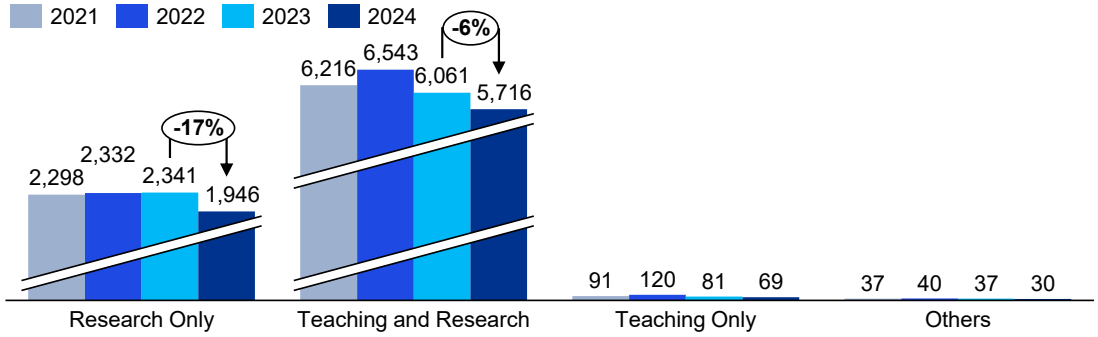
- Data presented only represents ongoing staff. All casuals have been excluded from this graph.
- The extraction date for this workforce data is November 1, 2024.
- Academic FTE for 2021 – 2023 was extracted from UTS' 2022 and 2023 annual report. 2021's total academic FTE was 1344.9, 2022 was 1316.4, and 2023 was 1374.4. Proportion split between research only, teaching and research, teaching only and others uses the same proportion as per 2024's FTE data.

Source: FWCI_ERA_Style_Staff_List_01NOV2024, UTS Annual Reports 2022 and 2023

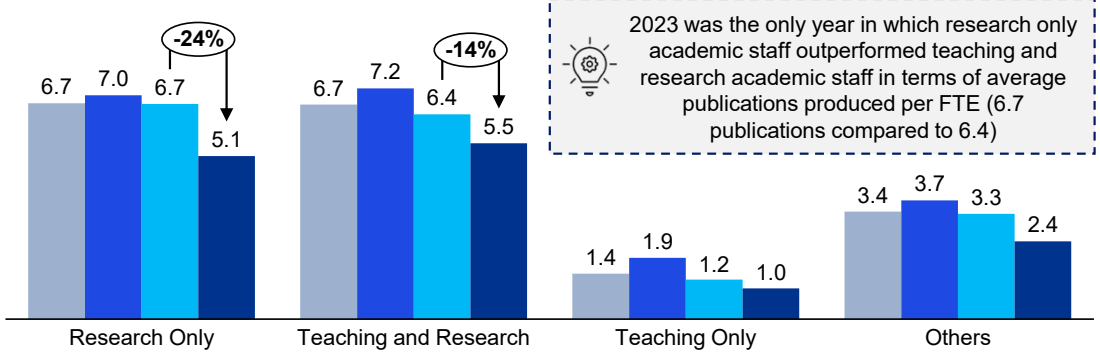
DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

From 2021 – 2024, teaching and research academic staff consistently produced more publications per FTE, except in 2023

Total publications per year by workforce profile
(Count of Publications, 2021 - 2024)



Average publications per FTE per year by workforce profile
(Count of Publications, 2021 - 2024)



2023 was the only year in which research only academic staff outperformed teaching and research academic staff in terms of average publications produced per FTE (6.7 publications compared to 6.4)

Commentary

- Total publications by research only academic staff remained relatively steady from 2021 to 2023 before declining in 2024.
- In contrast, teaching and research academic staff peaked 2022, followed by a steady decline in 2023 and 2024.
- This is notable because the total academic FTE for 2022 was only 1316.4, the lowest of all four years, indicating that UTS' academic research productivity in terms of publications produced was highest in 2024.

Key assumptions

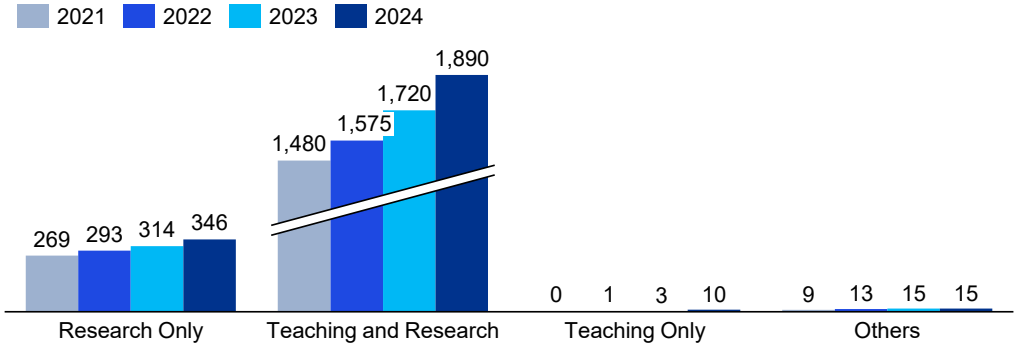
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- The extraction date for this workforce data is November 1, 2024.
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Source: FWCI_ERA_Style_Staff_List_01NOV2024, UTS Annual Reports 2022 and 2023

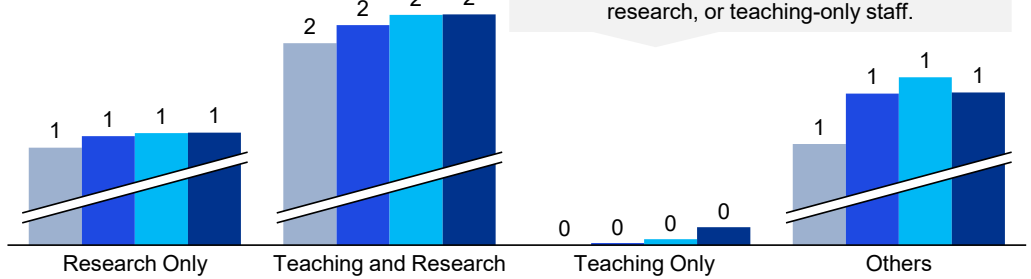
DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

HDR supervision was primarily driven by teaching and research academic staff, with 2 students per FTE compared to 1 for research only academic staff

Total HDR students supervised per year by workforce profile
(# of students supervised, 2021 - 2024)



Average HDR students supervised per FTE per year by workforce profile
(# of students supervised per FTE, 2021 - 2024)



The number of HDR students supervised per academic at UTS varies significantly, regardless of whether they are research only, teaching-and-research, or teaching-only staff.

Supervising too many students can impact the quality of supervision and the overall research experience. UTS should consider implementing guidelines to ensure quality supervision and equitable workloads for staff.

Commentary

- There were 61 academic staff who were tagged as principal supervisors but did not supervise any HDR students in 2024.
- Teaching and research academic staff, on average, supervised double the number of HDR students as research only academic staff.

Key assumptions

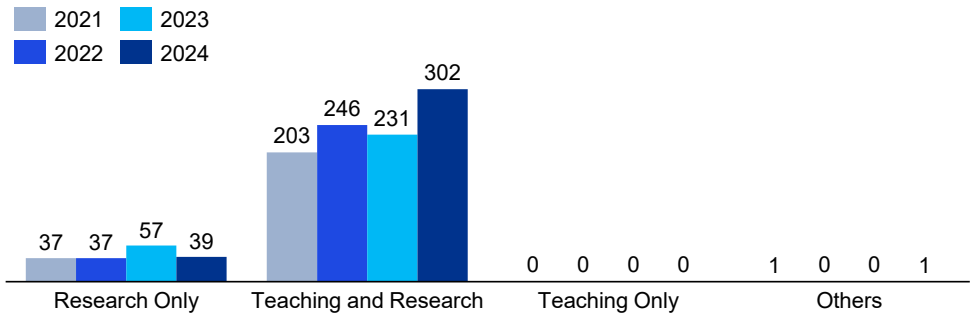
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- The extraction date for this workforce data is November 1, 2024.
- Academic FTE for 2021 – 2023 was extracted from UTS' 2022 and 2023 annual report. 2021's total academic FTE was 1344.9, 2022 was 1316.4, and 2023 was 1374.4. Proportion split between research only, teaching and research, teaching only and others uses the same proportion as per 2024's FTE data.
- Analysis of HDR supervision is limited to academic staff designated as principal supervisors.

Source: FWCI_ERA_Style_Staff_List_01NOV2024, UTS Annual Reports 2022 and 2023

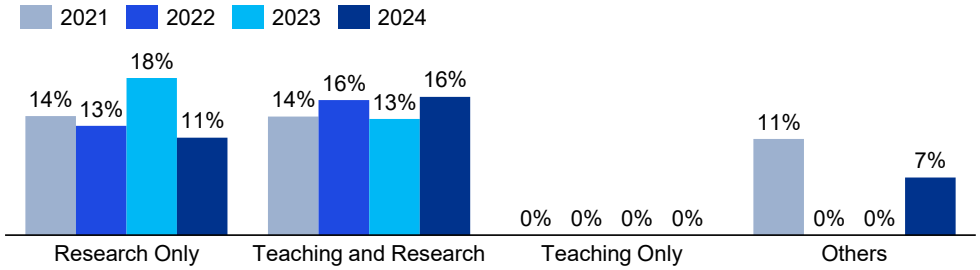
DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

While teaching and research academic staff supervised twice the number of HDR students per year compared to research only academic staff, completion rates did not appear to suffer as a result

Total HDR student completions per year by workforce profile
(# of completions, 2021 - 2024)



Proportion of HDR students supervised by each workforce grouping that completed their degree in each year
(%, 2021 - 2024)



Teaching and research HDR completion rates were similar to research only academic rates despite teaching and research staff supervising twice the number of HDR students as research only staff.

Commentary

- While on average, teaching and research staff supervised 2 students per year compared to 1 per year for research only staff (refer previous page), HDR student completion rates were relatively similar (around 15% for both).

Key assumptions

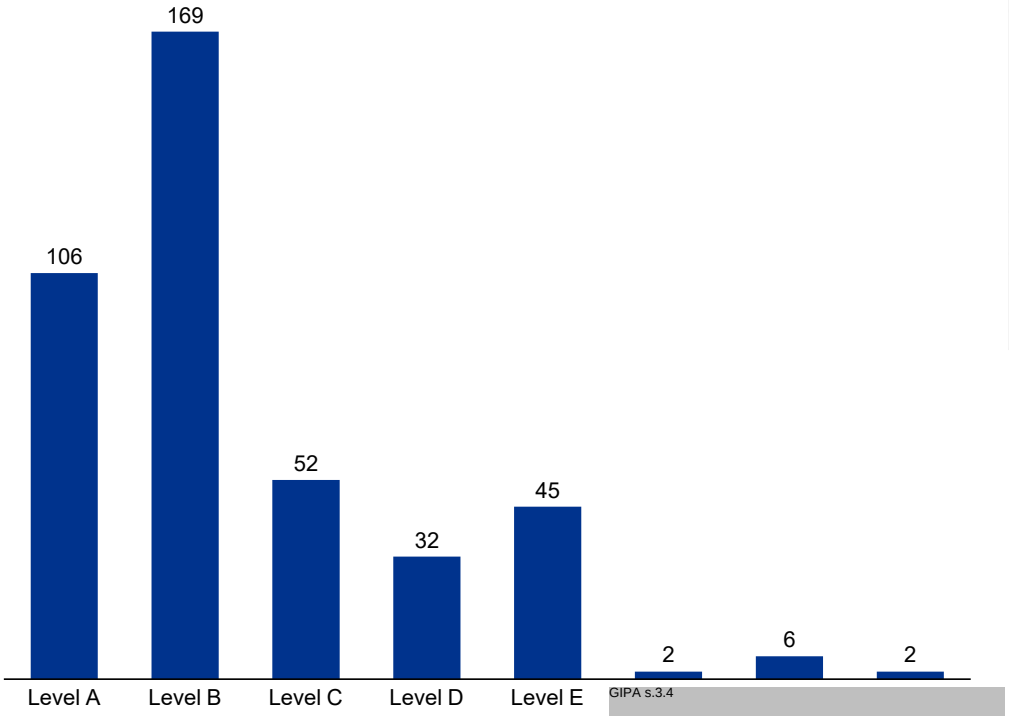
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- Analysis of HDR supervision is limited to academic staff designated as principal supervisors.
- Figures in the bottom chart were calculated by dividing the number of HDR completions per year by workforce profile by total number of HDR supervisions per year by workforce profile.

Source: FWCI_ERA_Style_Staff_List_01NOV2024; HDR Completions_2022-2024_With FoR; HDR Student Details_19122022, HDR Student Details_18122023, HDR Student Details_25112024)

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

In 2024 UTS had 414 research only academic staff, equivalent to ~382.4 FTE

Overview of research only academic staff (headcount)
(#, Data as at 1 Nov 2024)



Commentary

- As of November 2024, Level A-C comprised 79% of total research academic staff.
- The number of Level B research academic staff alone exceeded the combined total of Level A and Level C.
- Levels D-E comprised 19% of research only academic staff. The remaining 2% were SS Groups.

Key assumptions

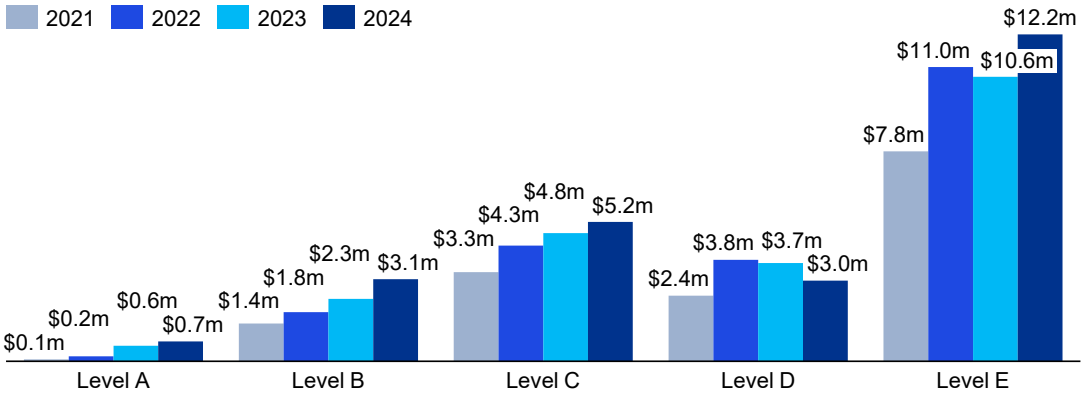
- Data presented only represents ongoing staff. All casuals have been excluded from this graph.
- The extraction date for this workforce data is November 1, 2024.

Source: FWCI_ERA_Style_Staff_List_01NOV2024)

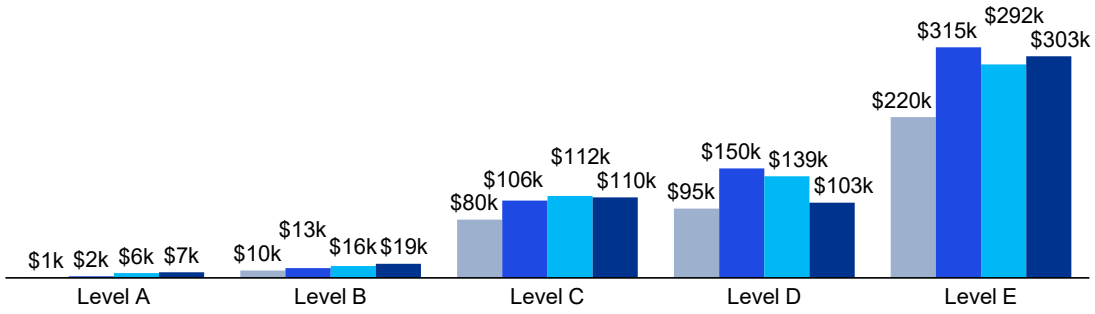
DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Research income per level D FTE fell every year from 2022-24

Total research income generated per year by research only academic staff
($m, 2021 - 2024)



Average research income generated per FTE by research only academic staff
($k, 2021 - 2024)



Commentary

- Level A and B academic staff consistently increased their research income per FTE from 2021-24.
- In contrast, research income per level D FTE fell between 2022-23 and 2023-24. Compared to 2022, 2024 per-FTE research income was around a third lower.
- There was a significant gap between Level D and E academic staff, with the average Level D research only academic staff member generating around half the income of the average Level E research only academic staff member in 2021, 2022 and 2023. In 2024 the gap grew even further, with the average Level D research only academic staff member only generating around a third of the income of a Level E research only academic staff member.
- 204 research only academic staff did not generate any research income throughout 2021-24 (GIPA s.3.4 [redacted]

Key assumptions

- Data presented only represents ongoing staff. All casuals have been excluded from this graph.
- The extraction date for this workforce data is November 1, 2024.
- As FTE data by level for 2021-23 was not available, 2024 proportions were applied to 2021-23 total FTE figures (based on UTS annual reports).
- SS Groups excluded from this view given the small sample size.

Source: HDR Completions_2022-2024_With FoR; HDR Student Details_19122022, HDR Student Details_18122023, HDR Student Details_25112024)

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

In 2024, 29 Level A-C research only academic staff generated more ERI than the average Level D research only academic staff

Comparison of ERI by research only academic staff level
(#, 2021-24)

GIPA s.3.4

Year
2021
2022
2023
2024
Total

Commentary

- Across all four years, there were 57 Level C research-only academic staff who generated higher ERI than the average ERI generated by Level D academic staff. This indicates there is a strong pipeline of upcoming talent.
- The number of Level A-C academic staff that generated more than the average ERI generated by Level D academic staff in each year grew between 2022-23 and 2023-24.

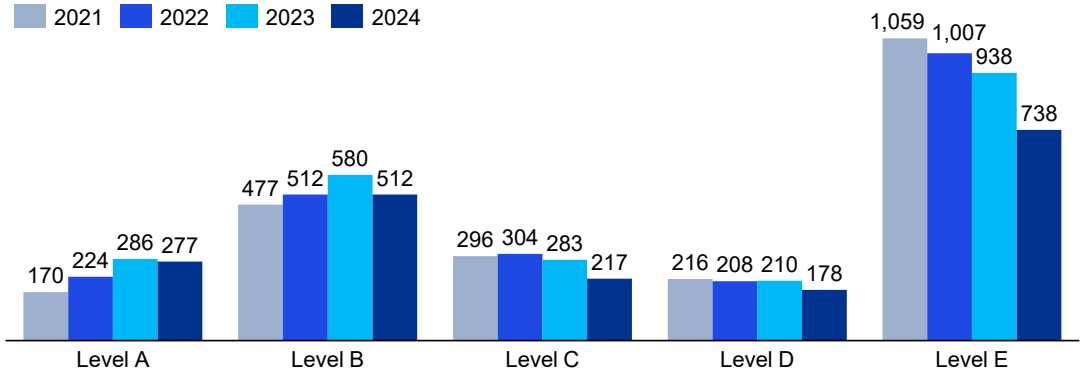
Key assumptions

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- The extraction date for this workforce data is November 1, 2024.
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- SS Groups excluded from this view given the small sample size.

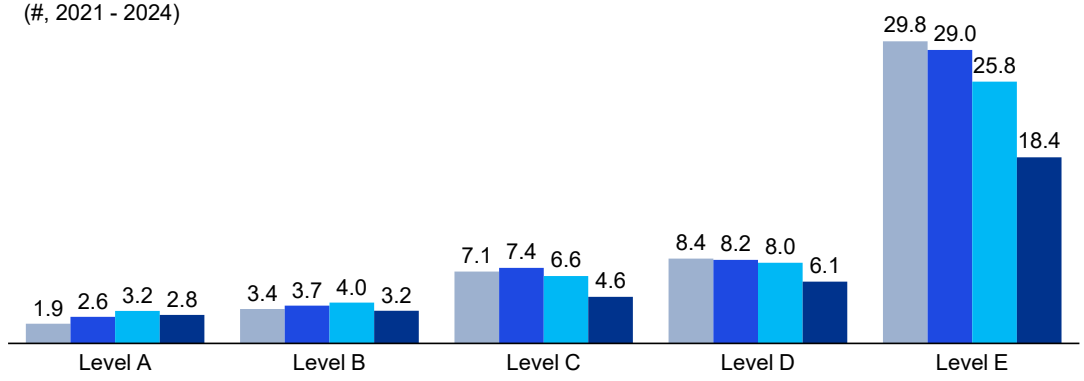
DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Publications per FTE decreased for all research only academic staff levels from 2023 to 2024

Total publications per year by research only academic staff
(#, 2021 - 2024)



Average publications per FTE by research only academic staff
(#, 2021 - 2024)



Commentary

- Publications per FTE fell for all levels between 2023 and 2024. For Level E academic staff members, publications per FTE fell by a third between 2023 and 2024.
- Similarly to research income, there was a significant gap in publications per Level E academic staff member compared to publications per Level D academic staff member. While Level D income per FTE was around half of Level D income per FTE, publications per Level D FTE were around a third of publications per Level E FTE.
- There were 60 research only academic staff who did not have any publications throughout 2021-24 (GIPA s.3.4

Key assumptions

- Data presented only represents ongoing staff. All casuals have been excluded from this graph.
- The extraction date for this workforce data is November 1, 2024.
- As FTE data by level for 2021-23 was not available, 2024 proportions were applied to 2021-23 total FTE figures (based on UTS annual reports).
- SS Groups excluded from this view given the small sample size.

Source: HDR Completions_2022-2024_With FoR; HDR Student Details_19122022, HDR Student Details_18122023, HDR Student Details_25112024)

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

In 2024, there were 43 Level A-C research only academic staff whose publications exceeded average Level D research only academic staff publications in 2024

Comparison of publications by research only academic staff level
(#, 2021-24)

GIPA s.3.4

Year	
2021	
2022	
2023	
2024	
Total	

Commentary

- In 2024 there were 22 Level B academic staff that generated more publications than the average Level D staff member, and 10 Level Cs that generated more publications than the average Level D staff member. This indicates a strong pipeline of talent.

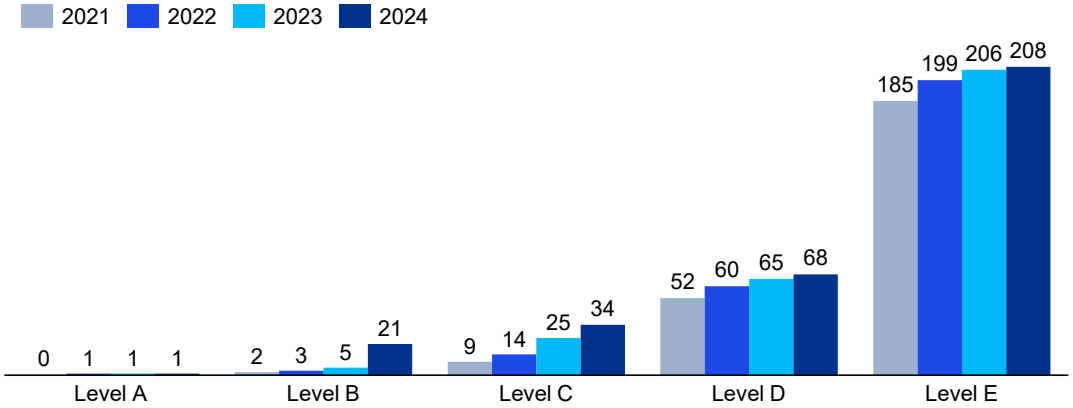
Key assumptions

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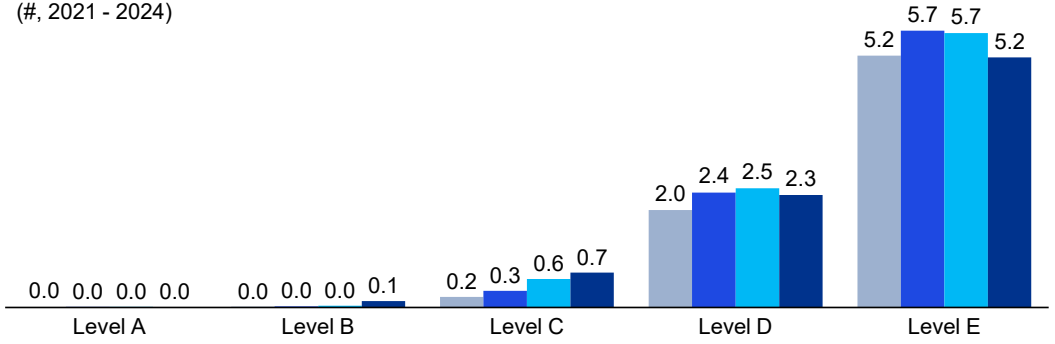
DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

HDR student supervision per FTE remained relatively steady for all research only academic staff levels

Total HDR students supervised per year by research only academic staff
(#, 2021 - 2024)



Average HDR students supervised per FTE by research only academic staff
(#, 2021 - 2024)



Commentary

- More than 60% of HDR students were supervised by Level E research only academic staff (178 in 2021, 185 in 2022, 199 in 2023 and 206 in 2024).
- From 2021 to 2024, GIPA s.3.4 academic supervised the highest number of students each year (22 in 2021, 23 in 2022, 25 in 2023, and 27 in 2024). The total across the four years was 35% higher than the academic with the second-highest supervision load.
- There were 24 research only academic staff tagged as principal supervisors who did not supervise any HDR students throughout 2021-24 GIPA s.3.4 .

Key assumptions

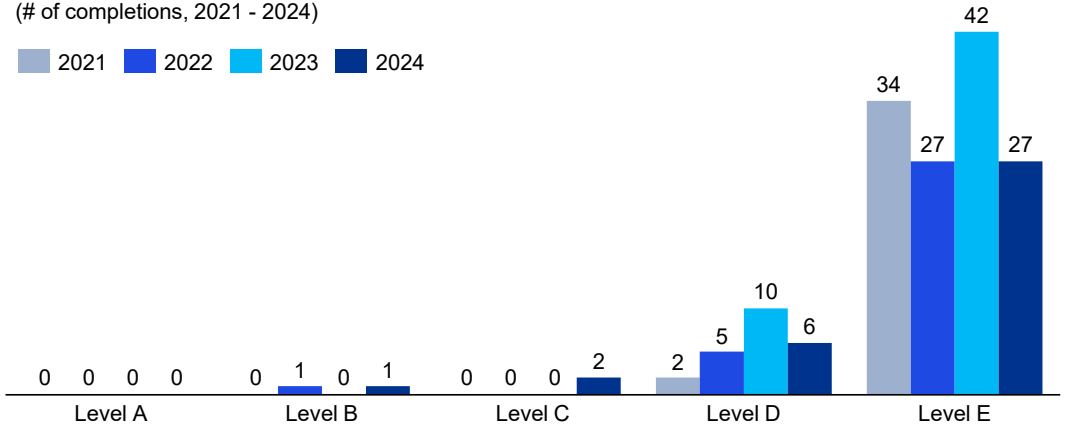
- Data presented only represents ongoing staff. All casuals have been excluded from this graph.
- The extraction date for this workforce data is November 1, 2024.
- Analysis of HDR supervision is limited to academic staff designated as principal supervisors.
- As FTE data by level for 2021-23 was not available, 2024 proportions were applied to 2021-23 total FTE figures (based on UTS annual reports).
- SS Groups excluded from this view given the small sample size.

Source: HDR Completions_2022-2024_With FoR; HDR Student Details_19122022, HDR Student Details_18122023, HDR Student Details_25112024)

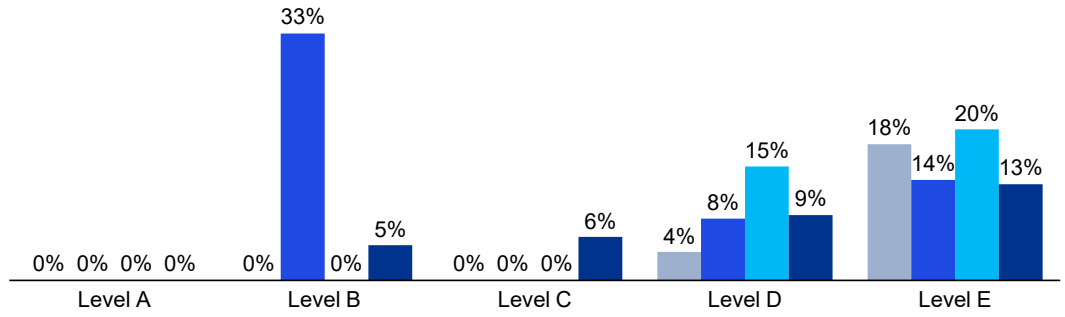
DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

HDR students supervised by Level E academic staff had the highest completion rates

Total HDR student completions per year supervised by research only academic staff
(# of completions, 2021 - 2024)



Proportion of HDR students supervised by research only academic staff that completed their degree each year
(# of completion, 2021 - 2024)



Commentary

- Based on available data, HDR student completion rates were highest for those supervised by Level E academic staff (16% average across 2021-24).

Key assumptions

- Data presented only represents ongoing staff. All casuals have been excluded from this graph.
- The extraction date for this workforce data is November 1, 2024.
- As FTE data by level for 2021-23 was not available, 2024 proportions were applied to 2021-23 total FTE figures (based on UTS annual reports).
- SS Groups excluded from this view given the small sample size.

Source: HDR Completions_2022-2024_With FoR; HDR Student Details_19122022, HDR Student Details_18122023, HDR Student Details_25112024)

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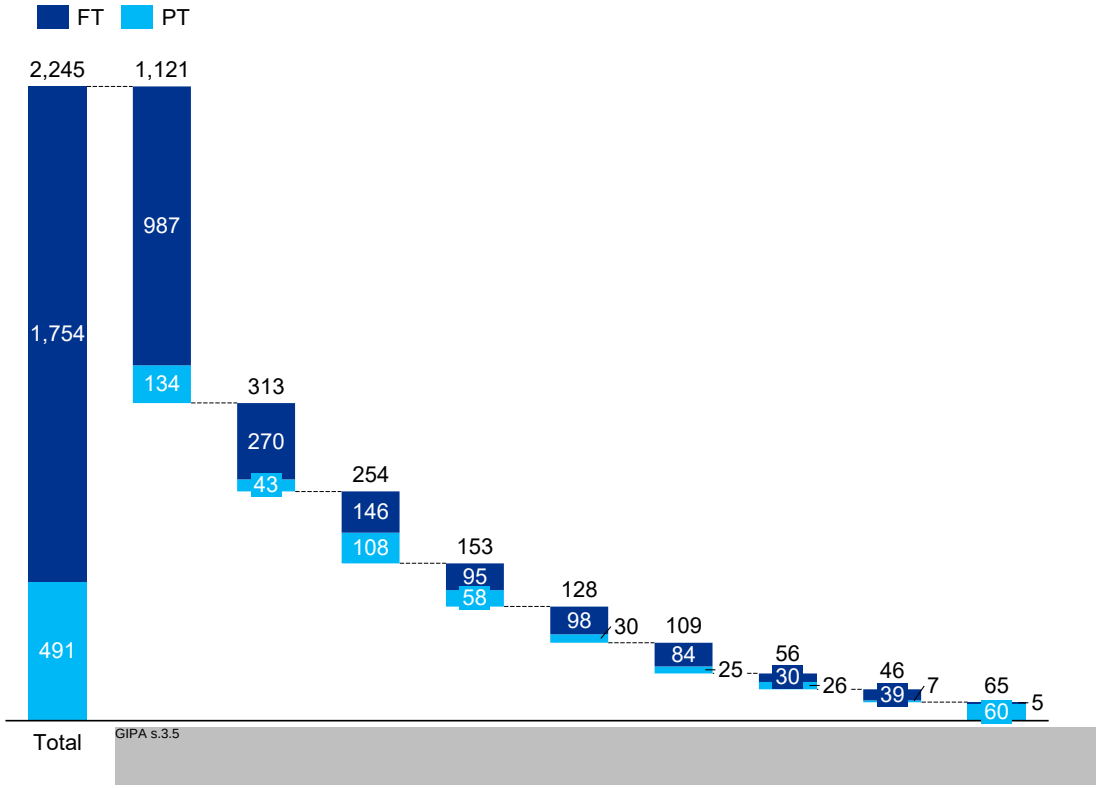
HDR deep dive

Evaluating HDR contributions to productivity

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In 2024 there were 2,245 HDR students enrolled in UTS

2024 HDR student enrolments by Faculty/Portfolio (headcount)
(#, 2024)



Commentary

- In 2024 there were 2,245 HDR students enrolled at UTS. Of the total, around half (1,121 students) were enrolled in GIPA s.3.5
- GIPA s.3.5

Key assumptions

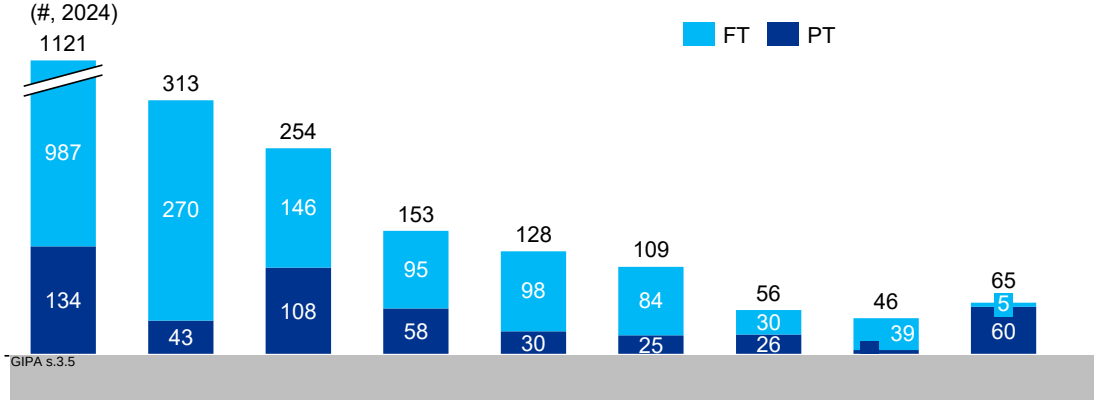
- GIPA s.3.5

Source: HDR Student Details_19122022, HDR Student Details_18122023, HDR Student Details_25112024

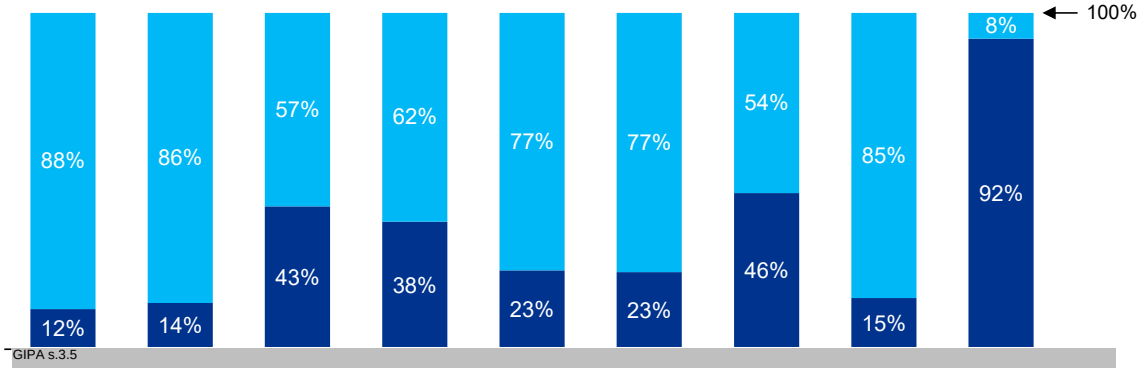
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GIPA s.3.5 GIPA s.3.5 had the highest proportion of full-time HDR students, whereas had the lowest proportion

2024 HDR student enrolments by Faculty/Portfolio (headcount)
(#, 2024)



2024 HDR student enrolments by Faculty/Portfolio (percentage)
(%, 2024)



Commentary

- GIPA s.3.5 had the highest proportion of full-time HDR students (88.0% and 86.3% respectively), whereas GIPA s.3.5 had the lowest (57.5% and 62.1% respectively).

Key assumptions

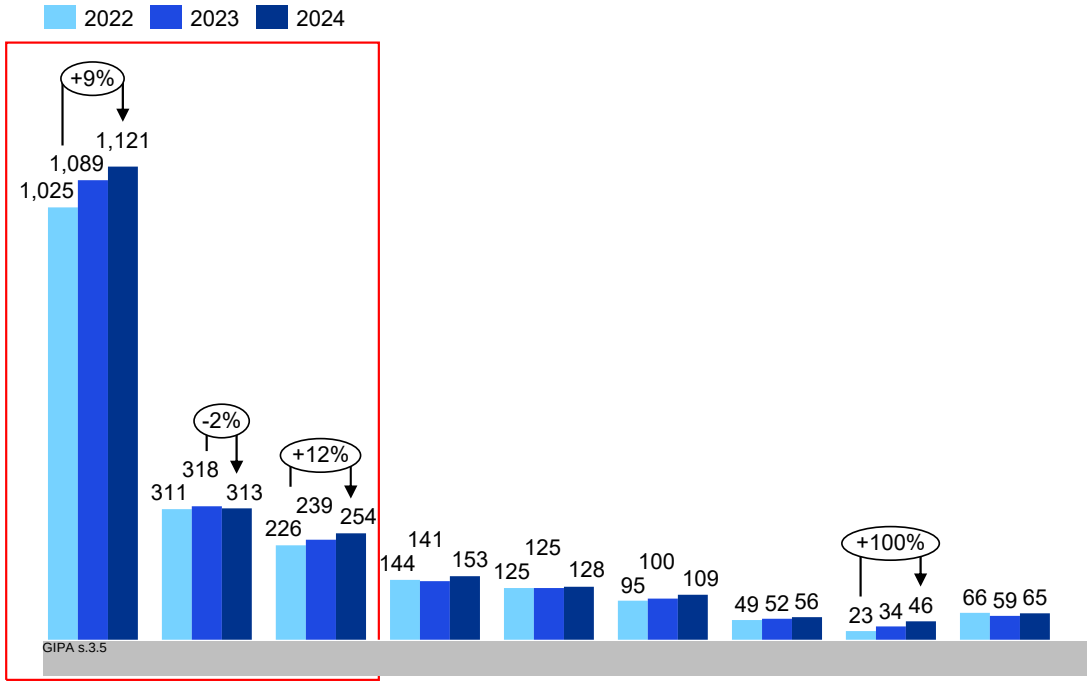
- GIPA s.3.5
- The trend only reflects students classified under 'admitted' and 'leave or absence' status. Withdrawn students were excluded from the analysis.

Source: HDR Student Details_19122022, HDR Student Details_18122023, HDR Student Details_25112024

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

GIPA s.3.5 had the highest HDR enrolments over the past three years

HDR student enrolments by Faculty/Portfolio (headcount)
(#, 2022 - 2024)



Commentary

- For all three years, GIPA s.3.5 had the highest number of HDR enrolments. In 2024, GIPA s.3.5 HDR enrolments accounted for 75% of total HDR enrolments.
- GIPA s.3.5 saw the highest growth in HDR student enrolments, followed by GIPA s.3.5 Comparing 2022 and 2024 figures, GIPA s.3.5 doubled its HDR enrolments from 23 to 46, and GIPA s.3.5 grew its HDR enrolment by 12% (from 226 in 2022 to 254 in 2024).
- GIPA s.3.5 was the only Faculty that experienced a decline in HDR enrolment from 2023-2024.

Key assumptions

- The trend only reflects students classified under 'admitted' and 'leave or absence' status. Withdrawn students were excluded
- GIPA s.3.5
-

Source: HDR Student Details_19122022, HDR Student Details_18122023, HDR Student Details_25112024

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

HDR theses were most densely concentrated in GIPA s.3.5

Number of HDR theses over 2020-2024 by topic: top 10
(#, 2020 - 2024)

HDR thesis topics (ranked)	Number of theses
GIPA s.3.5	65
	65
	41
	34
	33
	33
	31
	30
	30
	28

Commentary

- Based on a topic 'similarity' algorithm, the topics where UTS HDR theses were most 'densely clustered' over the last five years were GIPA s.3.5

Key assumptions

- Topics are not standardised but inferred by algorithm; they may not be able to be mapped into pre-existing classifications.
- Some domains may span across multiple clusters, so topics may be highly similar.

Source: Research_topics provided by GIPA s.3.4

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Compared to the GIPA s.3.5 GIPA s.3.5 , UTS HDR students published more theses on

Areas where UTS HDR theses were more prevalent than GIPA s.3.5 HDR theses (top 10)
(2020 - 2024)

GIPA s.3.5

Areas where UTS HDR theses were more prevalent than GIPA s.3.5 HDR theses (top 10)
(2020 - 2024)

Commentary

- Based on a topic 'similarity' algorithm, UTS HDR theses were much more densely clustered around GIPA s.3.5 These could indicate areas of greater research strength at the HDR level compared to GIPA s.3.5
- Similarly, UTS HDR theses were much more densely clustered around GIPA s.3.5 Again, these could be areas of greater research strength at the HDR level compared to GIPA s.3.5

Key assumptions

- Topics are not standardised but inferred by algorithm; they may not be able to be mapped into pre-existing classifications.
- Some domains may span across multiple clusters, so topics may be highly similar.

Source: Research_topics provided by GIPA s.3.4

KPMG Drafting Note: Narrative will be refined based on further consultation with Graduate Research School.

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

UTS's RTP funding per HDR completion increased significantly between 2021 and 2022

HDR student completions and research block grant allocations
(#/$m/$k, 2020 - 2023)

Year	HDR completions (Masters by Research and Doctorate by Research)	Total RTP allocation to UTS	Average RTP per HDR completion*
2020	GIPA s.3.5		
2021			
2022			
2023			

*Please note that completions form only 50% of RTP calculations and are weighted by cohort and type. Refer here for more detail on RTP calculation methodology.

Commentary

- GIPA s.3.5

Key assumptions

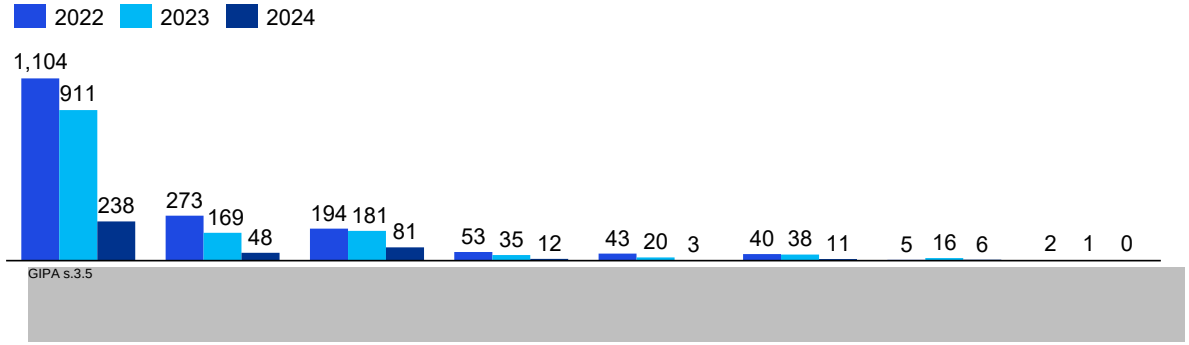
- HDR completions is the sum of Masters by Research and Doctorate by Research student completions.
- All figures are based on datasets published by the Australian Government Department of Education.

Source: Higher degree by research student completions time series - 1989-2023; Research block grants time series - 2001-2025

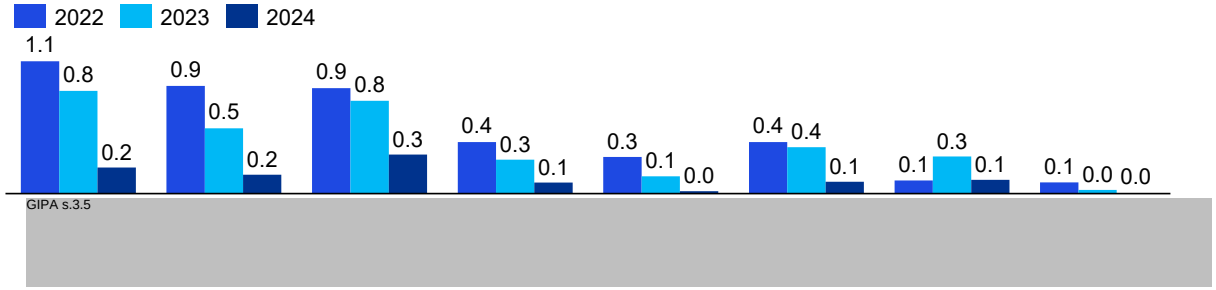
DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Total HDR publications by Faculty declined year-on-year, as did average HDR publications per enrolled HDR student

Total HDR publications by Faculty
(#, 2022 - 2024)



Average HDR publications per enrolled student
(#, 2022 - 2024)



Commentary

- Total HDR publications declined year-on-year.
  - Across all Faculties, between 2022-24 the number of HDR publications decreased by 1315, or 77%.
  - GIPA s.3.5 was the only Faculty that increased its HDR publications (from 5 in 2022 to 15 in 2023 and 6 in 2024).
- In 2022-23 GIPA s.3.5 generated the highest number of HDR publications per enrolled HDR student of all the Faculties; it was surpassed by GIPA s.3.5 in 2024.
- GIPA s.3.5 [redacted]

Key assumptions

- Total publications multiplied by 1.05 as per UTS guidance, given that many HDR students do not have a Symplectics profile (on which this data is based).
- Total HDR publications by Faculty excludes two publications that were uncategorised in 2023.
- Publications include theses as well as contributions to work by academic staff.

Source: HDR Student Details_19122022, HDR Student Details_18122023, HDR Student Details_25112024, Count of HDR_pub_id by Reporting_Year and faculty

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

In 2024 the highest HDR withdrawal/discontinuation rates were in most withdrawals across UTS were due to personal reasons, health issues and family commitments (cont. overleaf)

HDR withdrawals and discontinuations (headcount)
(#, 2022-2024)



Sources: Stipend wastage data_2022-2024; HDR Student Details_19122022; HDR Student Details_18122023; HDR Student Details_25112024; 2025-01-23 KPMG Data request - further info on HDR student discontinuations_withdrawals_MN

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

In 2024 the highest HDR withdrawal/discontinuation rates were in GIPA s.3.5 most withdrawals across UTS were due to personal reasons, health issues and family commitments (cont. overleaf)

Commentary

- Across UTS, withdrawals and discontinuations formed a relatively small percentage of total HDR enrolments per year (less than 5% across all three years). Based on available records, UTS expended around $230k of internal funding on stipend top-ups for these students. This represents funding wastage.
- GIPA s.3.5
- The following Faculties and Portfolios saw the highest withdrawal/discontinuation rates in 2024:
  - GIPA s.3.5 had a 5% withdrawal/discontinuation rate (16 withdrawals/discontinuations out of 313 HDR enrolments)
  - GIPA s.3.5 also had withdrawal/discontinuation rates of above 5%, although these rates were off a low base (5 or fewer withdrawals/discontinuations out of 40-60 HDR enrolments).
- GIPA s.3.5 experienced a relatively low (and decreasing) rate of stipend withdrawal/discontinuation.

Key assumptions

- GIPA s.3.5
- Note that 21 records had commentary that they were 'not genuine withdrawals' as they resulted from course code corrections or students declining admission offers, yet were tagged in the system as withdrawn.

Sources: Stipend wastage data_2022-2024; HDR Student Details_19122022; HDR Student Details_18122023; HDR Student Details_25112024; 2025-01-23 KPMG Data request - further info on HDR student discontinuations_withdrawals_MN

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE



Research concentration

Understanding University Centres (research and non-research)

KPMG Drafting Note: Centres in scope for analysis to be confirmed with DVCR

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

There was variability in Research Centre performance in terms of ERI generated in 2024 (1/3)

Research Centres ranked in terms of ERI per Academic FTE
(#/$/%, 2021-24)

Centre name	Status	Workforce as of January 2025 (FTE, rounded to nearest whole number)			ERI				ERI per Academic FTE	ERI per FTE (Academic and Professional)
		Professional	Academic	Total	2021	2022	2023	2024		
GIPA s.3.5	University	0.0	23.5	23.5	$3.3m	$2.8m	$6.1m	$8.0m	$0.3m	$0.3m
	University	0.0	8.0	8.0	$0.0m	$0.2m	$1.7m	$2.6m	$0.3m	$0.3m
	University	0.4	3.1	3.5	$0.8m	$0.9m	$1.1m	$1.0m	$0.3m	$0.3m
	University	1.0	20.2	21.2	$5.8m	$6.0m	$6.7m	$6.0m	$0.3m	$0.3m
	University	0.0	41.6	41.6	$8.3m	$11.0m	$10.1m	$11.5m	$0.3m	$0.3m
	University	0.0	17.0	17.0	$3.5m	$5.0m	$3.3m	$4.5m	$0.3m	$0.3m
	University	0.0	30.2	30.2	$5.0m	$3.8m	$6.4m	$7.7m	$0.3m	$0.3m
	University	1.0	14.0	15.0	$0.0m	$3.7m	$4.1m	$3.4m	$0.2m	$0.2m
	University	0.0	3.0	3.0	$2.1m	$1.6m	$0.8m	$0.6m	$0.2m	$0.2m
	University	0.0	16.5	16.5	$4.8m	$2.4m	$3.4m	$3.3m	$0.2m	$0.2m

Sources: UTS University Centres_ERI PL data_snapshot(KPMG); Members List; FWCI_ERA_Style_Staff_List01Nov2024; Information provided by GIPA s.3.4

KPMG Drafting Note: Centres in scope for analysis to be confirmed with DVCR

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

There was variability in Research Centre performance in terms of ERI generated in 2024 (2/3)

Research Centres ranked in terms of ERI per Academic FTE
(#/$/%, 2021-24)

Centre name	Status	Workforce as of January 2025 (FTE, rounded to nearest whole number)			ERI				ERI per Academic FTE	ERI per FTE (Academic and Professional)
		Professional	Academic	Total	2021	2022	2023	2024		
GIPA s.3.5	University	0.0	11.0	11.0	$4.3m	$5.0m	$4.3m	$2.1m	$0.2m	$0.2m
	University	0.0	7.4	7.4	$0.8m	$0.6m	$1.0m	$1.3m	$0.2m	$0.2m
	University	2.0	14.4	16.4	$3.2m	$1.1m	$1.3m	$2.4m	$0.2m	$0.1m
	University	2.0	3.0	5.0	$0.6m	$0.7m	$0.7m	$0.4m	$0.1m	$0.1m
	University	0.0	22.8	22.8	$0.9m	$0.8m	$1.8m	$2.9m	$0.1m	$0.1m
	University	1.0	8.0	9.0	$0.0m	$0.7m	$0.7m	$1.0m	$0.1m	$0.1m
	University	0.0	24.0	24.0	$1.8m	$1.6m	$2.7m	$2.1m	$0.1m	$0.1m
	Faculty	0.0	3.9	3.9	$0.1m	$0.0m	$0.1m	$0.2m	$0.1m	$0.1m
	University	1.0	28.0	29.0	$0.8m	$1.1m	$1.6m	$1.4m	$0.1m	$0.0m
	Faculty	0.0	0.0	0.0	$0.3m	$0.2m	$0.2m	$0.4m	N/A	N/A
	Faculty	0.0	0.0	0.0	$0.5m	$0.9m	$0.8m	$0.7m	N/A	N/A

Sources: UTS University Centres_ERI PL data_snapshot(KPMG); Members List; FWCI_ERA_Style_Staff_List01Nov2024; Information provided by GIPA s.3.4

KPMG Drafting Note: Centres in scope for analysis to be confirmed with DVCR

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

There was variability in Research Centre performance in terms of ERI generated in 2024 (3/3)

Commentary

- In 2024, the highest value recorded for ERI per FTE and ERI per Academic FTE was $0.3m.
  - 7 Research Centres earned $0.3m in ERI per Academic FTE; 5 Research Centres earned $0.2m in ERI per Academic FTE; 7 Research Centres earned $0.1m in ERI per Academic FTE. Refer overleaf for list of Centres that generated zero ERI in 2024.
- GIPA s.3.5 zero total FTE, yet generated positive ERI in 2024. Further investigation may be required to understand their staffing structures.
- The 17 Research Centres that had the highest ERI per FTE and ERI per Academic FTE were all Pan-University Research Centres.

Key assumptions

- Workforce only includes current internal staff tagged to Centres (i.e. excludes casual, support, visiting and external staff and excludes HDR students) as of 16 January 2025. Excludes Associate members. FTE and academic levels extracted 1 November 2024.
- ERI provided for 2024 was October YTD; this was extrapolated (straight-line method) for the full year.

Sources: UTS University Centres_ERI PL data_snapshot(KPMG); Members List; FWCI_ERA_Style_Staff_List01Nov2024; Information provided by GIPA s.3.4

KPMG Drafting Note: Centres in scope for analysis to be confirmed with DVCR

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Thirteen Research Centres generated zero or negative ERI in 2024 (cont. overleaf)

Research Centres that generated zero or negative ERI in 2024
(#/$/%, 2021-24)

Centre name	Status	Workforce as of January 2025 (FTE, rounded to nearest whole number)			ERI			
		Professional	Academic	Total	2021	2022	2023	2024
GIPA s.3.5	University	0.0	9.0	9.0	$0.0m	$0.4m	$0.2m	$0.0m
	Faculty	0.0	7.0	7.0	$0.0m	$0.0m	$0.0m	$0.0m
	Faculty	0.0	20.5	20.5	$0.0m	$0.0m	$0.0m	$0.0m
	University	0.0	3.0	3.0	$0.0m	$0.0m	$0.0m	$0.0m
	Faculty	0.0	11.5	11.5	$0.0m	$0.0m	$0.0m	$0.0m
	University	7.0	52.0	59.0	$0.0m	$0.0m	$0.0m	$0.0m
	Faculty	0.0	5.5	5.5	$0.0m	$0.0m	$0.0m	$0.0m
	University	0.0	9.0	9.0	$0.0m	$0.0m	$0.0m	$0.0m
	University	0.0	9.0	9.0	$0.0m	$0.0m	$0.0m	$0.0m
	University	0.0	15.6	15.6	$0.0m	$0.0m	$0.0m	$0.0m
	University	0.0	12.5	12.5	$0.0m	$0.0m	$0.0m	$0.0m
	University	0.0	0.0	0.0	$0.0m	$0.0m	$0.0m	$0.0m
	Faculty	0.0	8.2	8.2	$0.0m	$0.0m	-$0.1m	-$0.1m

Sources: UTS University Centres_ERI PL data_snapshot(KPMG); Members List; FWCI_ERA_Style_Staff_List01Nov2024; Information provided by GIPA s.3.5

KPMG Drafting Note: Centres in scope for analysis to be confirmed with DVCR

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Thirteen Research Centres generated zero or negative ERI in 2024 (cont. overleaf)

Commentary

- Thirteen Research Centres generated zero or negative ERI in 2024.
  - GIPA s.3.5 the only Centre that generated negative ERI in 2024. The negative ERI was likely due to credit notes/other adjustments.
  - GIPA s.3.5 had zero ERI and zero total FTE in 2024. This may be inactive, and requires further investigation.

Key assumptions

- Workforce only includes current internal staff tagged to Centres (i.e. excludes casual, support, visiting and external staff and excludes HDR students) as of 16 January 2025. Excludes Associate members. FTE and academic levels extracted 1 November 2024.
- ERI provided for 2024 was October YTD; this was extrapolated (straight-line method) for the full year.

Sources: UTS University Centres_ERI PL data_snapshot(KPMG); Members List; FWCI_ERA_Style_Staff_List01Nov2024; Information provided by GIPA s.3.5

KPMG Drafting Note: Centres in scope for analysis to be confirmed with DVCR

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

There were 6 Research Centres for which ERI could not be tracked

Research Centres for which ERI was not available
(2024)

Centre name	Status
GIPA s.3.5	Faculty
	Faculty
	Faculty
	Faculty
	Faculty
	Faculty

Commentary

- 6 Research Centres were excluded from the analysis as they did not have a separate organisational unit assigned in the Finance system. This may be because their financial performance data was tracked within their Faculty/School, and not able to be assessed separately.

Key assumptions

- Limitation above tested with Research Finance.

Sources: UTS University Centres_ERI PL data_snapshot(KPMG); Members List; FWCI_ERA_Style_Staff_List01Nov2024; Information provided by GIPA s.3.4



Appendix: Key definitions

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Research expenditure category definitions

Research expenditure category	Definition
Employee benefits	Sum of salaries for academic and professional staff.
Labour services	Sum of academic staff employed via agency, Directors' fees, professional staff employed via agency and consultant services.
Occupancy costs and depreciation	Sum of depreciation, amortisation and impairment including buildings and grounds – rent, maintenance, security and cleaning and others.
Corporate costs	Sum of deferred superannuation, bad and doubtful debts, borrowing costs on loans, leasing finance charges, audit fees, insurance and bank and finance charges.
Other goods and services	Sum of all other non-salary expenditure, including travel, marketing and contributions.
Recharges	Sum of all internal recharging across UTS, including photocopying and room facilities. The indirect cost recovery on external research and Research Investment allocations are also in this grouping.
Research investment allocations	Sum of all surplus external research funds that can be retained by UTS.
Scholarships	Sum of scholarships and prizes.

Source: Research Finance

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Legacy FoR description matching (cont. overleaf)

2008 FoR description	2020 FoR description	Mapped (Y/N)	New title if mapped

GIPA s.3.5

Source: ANZSCR data on 2008 and 2020 FoR codes

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

Legacy FoR description matching (cont.)

2008 FoR description	2020 FoR description	Mapped (Y/N)	New title if mapped
GIPA s.3.5			

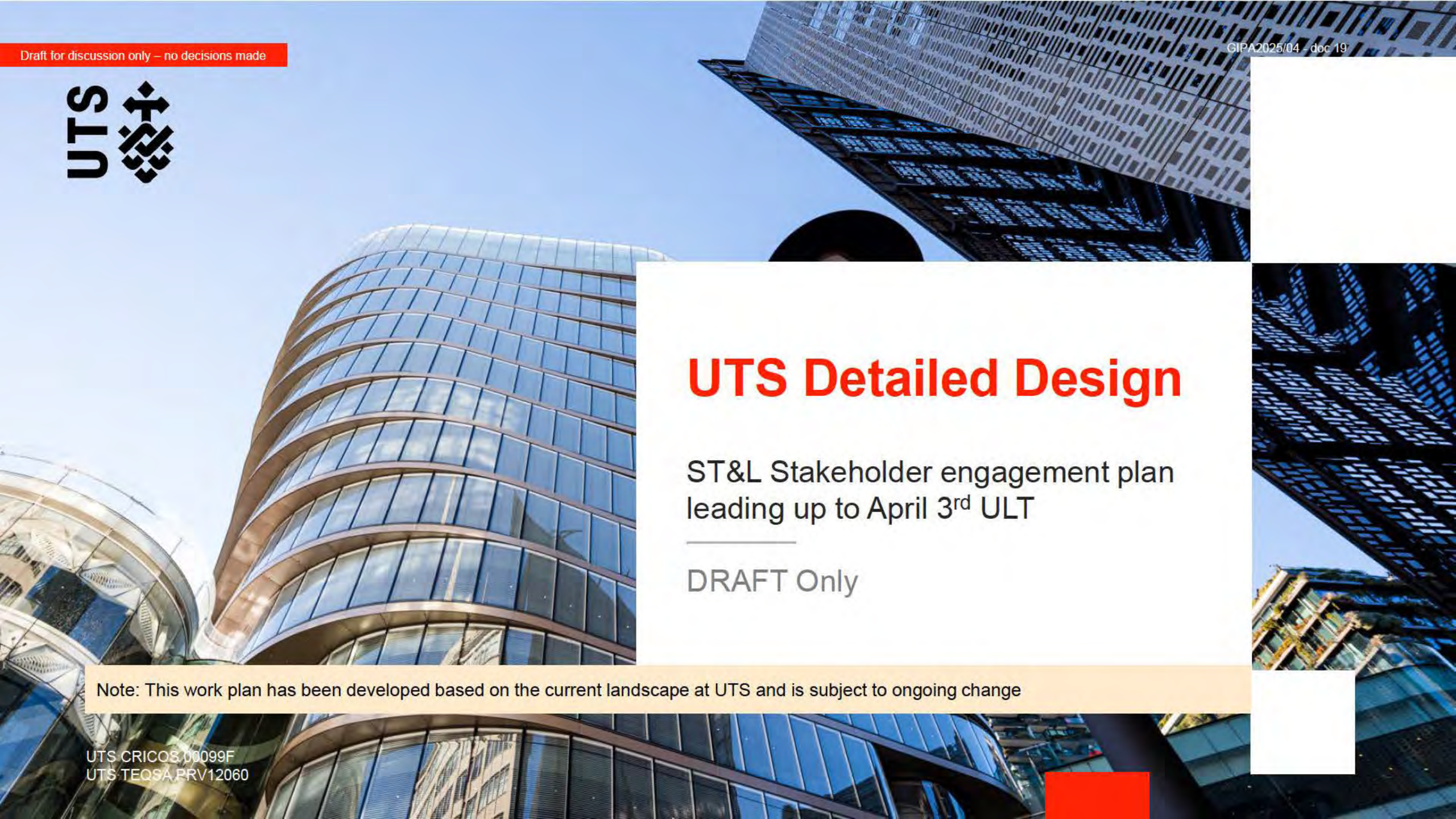
Source: ANZSCR data on 2008 and 2020 FoR codes

DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE

A list of who (individuals or bodies) is being consulted to develop these evaluation criteria (as per requests 7 and 8, see below).

PVC Education and PC Education and Students
Associate Deans Teaching and Learning
Teaching and Learning Committee
Associate Deans Research
Research Productivity and Investment team
ULT
SLG
SMF

Please note some individuals were consulted collectively and / or individually.



UTS Detailed Design

ST&L Stakeholder engagement plan leading up to April 3rd ULT

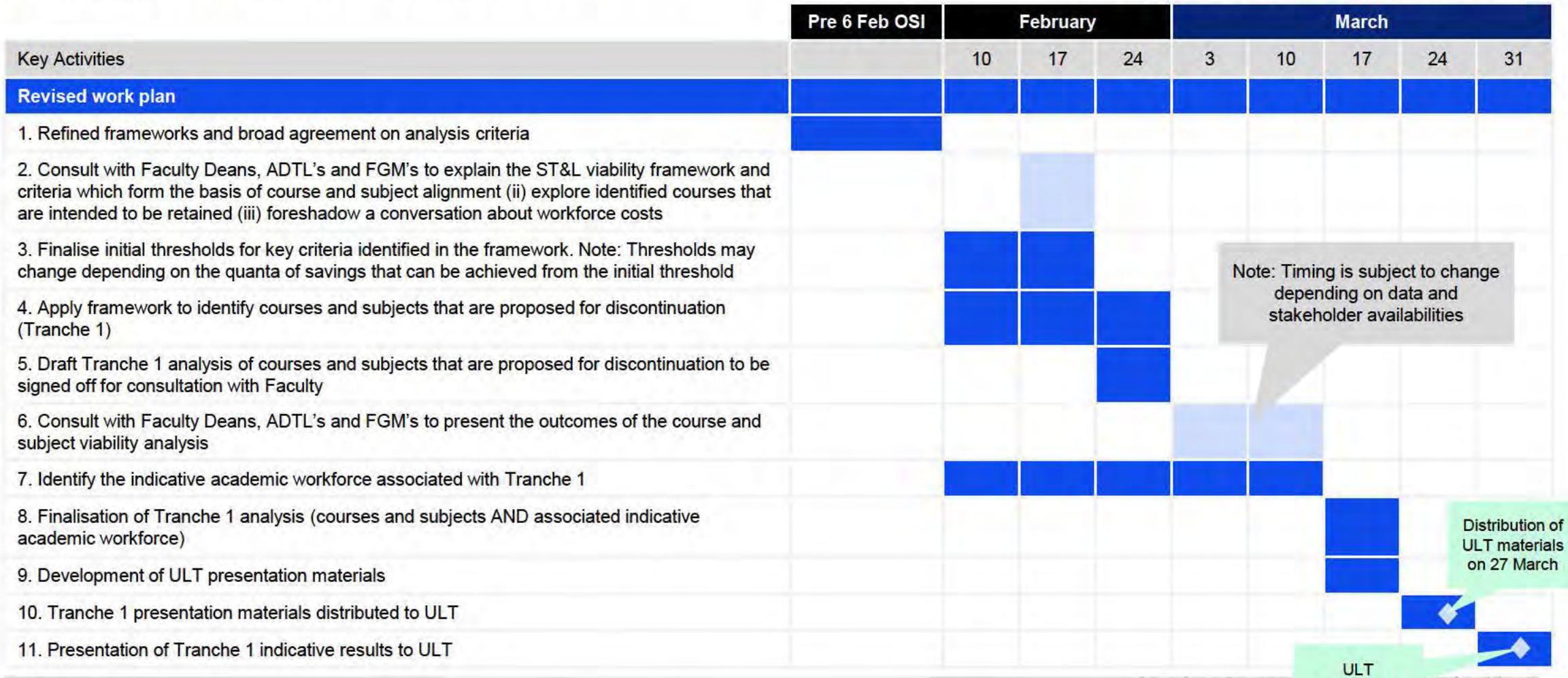
DRAFT Only

Note: This work plan has been developed based on the current landscape at UTS and is subject to ongoing change

High-level timeline leading up to the April 3rd ULT meeting

The deadline of April 3rd only allows for two categories of consults – one on the ST&L viability framework and the other on the outcomes of the ST&L viability framework. Any further validation and consult will need to be done post April 3rd

*Indicative only and will depend on data and stakeholder availabilities



Note: Validation and consults on associated academic workforce associated with courses and subjects will be done post April 3rd

Stakeholder engagement plan leading up to April 3rd ULT meeting

The deadline of April 3rd only allows for two categories of consults – one on the ST&L viability framework and the other on the outcomes of the ST&L viability framework. Any further validation and consult will need to be done post April 3rd

ID	Category	Agenda	Intended Outcomes	Stakeholders to be Engaged	Meeting Host / Attendees	Proposed Duration	Proposed Dates
1	ST&L Viability Framework	• Explain the ST&L viability framework which form the basis of course and subject alignment • Explore identified course / course suites that are intended to be retained • Provide timeline • Foreshadow a conversation about workforce costs	Written response on: • Any specific courses and subjects that are not meeting Faculty's expectations • Any courses within the Faculty that the Faculty believes should be retained because they form the core of the Faculty's offerings • A view of any similar subjects offered within the Faculty or by other Faculties	[Faculty Deans, ADTL's and FGM's] **DAB and FASS** Mark Evans, Alexandra Crosby, Christine Sindel, Marc Bell, Josh Pienaar, Noel Castree	• Kylie Readman • Joanne Gray • Jacqui McManus	45 mins – 60 mins	17 Feb 1PM – 1:45PM
				SCI James Wallman, Liz Soilemezidis			17 Feb 4PM – 4:45PM
				SCI Willa			4 March 9AM – 945AM
				FoH Lynn Sinclair (Acting Dean), Fiona Scott Debra Anderson O/S			18 Feb 9AM – 10AM
				BUS Carl Rhodes, Sara Denize, Sophia Amor-Smith			18 Feb 1PM – 1:45PM
				LAW Anita Stuhmcke, Tracey Booth, Veronica Lauria			20 Feb 12:30PM – 1:15PM
				FEIT Peta Wyeth, Jo-Anne Tee, Rene Leveaux			18 Feb 9-9:45AM
				TD School Round 1 and 2 combined			-

Draft for discussion only – no decisions made

To be updated
Round 2 started week beginning 24 March 2024

Stakeholder engagement plan leading up to April 3rd ULT meet

The deadline of April 3rd only allows for two categories of consults – one on the ST&L viability framework and the other on the outcomes of the ST&L [illegible] further validation and consult will need to be done post April 3rd

ID	Category	Agenda	Intended Outcomes	Stakeholders to be Engaged	Meeting Host / Attendees	Proposed Duration	Proposed Dates
2	Viability Outcomes	• Provide the view of the outcomes of the analysis, with a particular focus on courses and subjects that are in the high-risk category • Provide a view on the performance of SfL and EL courses / subjects, and if appropriate, foreshadow the treatment of SfL and EL courses / subjects	• Confirm that the outcomes of the analysis aligns with the Faculty's own analysis • Rationale for whether UTS should continue to retain SfL and EL courses and subjects	[Faculty Deans, ADTL's and FGM's] **DAB and FASS** Mark Evans, Alexandra Crosby, Christine Sindel, Marc Bell, Josh Pienaar, Noel Castree	• Kylie Readman • Joanne Gray • Jacqui McManus	45 mins – 60 mins	w.c. 3rd March TBD
				SCI James Wallman, Liz Soilemezidis			w.c. 3rd March TBD
				SCI Willa			w.c. 3rd March TBD
				FoH Lynn Sinclair (Acting Dean), Fiona Scott Debra Anderson O/S			w.c. 3rd March TBD
				BUS Carl Rhodes, Sara Denize, Sophia Amor-Smith			w.c. 3rd March TBD
				LAW Anita Stuhmcke, Tracey Booth, Veronica Lauria			w.c. 3rd March TBD
				FEIT TBD			w.c. 3rd March TBD
				TD School TBD			w.c. 3rd March TBD

Sustainable Teaching & Learning

Workstream 1

Faculty Engagement Meeting Round 2

Faculty	**Date**	**Attended**		**Response Received**
		Faculty	**ST&L**	
Business	Monday 17 March 2025 9:00 AM to 9:45 AM	Carl (apology) Sara Denize Robyn Johns Sophia (apology)	Kylie Joanne Jacqui	Wednesday 26 March
DAB FASS	Wednesday 26 March 2025 3:00 PM to 3:45 PM	Mark Evans Josh Pienaar Alexandra Crosby Christine Sindel Marc Bell (apology)	Joanne Jacqui	Friday 28 march
FEIT	Monday 17 March 2025 10:00 AM to 10:30 AM	Peta Jo-Anne Rene (apology) Paul	Kylie Joanne Jacqui	Monday 24 March
FoH	Monday 17 March 2025 4:15 PM to 5:00 PM	Debra Anderson Lynn Sinclair Fiona Scott	Kylie Joanne	Tuesday 25 March

FoL	Monday 17 March 2025 2:00 PM to 2:45 PM	Anita Stuhmcke Tracey Booth Veronica Lauria	Kylie Jacqui	Thursday 20 March
FoS	Tuesday 18 March 2025 2:00 PM to 2:45 PM	James Wallman Willa Huston Scott Chadwick Liz Soilemezidis	Kylie Joanne Jacqui	Tuesday 25 March
TDS	Tuesday 18 March 2025 4:00 PM to 4:45 PM	Martin Tomitsch Alex Baumber Felicity Barnes	Joanne Jacqui	Monday 24 March

DOCUMENT 5.6

UNIVERSITY OF TECHNOLOGY SYDNEY

COUNCIL

**** CONFIDENTIAL****

AGENDA ITEM 5.6 **MEETING 20/4**

CHANCELLOR **19 AUGUST 2020**
(as CHAIR, GOVERNANCE COMMITTEE)

REPORT FROM GOVERNANCE COMMITTEE

Purpose

This report covers matters arising from meeting 20/1 (21 July 2020) of the Governance Committee.

Recommendations

Council to:

.1 GIPA - out of scope

.2

.3

.4 note that the "Council Statement regarding the skills and experience of Council Members" (the 'Council Statement') continues to represent the appropriate balance of skills, knowledge and experience which should exist in the Council as a whole, and therefore is appropriate for continued use in both the Nominations Committee and Council's considerations of appointments to Council.

MATTERS FOR DECISION

GIPA - out of scope

GIPA - out of scope



MATTERS FOR NOTING

Governance Internal Review

Background

Council is required to regularly review its own performance in the light of its functions and obligations in accordance with the s16(1B) of the UTS Act and Protocol 6 of the Voluntary Code of Best Practice for the Governance of Australian Public Universities.

At its 11 August 2011 meeting, the Governance Committee approved that the Governance Internal Review as required under the University's Governance Review Framework, would be assessed against the NSW Auditor General's 17 Governance Principles. It was agreed that these assessments would be conducted every four years.

Review Process

The 2020 Governance Internal Review is the third such assessment against the Auditor General's 17 Governance Principles in their entirety.

The Governance Support Unit provided detailed advice of the relevant legislation and regulations and evidence of policy and procedures for each listed area. This information was assessed using the Australian National Audit Office (ANAO) assessment code, which is based on a quality improvement approach of:

1. Not addressed

2. Developing

3. Better practice

4. Time for review.

Summary of Review findings by Assessment Code
The following table provides a snapshot of findings by Assessment Code for 2020 (against those for 2016) noting that 37 extra criteria were added in 2015:

Assessment Code	**Number – 2020** (#2016)	**Question Number**
Not addressed	**2** (2)	1D – has the Strategic Plan been provided to NSW Treasury. (Not a requirement for Universities) 3F - Is the performance of the board disclosed in the annual report?
Developing	**4** (6)	8A, 6C, 15C (4), 17A
Better practice	**77** (75)	All Remaining Questions
Time for review	**0** (0)	None
Total	**83** (83)	

Conclusion
Overwhelmingly, the University has in place comprehensive processes and procedures in all key areas nominated by the Auditor-General. For all areas assessed as “Developing”, actions are already in place to improve performance as detailed in the attached schedule. The Committee discussed the assessment and determined that “Developing” was a little harsh for those areas described as such, understanding that the assessment levels are set externally and did not provide adequate assessment of areas that would be better described as almost best practice. In future there will be additional comments to give a more fulsome description where criteria are assessed as “Developing”.

For the two criteria assessed as “Not Addressed”:

- 1D – relates to the Strategic Plan being provided to NSW Treasury. This is not a requirement for Universities.

- 3F - relates to including results of board performance evaluations in the annual report. Although there is currently no intent to include details of evaluations in the report, a section will be included in future Annual Reports that include a summary of evaluations undertaken and general findings and any key actions.

UTS will continue to champion good governance and decision making practice. The Governance Committee will continue to monitor performance against the criteria.

2020 Elections Schedule

The 2020 elections schedule is contained in Table 1.

Table 1: 2020 Elections Schedule

Election	Nomination Dates	Ballot Dates
Council students Academic Board students AB Committees students Faculty Boards students Council staff Academic Board staff Faculty Boards staff	Tuesday 18 August – Tuesday 1 September	Tuesday 22 September – Wednesday 7 October* *Monday 5 October is a public holiday
ActivateUTS students	Tuesday 18 August – Tuesday 1 September	Tuesday 22 September – Tuesday 29 September
Academic Board chair and deputy chair AB Committee positions elected by AB members	Tuesday 20 October – Tuesday 3 November	Tuesday 17 November – Tuesday 1 December

Council is requested to note the Timetable for the Appointment of Members included as **Attachment 2**. The timetable includes Elected Members and the Election of the Chancellor and Pro-Chancellors.

Skills and Experience of Council Members

Council is requested to note that the Governance Committee has reviewed the "Council Statement regarding the skills and experience of Council Members" (the 'Council Statement') and determined that it continues to represent the appropriate balance of skills, knowledge and experience which should exist in the Council as a whole, and therefore is appropriate for continued use in both the Nominations Committee and Council's considerations of appointments to Council.

DOCUMENT 5.5

UNIVERSITY OF TECHNOLOGY SYDNEY

COUNCIL

**** CONFIDENTIAL****

AGENDA ITEM 5.5 **MEETING 22/3**

CHANCELLOR **15 JUNE 2022**
(as CHAIR, GOVERNANCE COMMITTEE)

REPORT FROM GOVERNANCE COMMITTEE

Purpose

This report covers matters arising from meeting 22/2 (24 May 2022) of the Governance Committee.

Recommendations

Council to:

GIPA - out of scope

.3 note the process, timetable and Consultant engaged to perform the External Governance Review; and

.4 note the results of the Quadrennial Council Evaluation Survey, Council Member Self-Evaluation Survey and Council Committees Self-Evaluation Survey 2022.

MATTERS FOR DECISION

GIPA - out of scope



MATTERS FOR NOTING

External Council Review 2022

In accordance with s16 (1B) of the UTS Act, particularly subsection (j); “Council is required to regularly review its own performance in light of its functions and obligations” and Section 6 of the Voluntary Code, as below;
…
“On a regular basis, at least once each two years, the governing body should assess its performance, the performance of its members and performance of its committees, including appropriately constituted committees for finance, and audit and risk management. The Chancellor should have responsibility for organising the assessment process, drawing on external resources if required.”
…

Together with regular review by the Chancellor and quadrennial surveys, the External Review serves this function.

The Governance Committee has considered the Brief for the Consultant, the selection criteria and the timetable for review. For the 2022 External Governance Review, the University Secretary, in consultation with the Chancellor, convene an assessment panel (sub-set of the Governance Committee) to select the consultant to be engaged.

It is proposed that some, if not all, interviews should be conducted on a one-on-one basis and that the External Consultant should interview:

- Council members, including the Chancellor and Vice-Chancellor
- The University Secretary, as the Secretary to Council; and
- Members of the UTS Executive

The 2022 External Governance Review Timeline:

DATE	ACTION	OWNER
24 May 2022	**Approve** Brief, Selection Criteria and Timetable	Governance Committee
15 June 2022	**Advise** of Timetable	Council (via Governance Committee Report)
15 June 2022 **(Council 22/3)**	Council **Note** Survey Results	Council (via Governance Committee report)
June 2022	**Appoint** preferred External Consultant	Chancellor and University Secretary
Late June to Early August 2022	Consultant meets individually with Council Members and Senior Executive	Consultant
June -Aug 2022	Chancellor's annual 1: 1 meetings with Council Members	Chancellor
26 Aug 2022	Submission of **Preliminary** Review Report and then Final Report	Consultant submit to UTS and Chancellor for review and feedback
27 Sept 2022	Review recommendations considered in detail	Governance Committee
19 Oct 2022 **(COU 22/5)**	Recommendations of Governance Committee presented to Council	Council

2021 Elections Report

The Governance Committee have considered the 2021 Elections Report. Similar to 2020, 2021 was a challenging year for promoting elections, as all in-person and on-campus events were cancelled. The Governance Support Unit (GSU) collaborated with the Marketing and Communications Unit (MCU) and ActivateUTS to implement an all-digital strategy.

In 2015, the University introduced a "Code of Conduct for UTS Elections". During elections, candidates and their campaign team are reminded in several ways that they are expected to abide by this Code of Conduct. The Code is promoted in all communications during elections and is prominently positioned on the elections website. The Code has assisted in the management of complaints regarding behaviour during elections.

All notifications of dissatisfaction with elections in 2021 were successfully addressed pursuant to the Code of Conduct by the Governance Support Unit (GSU), Electoral Officer and the Returning Officer.

In terms of conduct potentially breaching the Code, GSU records disclose the following reported complaints in 2021:

- One complaint about the distribution of electronic campaign material to people unknown to the sender; and
- One complaint about student candidates' usage of the UTS and ActivateUTS logos in their campaign material.

All complaints were resolved. GSU continues to liaise with Faculties and ActivateUTS to ensure continued and consistently high standards of behaviour within elections.

Results of the Quadrennial Council Evaluation Survey, Council Committees Self-Evaluation Survey and Council Member Self- Evaluation Survey 2022

The Governance Committee have considered the results of the recent Council and Committee Surveys. The results of the Surveys will be provided to the External Council Reviewer, who will also be asked to comment on the Survey instruments and their effectiveness for monitoring governance.

Council Evaluation Survey:

There were two key issues that emerged from the survey that potentially require focus for Council and provide a point of differentiation from previous survey results. The first issue relates to the monitoring of commercial activities, particularly controlled and associated entities. The Governance Support Unit and UTS Legal are currently working on a project that is reviewing current governance, legal and reporting frameworks. The second issue that emerged is whether Council should be more active in monitoring the culture of the University. In addition, the survey results also indicate the need to continue the process of reviewing the form and content of Council papers.

Council Committees Self-Evaluation Survey:

The survey results from the committees are generally positive. There are potentially two areas for the external review of Council to consider in relation to Council committees. The first opportunity is to review the terms of reference for each committee to ensure they are fit-for-purpose. The second matter is to consider the opportunity to enhance the external committee members understanding of the University's strategy and the associated objectives. The survey data will be provided to Chairs of respective Committees, to assist the continual improvement process.

Once the External Review Report is complete, the Governance Committee will give further consideration to the results and instruments.

DOCUMENT 6.3, ATTACHMENT 1

Draft UTS Council Skills and Experience Matrix

The UTS Council Skills and Experience Matrix sets out the skills and experience considered essential to the effectiveness of the Council and its Committees. The Matrix is reviewed annually by the Governance Committee to ensure prescribed skills and experience remain appropriate.

The Matrix is also used to guide the identification of potential candidates to be members of Council when vacancies arise

Given Council's commitment to diversity in all its forms, the Nominations Committee will monitor composition with the view to give substance to this commitment.

Furthermore the Matrix is used to guide Council member self-evaluation with respect to their contribution to
Council.

Development Opportunities: Council members will be encouraged to undertake relevant development programs including those offered by the Institute of Company Directors.

DRAFT

Skills and experience attributes	Attribute Descriptor	Relevance to UTS
Financial acumen Required by: UTS Act, 8C(1)(a) Number: At least 2 members	Proficiency in financial management and reporting	The oversight of the financial sustainability of the University is a fundamental role of Council.
Commercial expertise Required by: UTS Act, 8C(1)(b) Number: At least 1 member	Senior level commercial expertise in the private or public sectors. Experience in translating innovation and research outcomes into commercial opportunities.	The University has controlled and related entities to support its strategy. Increasingly, the University is seeking opportunities to translate its research outcomes into commercial opportunities.
Leadership and governance	Held senior leadership role such as CEO or similar position in an organisation of significant size and complexity	Setting strategy and identifying targets to monitor and measure performance.
Education, Research, Technology sector experience	Held senior level roles in the education, research, and technology sectors.	Critical core functions of the University.
Strategy and Global Perspective	Experience in leading, developing or executing strategic business objectives, including bringing to bear a global perspective	The University operates in an increasingly competitive environment and must ensure its resources are aligned to deliver its strategic objectives
Environmental and Social	Experience in developing, integrating, and measuring environmental and social objectives across an organisation.	The University is a leader in social justice and is committed to ensuring its operations reflect this leadership.
Legal	Experience in interpreting and translating legal and regulatory requirements across operations	The University operates within an increasingly complex regulatory environment.
Risk Management	Experience in identifying, assessing, and monitoring systemic, existing, and emerging financial and non-financial risks	The University is complex and must identify, monitor, and manage key strategic and operational risks within its risk appetite.
Capital Management (including physical and digital assets)	High level experience in the management of capital assets.	The University has significant capital assets (both physical and digital).
Service Delivery	Experience in the development and delivery of service excellence to meet stakeholder expectations.	The University is a service provider operating in a competitive environment.
People and Culture	Understanding organisational culture, staff development, succession planning, and remuneration and reward frameworks.	UTS values should be reflected in the University's organisational culture and operations.
UTS Graduate (External Member) UTS Act, 8E(1) Number: at least 1 member	n/a	n/a

High competency, knowledge, and experience | Practised/direct experience | Awareness

DOCUMENT 5.7

UNIVERSITY OF TECHNOLOGY SYDNEY

COUNCIL

AGENDA ITEM 5.7 **MEETING 23/6**

MS CATHERINE LIVINGSTONE **29 NOVEMBER 2023**
CHANCELLOR

INTERNAL REVIEW OF UTS COUNCIL

PURPOSE

To ensure the ongoing effectiveness of Council, each year a number of internal review activities are undertaken. This Report provides an overview and reflections on the various activities undertaken in 2023.

RECOMMENDATION(S)

Council to:

.1 receive and note the report as detailed in Document 5.7 – Internal Review of UTS Council and attachments; and

.2 approve amendments to the Council Skills and Experience Matrix as marked-up in **Attachment 3**

BACKGROUND

An external review of Council Performance was undertaken in 2022. The recommendations from that Review, as well as observations arising from the Governance review conducted as part of the TEQSA Registration renewal process, were tabulated and have guided follow through on Council's performance improvement over the past twelve months.

During 2023, the Chancellor met with all Council members to receive further individual comments on progress against the External Review recommendations and other suggestions relating to Council performance.

PROGRESS ON RESPONSES TO THE 2022 UTS COUNCIL EXTERNAL REVIEW

Attachment 1 details the progress against the specific recommendations arising from the above Reviews of Council performance and overall governance.

Good progress has been made in following up the recommendations with further work to be progressed in 2024.

Of note has been the progress made with Council members being asked to provide a self-assessment in relation to the revised Council Skills and Experience Matrix that was approved at the 23/1 meeting of Council, the outcome of which is summarised later in this paper.

The terms of reference for Council committees are currently under review with first drafts being considered by the Governance Committee at its recently held 23/4 meeting. The current terms of reference will be updated to reflect a more contemporary format and will also specify committee oversight of risks, as identified in the risk taxonomy, that are relevant to the individual committee's remit. The next iteration of the committee terms of reference will be considered by Governance at its first meeting in 2024 before seeking Council approval. Chairs of Committees will also be consulted prior to seeking Council approval.

THEMES FROM 2023 COUNCIL MEMBER FEEDBACK MEETINGS

The themes arising out of the individual feedback are summarised below.

<u>Positives</u>

- The Provocation process to aid discussion – but a caution as to how to keep this fresh;
- The open discussion with everyone being given a chance to speak;
- The approach of the Senior team which is seen as open and not defensive.

<u>Areas for improvement</u>

- Papers:
  - (i) the papers are much better but there is still room for improvement, including having an Executive Summary and more discipline in the body of the paper to avoid the need to have to read the paper twice; and
  - (ii) the 'Recommendations' section of papers to be more concise.

- Content:
  - (i) more focus on Council and management succession;
  - (ii) consideration of organisation culture, staff experience;
  - (iii) consideration of student experience/teaching quality over and above current KPIs;
  - (iv) ensuring that the Risk Appetite Statement is explicit at Council; and
  - (v) ensure that Council discussions bridge the distance between the Tower and the Faculties

- People and Process:
  - (i) consider having more external presenters at Council meetings;
  - (ii) enabling more time for members to engage outside of the meeting to foster relationship building eg encouraging members to arrive early; and
  - (iii) management absorbed in doing their own work during Council meetings.

Suggestions for Retreat Focus

- A longer-term view on strategy;
- More foresighting/scanning – could we, or should we, have picked the AI incursion;
- Focus on the practical role of research and innovation;
- Council to define its leadership role and ambition in the innovation process of the University;
- Focus on business model urgency;
- Consideration of the impact of the degree of IT catch up required– prioritisation, change fatigue.
- Broader canvassing of the draft Retreat agenda to ensure it reflects Council members area of concern

PROFILE OF COUNCIL SKILLS USING SKILLS MATRIX

The self-assessments prepared by each Council member have been collated, with minor calibrations, and the aggregate outcome detailed in **Attachment 2**.

In terms of the Skills Matrix itself:

- In the Skills Matrix attached the *Legal* skills category description has been updated to *Legal and Regulatory*, to better reflect the detailed Attribute Description;
- There is a question as to whether the Matrix should reflect *IT Technology* as a separate skill category, rather than including it under *Education, Research, Technology* which leaves the specifics of IT Technology implied but not explicit;
- A question was also raised during the individual feedback as to whether there should be a specific *Student experience* category.

Following discussion at the recent 23/4 meeting of the Governance Committee some minor revisions to the Skills Matrix are recommended for Council approval and are shown as track changes in **Attachment 3.**

Points to note from the outcome of the self-assessments are:

- All skill elements are strongly represented across the High Competency/Practised categories. *Capital Management* is at the lower end of overall representation across these two categories but does have a significant High Competency representation;
- *Environment and Social* and *Legal and Regulatory* have the lowest High Competency scores but offsetting this, have significant Practised scores.

COMPARISON AGAINST BEST PRACTICE GOVERNANCE REPORT

The University Chancellors Committee (UCC) commissioned an Independent Review of Best Practice Governance for University Councils. The resultant paper is included as **Attachment 4**.

Overall, I think Council can feel assured that many of the elements identified in the paper are reflected in how we discharge our governance oversight of the University.

However, there will always be opportunities for improvement, and perhaps there are four main areas arising from the paper (Attachment 4) that provide points of further reflection. For Council these areas are:

1. giving consideration to how Council's understands the external landscape, and in particular, Council's awareness of competitor activities, both new and emerging (to be considered at the 2024 Council Retreat);
2. oversight of the University's culture, talent and capability (a 2024 priority);
3. succession management of Council member roles particularly in relation to chair positions (a Nominations Committee mandate); and
4. achieving the right level of detail in papers (a continuing focus as noted in **Attachment 1**).

Helpfully, Council has been giving consideration to aspects of the above areas in 2023.

In addition, the UCC has also compiled a profile of the composition of all Australian Universities' Governing bodies in response to the Draft Accord Report finding of a concern regarding the governance of Australian Universities, and particularly the lack of Council members with Higher Education experience. The detail is included as **Attachment 5.**

Attachments:

1. Table of progress on Agreed Actions arising from 2022.
2. Analysis of Self-Assessment against Skills Review Matrix.
3. Skills and Experience Matrix (with proposed revisions as marked)
4. Best Practice Governance for University Councils May 2023: Report by BoardsGlobal.
5. UCC Council Composition summary

DOCUMENT 5.7, ATTACHMENT 1

Response to 2022 UTS Council External Review

Agreed Actions	Timeframe	Status Update (November 2023)
Theme 1 - Council Composition: Give consideration to enhancing the representation of members with specific skills and experience, particularly technology; and consider further opportunities to broaden Council's commitment to diversity in relation to its composition.		
-Review the Council Skills and Experience Matrix to better reflect the breadth of attributes required across Council members.	February 2023	Complete
-Review Nominations Committee Terms of Reference and include requirement for diversity.	April 2023	Diversity requirement reflected in Council Skills and Experience Statement and the requirement for this to be monitored by the Nominations Committee.
-Review the external membership of Council Committees to ensure the right level of capability and experience.	April 2023	Vacant positions on Committees will take into consideration revisions to Committee Charters
Theme 2 - Council Committees: Improve connections between Council and committees		
-External members of Committees to receive briefings twice annually: following the Annual Retreat and the approval of the Corporate Plan	February/April 2023	First briefing occurred in February 2023. Second briefing to be scheduled following the approval of the Corporate Plan.
-Council to receive briefings on selected areas where Committees have oversight. Briefings to be included in Council Forward Plan	February 2023	2024 Council Forward Plan will continue to consider this noting that in 2023 briefings were provided on Cyber Security and the Risk Management Framework.
-Improve Council's awareness and understanding of the role of Academic Board.	2023	In 2023 there has been an increasing focus on Academic Board Reporting and prioritising

		discussion at Council meetings.
Theme 3 - Council Business: Consider how Council monitors the University's culture and student experience		
-Council will consider the University's People and Culture Strategy and will determine ongoing reporting and monitoring requirements	November 2023	People & Culture Strategy presented at 23/2 Council meeting. Ongoing monitoring and reporting requirements still to be determined and will be a priority for 2024.
-Council to consider how best to measure and monitor student experience. This will be built into Council Forward Plan.	February 2023	Student Experience Framework presented to 23/1 Council meeting. A further paper is being provided at the 23/6 meeting of Council.
Theme 4 - Council and Committee Papers: Continue to improve the quality and quantum of papers provided to Council and its Committees		
-Review terms of reference and forward plans of Council Committees to identify opportunities for refinement.	February 2023	Governance Committee has considered proposed changes to design and content of Committee charters. Further refinements will be undertaken prior to being presented to the 24/1 meeting of Council. Forward plans will then be reviewed to ensure alignment.
-Continue to seek feedback on the quality of papers presented to Council and Committees at the end of each meeting	Ongoing	Standing item added to Council meeting agendas.
Theme 5 - Performance Assessment Process: Refinement of survey templates		
-Survey templates to be reviewed and refined. This will include identifying opportunities to consolidate surveys.	June 2023	To be reviewed in time for next survey round.
-Council member self-evaluation will be considered against the proposed revised Skills and Experience Matrix.	July/August 2023	Complete.

DOCUMENT 4.1, ATTACHMENT 2

AGGREGATED - UTS COUNCIL MEMBERS' SKILLS AND EXPERIENCE - 2023			
Council members = 17			
	High Competency, Knowledge, and experience	**Practised/direct experience**	**Awareness**
Financial acumen	8	4	5
Commercial expertise	4	9	4
Leadership and Governance	7	5	3
Education, Research, Technology sector experience	9	5	3
Strategy and Global Perspective	7	3	7
Environmental and Social	2	9	6
Legal and Regulatory	3	11	3
Risk Management	6	8	3
Capital Management(including physical and digital assets)	5	3	9
Service Delivery	5	10	2
People and Culture	5	11	1
TOTAL	61	78	48

* UTS Graduate (External Member): Kim McKay

Document 5.7, Attachment 3

UTS Council Skills and Experience Matrix

The UTS Council Skills and Experience Matrix sets out the skills and experience considered essential to the effectiveness of the Council and its Committees. The Matrix is reviewed annually by the Governance Committee to ensure prescribed skills and experience remain appropriate.

The Matrix is also used to guide the identification of potential candidates to be members of Council when vacancies arise

Given Council's commitment to diversity in all its forms, the Nominations Committee will monitor composition with the view to give substance to this commitment.

Furthermore, the Matrix is used to guide Council member self-evaluation with respect to their contribution to Council.

Development Opportunities: Council members will be encouraged to undertake relevant development programs including those offered by the Institute of Company Directors.

Document 5.7, Attachment 3

Skills and experience attributes	Attribute Descriptor	Relevance to UTS
Financial acumen Required by: UTS Act, 8C(1)(a) Number: At least 2 members	Proficiency in financial management and reporting	The oversight of the financial sustainability of the University is a fundamental role of Council.
Commercial expertise Required by: UTS Act, 8C(1)(b) Number: At least 1 member	Senior level commercial expertise in the private or public sectors. Experience in translating innovation and research outcomes into commercial opportunities.	The University has controlled and related entities to support its strategy. Increasingly, the University is seeking opportunities to translate its research outcomes into commercial opportunities.
Leadership and governance	Held senior leadership role such as CEO or similar position in an organisation of significant size and complexity	Setting strategy and identifying targets to monitor and measure performance.
Education, Research, ~~Technology~~ sector experience	Held senior level roles in the education, research~~, and technology~~ sectors.	Critical core functions of the University.
Technology	Experience leading and managing Technology Infrastructure and development in an organisation	Critical for delivery of Technology Infrastructure projects.
Strategy and Global Perspective	Experience in leading, developing or executing strategic business objectives, including bringing to bear a global perspective	The University operates in an increasingly competitive environment and must ensure its resources are aligned to deliver its strategic objectives
Environmental and Social	Experience in developing, integrating, and measuring environmental and social objectives across an organisation.	The University is a leader in social justice and is committed to ensuring its operations reflect this leadership.
Legal and Regulatory	Experience in interpreting and translating legal and regulatory requirements across operations	The University operates within an increasingly complex regulatory environment.
Risk Management	Experience in identifying, assessing, and monitoring systemic, existing, and emerging financial and non-financial risks	The University is complex and must identify, monitor, and manage key strategic and operational risks within its risk appetite.
Capital Management (including physical and digital assets)	High level experience in the management of capital assets.	The University has significant capital assets (both physical and digital).
Service Delivery	Experience in the development and delivery of service excellence to meet stakeholder expectations.	The University is a service provider operating in a competitive environment.
People and Culture	Understanding organisational culture, staff development, succession planning, and remuneration and reward frameworks.	UTS values should be reflected in the University's organisational culture and operations.
UTS Graduate (External Member) UTS Act, 8E(1) Number: at least 1 member	n/a	n/a

High competency, knowledge, and experience | Practised/direct experience | Awareness

DOCUMENT 5.4

UNIVERSITY OF TECHNOLOGY SYDNEY

COUNCIL

**** CONFIDENTIAL****

AGENDA ITEM 5.4 **MEETING 24/6**

CHANCELLOR **27 NOVEMBER 2024**
(as CHAIR, GOVERNANCE COMMITTEE)

REPORT FROM GOVERNANCE COMMITTEE

Purpose

This report covers matters arising from meeting 24/4 (14 November 2024) of the Governance Committee.

Recommendations

Council to:

.1 GIPA - out of scope

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.9 GIPA - out of scope

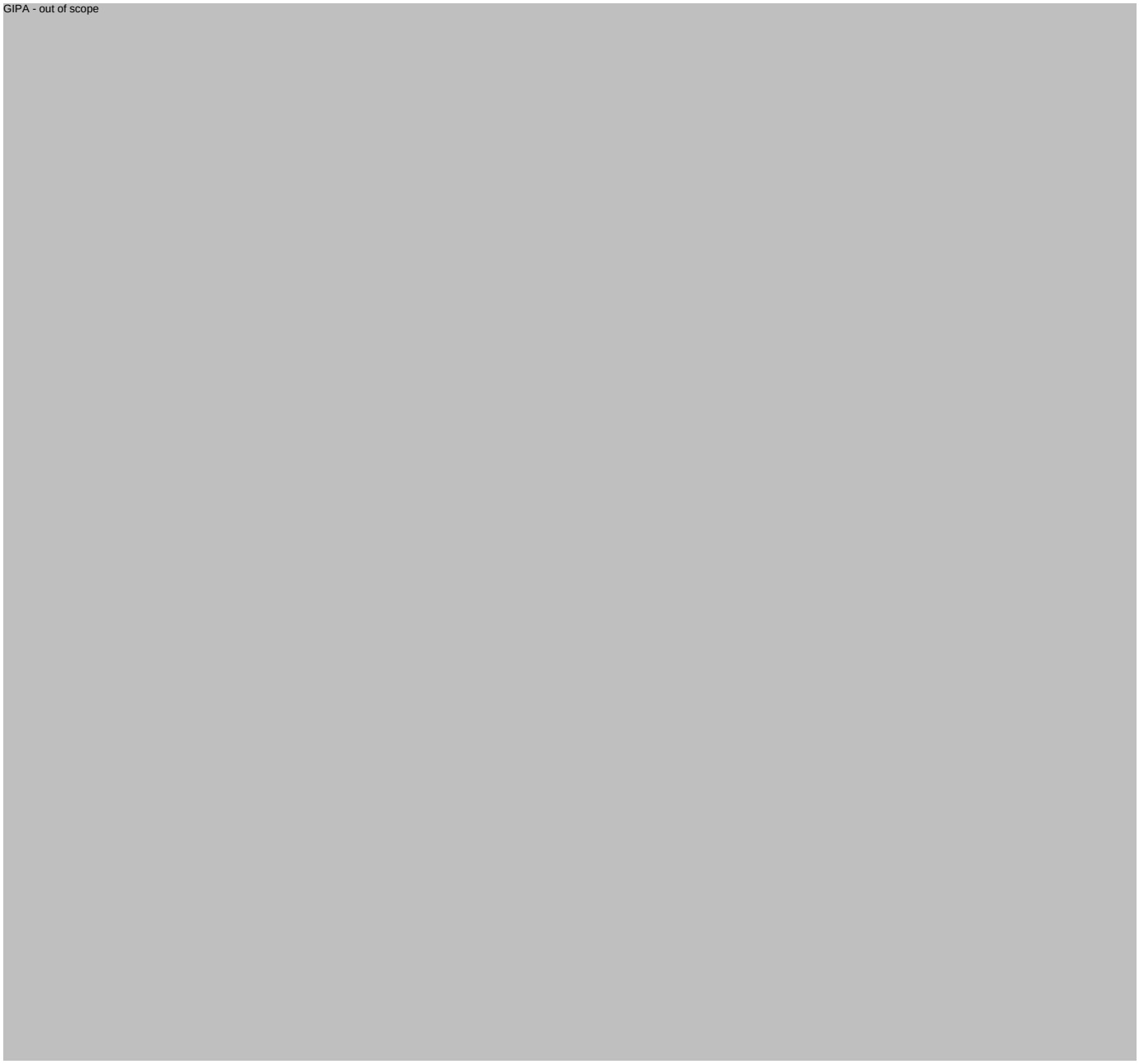
.10 note the results of the Governance Internal Review; and

.11 GIPA - out of scope

MATTERS FOR DECISION

GIPA - out of scope

GIPA - out of scope

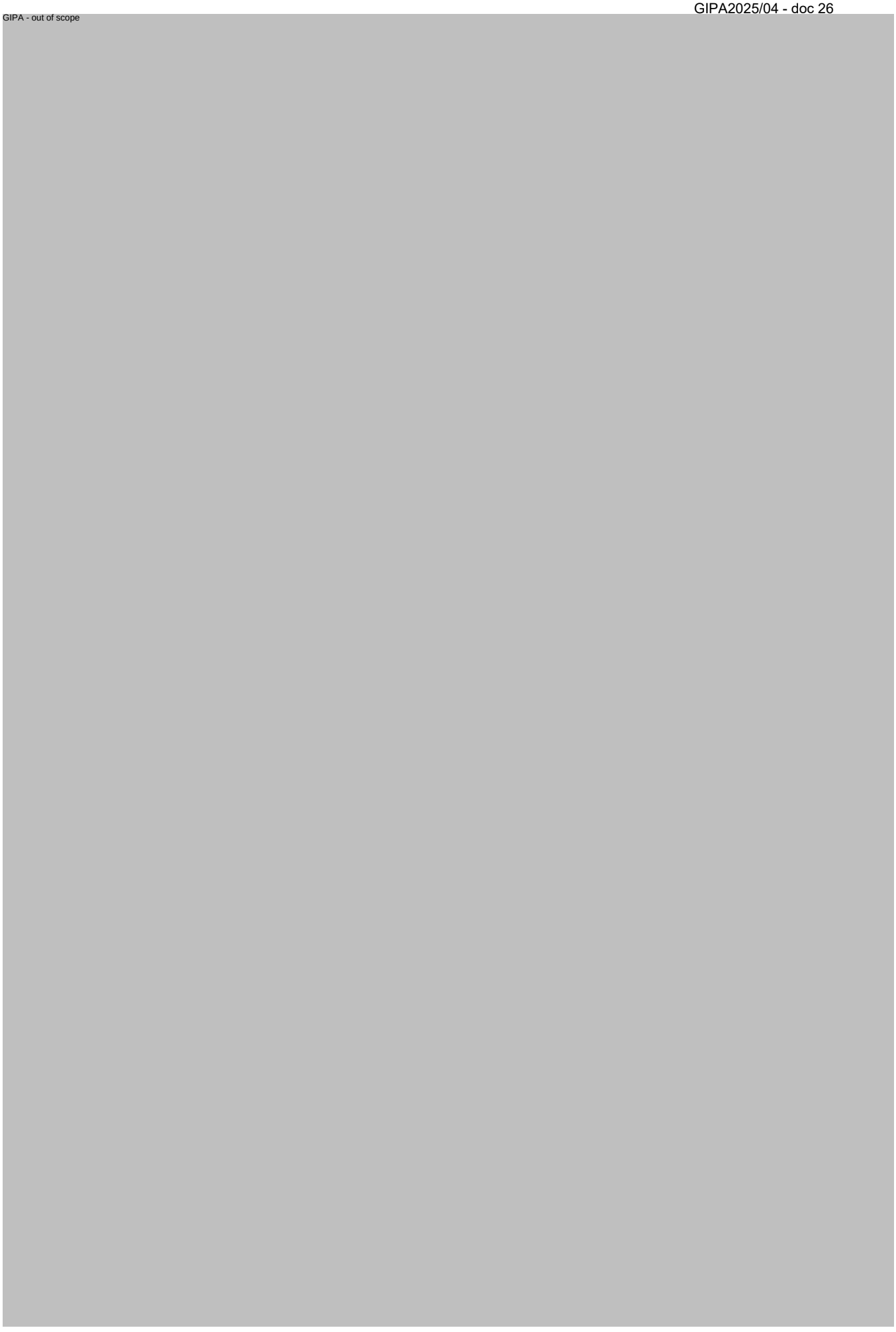


MATTERS FOR NOTING

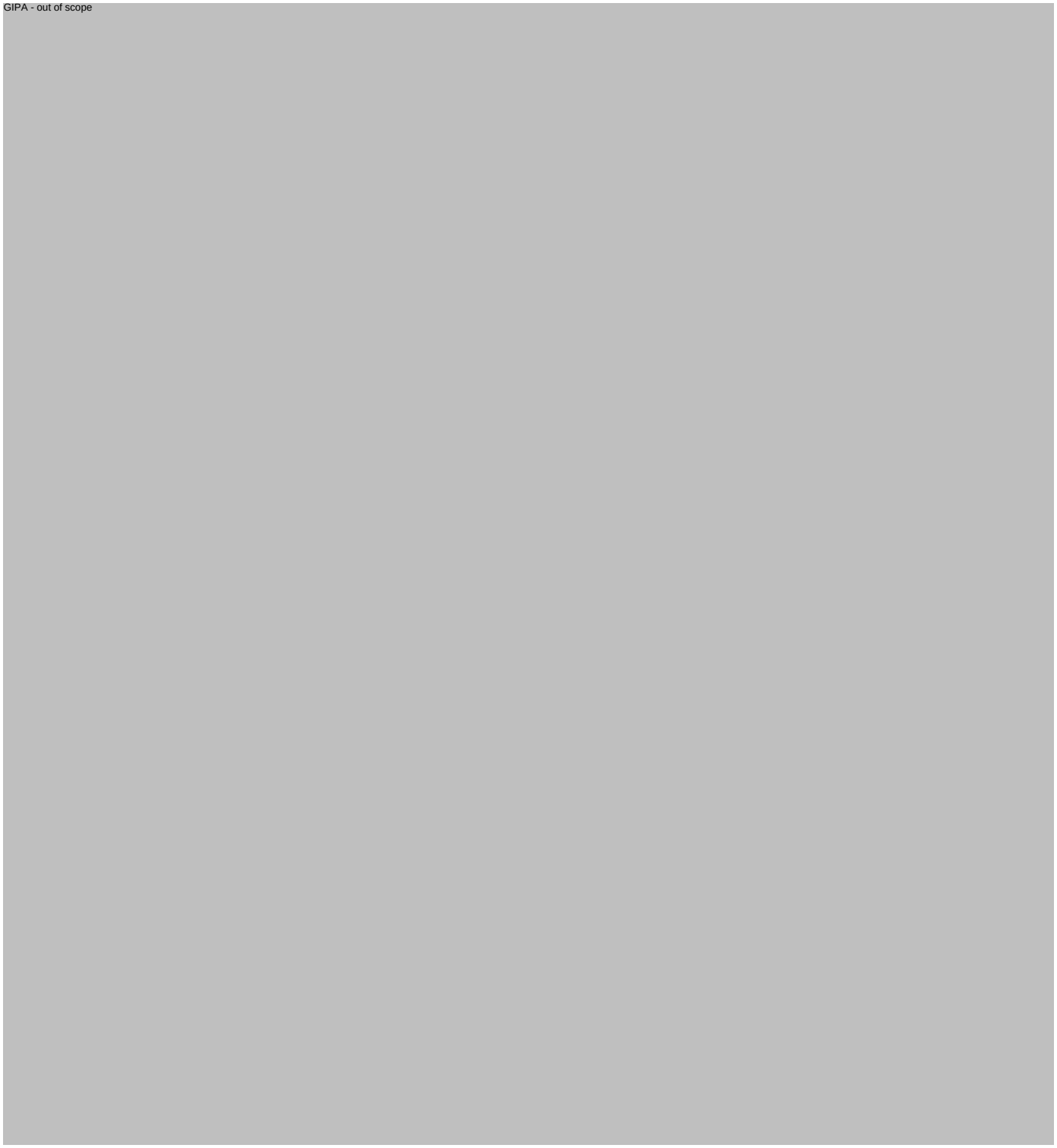
GIPA - out of scope



GIPA - out of scope



GIPA - out of scope



Governance Internal Review

Background

Council is required to regularly review its own performance in the light of its functions and obligations in accordance with s16(1B) of the UTS Act and Protocol 6 of the Voluntary Code of Best Practice for the Governance of Australian Public Universities.

At its 11 August 2011 meeting, the Governance Committee approved that the Governance Internal Review as required under the University's Governance Review Framework **(Attachment 5),** would be assessed against the NSW Auditor General's

17 Governance Principles. It was agreed that these assessments would be conducted every four years.

In February 2015, the NSW Auditor General released a report entitled “2015 – Areas of Focus” in which it made specific recommendation that entities regularly review their governance performance against the 17 Governance Principles.

Review Process
The 2024 Governance Internal Review is the fourth such assessment against the Auditor General’s 17 Governance Principles in their entirety.

The Governance Support Unit provided detailed advice of the relevant legislation and regulations and evidence of policy and procedures for each listed area. This information was assessed using the Australian National Audit Office (ANAO) assessment code, which is based on a quality improvement approach of:

1. Not addressed
2. Developing
3. Better practice
4. Time for review.

Details of the findings and evidence supporting the review have been provided to the Governance Committee.

Summary of Review findings by Assessment Code
The following table provides a snapshot of findings by Assessment Code for 2024 (against those for 2020) :

Assessment Code	**Number – 2024** (#2020)	**Question Number**
Not addressed	**2** (2)	1D – has the Strategic Plan been provided to NSW Treasury. (Not a requirement for Universities) 3F - Is the performance of the board disclosed in the annual report?
Developing	**6** (3)	6C, 8A, 8B, 15C (1), 15C (4)
Better practice	**73** (76)	All Remaining Questions
Time for review	**0** (0)	None
Total	**81** (81)	

Conclusion
Overwhelmingly, the University has in place comprehensive processes and procedures in all key areas nominated by the Auditor-General. For all areas assessed

as “Developing”, actions are already in place to improve performance as detailed in the attached schedule.

For the two criteria assessed as “Not Addressed”:

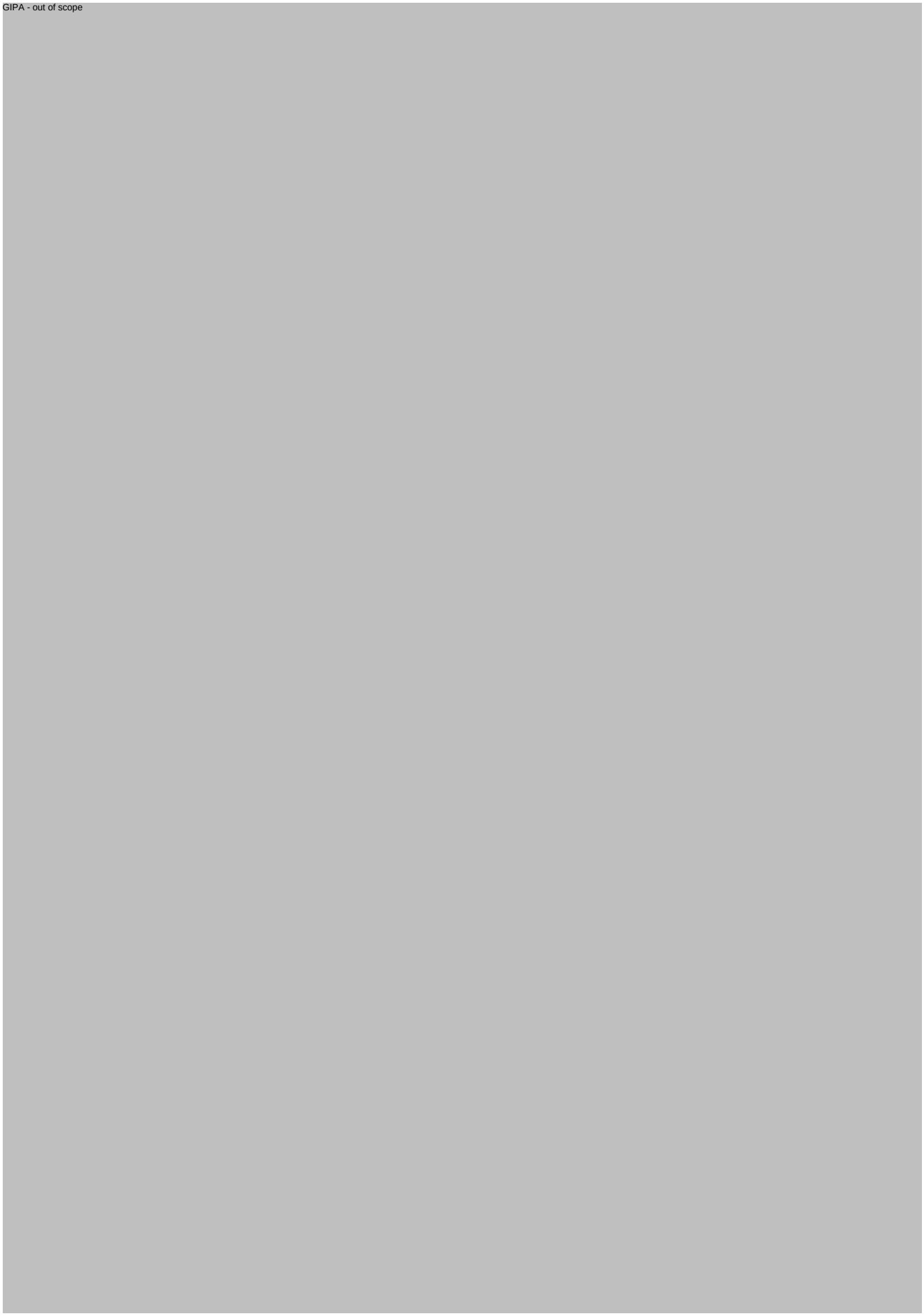
- 1D – relates to the Strategic Plan being provided to NSW Treasury. This is not a requirement for Universities.

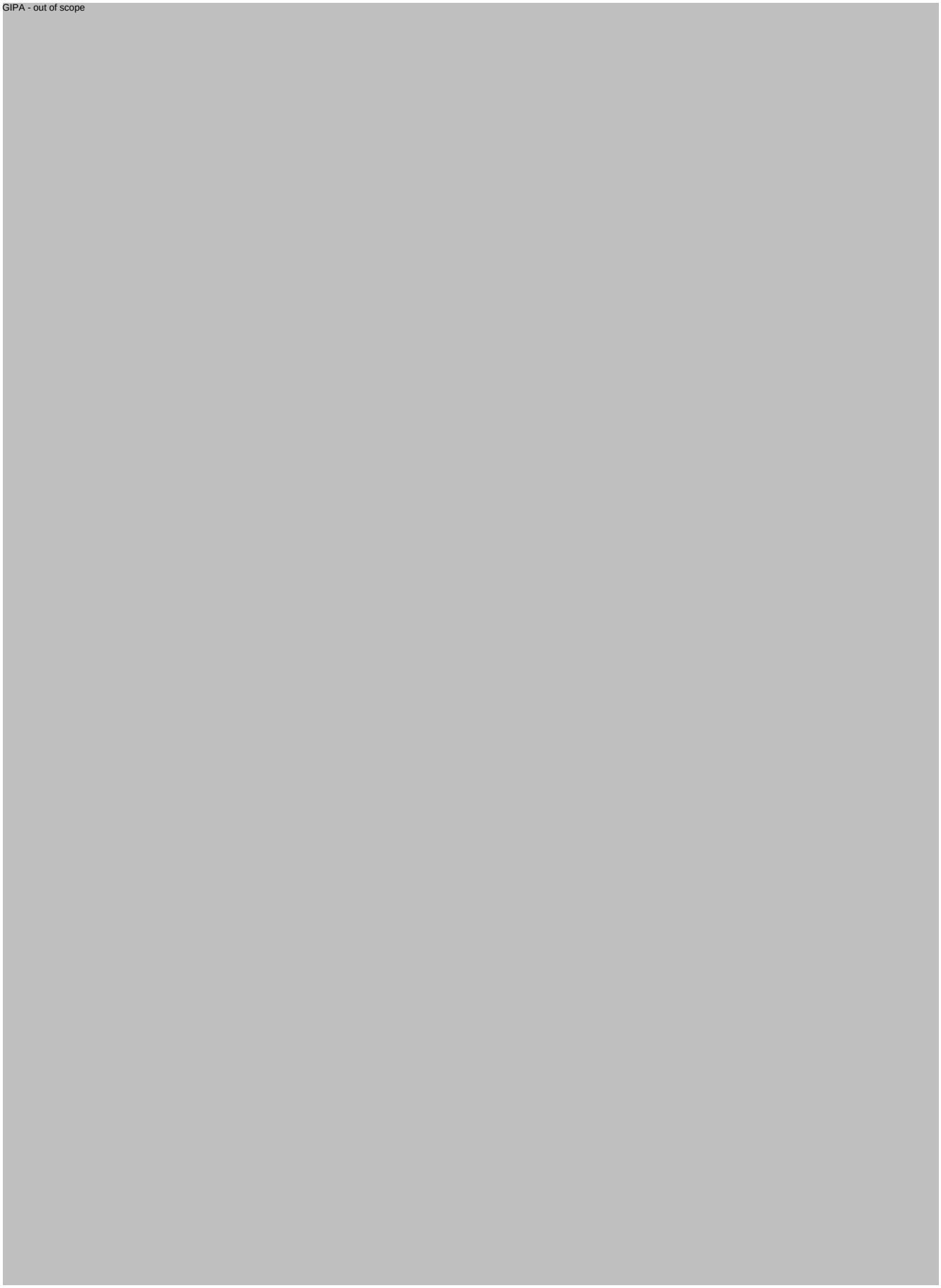
- 3F - relates to including results of board performance evaluations in the annual report. Although there is currently no intent to include details of evaluations in the report, a section will be included in future Annual Reports that includes a summary of evaluations undertaken and general findings and any key actions.

The Governance Committee reviewed the UTS Governance Review Framework in 2019, when the frequency of the Council Committee Surveys was changed from every 2 years to every 4 years. The UTS Governance Review Framework (**Attachment 5**) was approved by Council in 2019 (COU 19-1/13). Council is requested to approve the Document as detailed in **Attachment 5**.

Implementation/Referral
The Governance Committee will continue to monitor and manage the good governance approaches and look to further improve in those areas identified in this 2024 Governance Internal Review.




GIPA - out of scope


GIPA - out of scope

DOCUMENT 5.4 - ATTACHMENT 5

UTS GOVERNANCE REVIEW FRAMEWORK

Year	Governance Review Activity Within that Year			
	External Review	Council and Member Surveys	Committee Member Survey	Internal Review
2020				**Governance - Internal Review (Quadrennial)**
2021				
2022	**External Review (Quadrennial)** *(start early 2022, complete late 2022)*	**UTS Council Evaluation Survey & Council Member Self-Evaluation Survey** *(Conducted March, report June 2022)*	**Council Committee Self-Evaluation Survey** *(Conducted March, report June 2022)*	
2023				
2024				**Governance - Internal Review (Quadrennial)**
2025				
2026	**External Review (Quadrennial)** *(start early 2026, complete late 2026)*	**UTS Council Evaluation Survey & Council Member Self-Evaluation Survey** *(Conducted March, report June 2026)*	**Council Committee Self-Evaluation Survey** *(Conducted March, report June 2026)*	
2027				
2028				**Governance - Internal Review (Quadrennial)**

6. Role and responsibilities of the Chancellor

Role of Chancellor

Section 10 of the UTS Act establishes the position of Chancellor.

By way of Council resolution COU/24-4/84.6, Council adopted the following Chancellor of UTS: Qualities and Skills Statement and Chancellor of UTS: Role Statement.

Chancellor of UTS: Qualities and Skills Statement

An effective Chancellor of UTS:

- understands and appreciates the importance of university teaching and learning, research and scholarship and social responsibilities, and has a strong sense of the distinctive attributes and potential of UTS
- understands and is committed to the unique responsibilities of universities as ongoing public institutions, including aspects such as academic freedom and its role in public discourse
- appreciates the principles and practices of good corporate governance and, in particular, the respective and mutually dependent roles of governance and management, and possesses the qualities and skills to work effectively with Council and the Vice-Chancellor
- understands the external environment in which universities operate, including their interactions with government, the public sector, the professions and industry
- supports and champions the development and achievement of the university's strategic objectives as determined by the Council, and is strongly committed to social justice
- acts with integrity, impartiality and objectivity
- has a high standing in the community with an appropriate range of connections and networks that can be leveraged to the benefit of the university
- knows how to Chair and manage the work of a board effectively and fairly, assisting and encouraging all members to contribute fully and to fulfil their fiduciary responsibilities to the full extent of their respective abilities
- demonstrates strong leadership, commercial and financial acumen, and collegiate skills and has the capacity to push hard for key decisions to be made in a timely manner, and
- has sufficient time, energy, and commitment to effectively perform the role of Chancellor.

Chancellor of UTS: Role Statement

1. The Chancellor is the Chair of the governing body of the University — the University Council. The position is honorary and is traditionally filled by a person who is not an employee of the University. It is customarily filled by a person who has a high level of public esteem and who is thus well placed to represent the University in public, governmental and civic occasions.
2. The Chancellor has a key role in ensuring that the Council of UTS works effectively to fulfil its responsibilities under the UTS Act as the governing body of the University. This entails:
   (a) ensuring that a strategic and effective approach is taken to the development of agendas for Council meetings, and that Council's decisions are based on soundly prepared and effectively presented information and analysis
   (b) a very strong commitment to encouraging and assisting Council, its committees, and the Vice-Chancellor to act with integrity to ensure that Council functions as a cohesive, accessible, effective, enquiring and informed body with a paramount fiduciary duty to act in the best interests of the University.
3. The Chancellor works closely with the Vice-Chancellor, providing counsel and strategic advice, and encouraging clear communication on all issues concerning the wellbeing of the University, including promoting the highest standards in delivering the objectives of the University.
4. In consultation with the Vice-Chancellor, the Chancellor provides a high-level bridge to governments, the business and university communities, the professions and the wider community, promoting the aims of the University and guiding the University to respond to the interests and concerns of society.
5. The Chancellor presides at important ceremonial occasions such as graduation ceremonies, public lectures or seminars, sharing that responsibility as the Chancellor judges appropriate, and facilitating the visibility and accessibility of the Council within the University community and in particular to staff, students and graduates of the University.
6. On appropriate occasions, the Chancellor expresses the values of the University.

Rule G2 of the UTS General Rules prescribes the procedure for election of the Chancellor.

7. Roles and responsibilities of Council members

Role of Deputy Chancellor and Pro-Chancellors

Section 11 of the UTS Act provides for Council to elect a Deputy Chancellor who has the functions of the Chancellor in the absence of the Chancellor, during a vacancy in the office of Chancellor or during the inability of the Chancellor to act.

The election of the Deputy Chancellor is conducted in accordance with Rule G2 of the UTS General Rules.

Every 2 years Council also elects up to 3 Pro-Chancellors who have delegated authority to act for the Chancellor in the context of the university's graduation ceremonies or, when specifically requested by the Chancellor, to assist with ceremonial or courtesy functions in the university.

Role of Council members

A Council member has a duty to the university as a whole. That duty obliges each member to act in good faith in the best interests of the university as a whole and for a proper purpose (clause 1 of Schedule 2A to the UTS Act).

The members of Council are drawn from the categories prescribed by the UTS Act. Each member brings their own unique experience, judgement and interests to Council, including the interests some may have in particular sections of the university and community.

It is helpful to Council decision-making to be informed of the various interests but, when taking a decision, each member must seek to produce the greatest benefit to the university. Members of Council are appointed or elected to contribute their respective insights and expertise to the deliberations of Council in the interests of the university. While each member contributes their insights and expertise to the Council debate, when it comes to decision-making, each is bound by the duty owed to UTS as a whole.

Nominated or elected members are not representatives of their nominators or electors. They become subject to the higher duty owed to the whole university, although, in the case of elected members, the discharge of that duty includes bringing to the Council the interests and concerns of the section of the university that elected them. The duties of a member of Council would be undermined if the member placed the interest of a section of the university over the interests of the university as a whole.

The members of the Council, like members of any institution's governing board, must exercise their powers in good faith for the benefit of the institution. They are under a fiduciary duty to UTS as a whole.

In addition to the duty to carry out their functions in good faith in the best interests of the university as a whole, and for a proper purpose, Schedule 2A to the UTS Act provides that members of Council must also observe the following duties.

> A member of the Council must act honestly and exercise a reasonable degree of care and diligence in carrying out his or her functions. (clause 2)
>
> A member of the Council must not make improper use of his or her position:
>
> (a) to gain, directly or indirectly, an advantage for the member or another person, or
>
> (b) to cause detriment to the University. (clause 3)
>
> A member of the Council must not make improper use of information acquired because of his or her position:
>
> (a) to gain, directly or indirectly, an advantage for the member or another person, or
>
> (b) to cause detriment to the University. (clause 4)

The duty under clause 2 of Schedule 2A, to act honestly and exercise a reasonable degree of care and diligence, includes reviewing Council papers and their attachments, participating in the meetings of Council, making decisions, and reviewing the affairs of Council carefully, based on a reasonable understanding of the material provided to Council.

A simple way to think about the duty above is: what would a reasonable person in the position of each Council member need to know to either make a reasonable decision in relation to any issue before Council, or receive sufficient information to monitor the operations of UTS?

For example, if a reasonable person would need all the information contained in the Council papers, and their attachments, then both the papers and their attachments should be read and considered. However, it is also important to appreciate that the information in the papers and attachments could be insufficient for the purpose of making the decision required and, in that case, even more information would be required to discharge the Council member's duty.

Members might also note that the obligation on Council members to review and consider relevant material, and request more information if necessary, is contained in the Council's Code of Conduct item 9: 'prepare for participation in meetings by becoming acquainted with the relevant materials' and item 11: 'seek additional information on any matter to be able to effectively carry out their duties'.

Schedule 2A to the UTS Act also provides that:

> If: (a) a member of the Council has a material interest in a matter being considered or about to be considered at a meeting of the Council, and
>
> (b) the interest appears to raise a conflict with the proper performance of the member's duties in relation to the consideration of the matter,
>
> the member must, as soon as possible after the relevant facts have come to the member's knowledge, disclose the nature of the interest at a meeting of the Council.

In accordance with Council resolution COU/05/002.4, each meeting agenda contains the item 'Declaration/recording of any relevant material interest'. Disclosures made by members under clause 5(1) are recorded in a register that is available for inspection by any person.

The duty of disclosure also applies to members of committees of Council.

Code of Conduct

Council has adopted a Code of Conduct for Council and external committee members that summarises the standard of conduct and responsibilities of members.

The Code provides an ethical framework for members, in the context of their duties and liabilities under the law, and embodies the principles covering appropriate conduct.

Members who are also university members of staff are also subject to the university's Code of Conduct.

Members must:

1. act with loyalty to the university
2. exercise their powers as a member in the interests of the university as a whole and only for proper purposes
3. act honestly with due care, skill and diligence
4. attend meetings of Council and/or committees (as applicable)
5. avoid conflicts of interest with the university and declare any conflicts of interest whether of a general or commercial nature. In particular, members must disclose any interest in any company, institution or other entity where those interests may lead to a conflict of interest. Where any conflict of interest occurs, members must refrain from participating in the debate and from voting on the matter concerned and otherwise comply with the duties set out in Schedule 2A of the University of Technology Sydney Act, as amended or replaced from time to time
6. not use the university's property or information to gain an advantage for the member or another person or cause detriment to the university
7. not use opportunities presented by the holding of office as a member that is not in the interests of the university as a whole
8. observe confidence in relation to confidential information obtained in the course of duties as a member
9. prepare for participation in meetings by becoming acquainted with the relevant materials
10. have appropriate knowledge of the financial and other resources of the university and the manner in which they are expended
11. seek additional information on any matter to be able to effectively carry out their duties
12. act at all times in the best interests of the university
13. represent the university appropriately in the community
14. not speak publicly on behalf of the university except with the express authority of the Council, the Chancellor or the Vice-Chancellor.

This Code provides general guidelines and understanding to members of what is expected of them as members. If there are any problems or questions relating to the Code, members may discuss these with the Chancellor or, in appropriate cases, with the full Council or other relevant committee.

Conflicts of interest

What is a conflict of interest?

Conflicts of interest arise when the interests or loyalties of any member are in competition or are incompatible with the best interests of the university. If a conflict of interest exists, there is a risk that a member may act or make decisions influenced by their wider interests or loyalties rather than in the best interests of the university.

Members are appointed with a wide diversity of skills and experience. Accordingly, they may have multiple professional and personal interests that make it impossible to avoid conflicts altogether. Conflicts of interest that do arise, whether actual, potential or perceived, need to be recognised, disclosed and effectively managed.

Where a member becomes aware of a conflict of interest, a declaration of that conflict of interest must be made immediately on Council's declaration of interest form and lodged with the University Secretary. Committee members should also raise any potential conflict of interest with their committee chair in the first instance and at the earliest possible opportunity.

Recognising a conflict of interest

The interests of a member may include the interests of an associate of the member including their spouse, de facto partner, parent, child, sibling, business partner, friend and even any other person personally known to the member (other than through the university) (clause 5(10)).

A conflict of interest is more easily recognised where a member obtains a direct or indirect financial benefit, for example, payment of professional fees to a member by the university (in a capacity other than member) or the offer of an employment contract to a member's spouse. It may be harder to recognise a personal or non-financial conflict where a member may be influenced by external factors such as competing loyalties to a professional organisation, other directorships or even by their own personal situation or religious/moral values.

A member has a material interest if a determination of Council may result in detriment being suffered by or a benefit accruing to the member or an associate of a member (clause 5(9)).

Conflicts of interest involving members may also arise outside the context of matters directly before Council. Members are governed by their overriding duty to act in the university's best interests and, as such, members must immediately disclose any actual, potential or perceived conflicts of interest to the university on the Council's declaration of interest form and lodge it with the University Secretary.

Managing a conflict of interest

Council and committee members are obliged to declare any conflicts of interest when they are appointed to Council or a committee, or at any time that they become aware of a conflict of interest. They must also declare any conflicts of interest on an annual basis. A declaration of interest form must be completed and lodged with the University Secretary.

In accordance with resolution number COU/11-3/33, the existing framework for the declaration of conflicts of interest includes:

UTS Council Code of Conduct

Council has adopted a Code of Conduct for Council and committee members.

Annual declaration of interest form

To comply with Schedule 2A of the UTS Act, as set out above, interests of members of Council, its committees and associates of the member that have the potential to conflict with UTS interests must be disclosed.

On appointment to Council, or a committee, and before the start of each calendar year, members must complete the declaration of interest form and lodge it with the University Secretary. If there is nothing to report, a nil entry on the declaration of interest form must be completed. The University Secretary will provide a report to Council at the start of each calendar year informing Council that the process for managing conflicts of interest has been followed by all Council and committee members.

Declaration of interest at meetings

All Council and committee members are required to declare any new or changed interests that have not previously been recorded on the annual declaration of interest form, including those of associates, before or at the beginning of each Council and committee meeting.

A declaration of interest form must be completed or updated and lodged with the University Secretary as soon as possible once the interest is identified. The form must be completed immediately after the meeting at which such disclosure is made.

Declarations of interest register

The University Secretary maintains a register of all declarations of interest made at Council and committee meetings and otherwise. The details contained in those declarations are recorded in the declarations of interest register and are open for inspection by all Council members in accordance with Schedule 2A. Members should be aware that the register is also open to others in accordance with Schedule 2A.

Declarations of interest disclosed on the annual declaration of interest form will carry forward as standing declarations of interest unless the University Secretary is advised that the interest has ended or changed.

Once a disclosure of such a material interest has been made and recorded, the conflict is managed by the member not being present during any deliberation or decision of Council or the committee regarding the matter, or as otherwise determined by Council or the particular committee.

Where chairs of Council committees, or individual members whose circumstances are not otherwise covered by the above mechanisms, have a current or potential conflict of interest, they should raise that conflict with the Chancellor who may make a determination or, if appropriate, bring the matter to the Governance Committee for its consideration.

A conflict of interest declaration is not complete until Council's declaration of interest form is completed and lodged with the University Secretary, except when made at a Council meeting or Council committee meeting on the basis that the form will be completed immediately after the meeting at which such disclosure is made.

Removal from office for breach of duty

Section 21G of the UTS Act provides for the Council to remove a member of Council from office for breach of a duty set out in Schedule 2A. The removal may be effected only at a meeting of the Council of which notice (including notice of the motion that the member concerned be removed from office for breach of duty) was duly given.

The removal from office may be effected only if the motion for removal is supported by at least a two-thirds majority of the total number of members, for the time being, of the Council. The motion for removal must not be put to the vote of the meeting unless the member concerned has been given a reasonable opportunity to reply to the motion, either orally or in writing.

The UTS Act provides that Council may remove the Chair or Deputy Chair from office by a no-confidence motion passed in accordance with section 11A if it considers it in the best interests of the university.

Liability of Council members

Clause 5 of Schedule 1 to the UTS Act provides that:

> No matter or thing done or omitted to be done by:
>
> (a) the University, the Council or a member of the Council, or
>
> (b) any person acting under the direction of the University or the Council,
>
> shall, if the matter or thing was done or omitted to be done in good faith for the purpose of executing this or any other Act, subject a member of the Council or a person so acting personally to any action, liability, claim or demand.

UTS holds insurance policies to protect its interests. They cover many areas, such as workers compensation, directors and officers liability, and occupiers liability. Directors and officers liability insurance provides, in addition, protection for members of Council representing the university on other bodies.

Reimbursement of Council members

The university's delegations and clause 10 of Rule G1 of the UTS General Rules provide:

> If a member of the Council incurs out of pocket expenses while engaged on University business, the University Secretary may authorise the payment of the whole or any part of the expenses so incurred to that member.

11. Council meetings and business cycle

The Standing Orders for UTS Council provide that Council shall meet in ordinary session not less than 6 times a year. Clause 6A of Schedule 1 to the UTS Act allows a meeting of Council to be called or held using any technology consented to by all the members of Council. This includes meeting by teleconferencing or videoconferencing and the use of electronic business papers.

The standing orders deal with notice of meetings, quorum, minutes, conduct of meetings, closed session, attendance at Council meetings and the operation of committees of the Council.

In line with Council resolution COU/05/002.2, papers for each meeting are circulated, where possible, one week before the meeting. Late or tabled papers, other than highly confidential or 'for information' papers, are accepted for discussion and decision only in exceptional circumstances. Council has adopted a template as the model for use in all papers.

Where members have been provided with a UTS login number and password, and/or an electronic device to access their Council papers online, they are advised that the reference material and papers have the same standing as if they were hard copies.

Motions are dealt with in accordance with Council's standing orders and generally accepted meeting practice. In particular:

- there must be a formal mover and seconder of motions
- an amendment to a motion may be put — it may be accepted by the mover and seconder of the original motion in which case the amendment becomes the motion or, if not, the amendment is put to the vote
- a foreshadowed motion may be put — a motion which will be put to the vote contingent on the outcome of the vote on the original motion.

It is expected that members will give notice of motions. This should be one week before a meeting or as soon as possible after the receipt of papers if related to a listed item. It has been the expectation of Council that any motion put by a member will have been considered and, if necessary, commented on by the Vice-Chancellor. When the period of notice is not sufficient to allow for such management review the matter may be held over.

Council minutes are confined to a record of the resolution and amendments adopted or rejected at the meeting, followed by a Secretariat notation as to the action to be taken to implement a resolution. This action taken is picked up in the report that is made to each meeting of Council on action taken for the implementation of Council resolutions.

The decisions of Council are binding on all members.

Council has conferred on the executive of Council (comprising the Chancellor, Vice-Chancellor and University Secretary) the power to dispose of urgent business between Council meetings. The executive of Council then reports any exercise of the power to the following meeting of Council.

To fulfil its primary responsibilities, Council has adopted an annual cycle for dealing with business items. The annual business cycle is provided to Council members at the first Council meeting each year. Information about the business cycle can be obtained from the Executive Officer to Council.

13. Council’s monitoring and evaluation of its performance

It is good governance practice for governing bodies and their committees to have in place a sound performance review process. The Governance Committee is responsible for overseeing the conduct of Council’s review of its performance.

Council has established a Governance Review Framework under which the effectiveness of Council’s performance is reviewed externally every 4 years. Internal reviews comprise a governance systems review (every 4 years) and a Council evaluation survey (every 4 years).

These reviews are complemented with 4 yearly self-reviews of each Council committee and 4 yearly self-reviews of individual Council member’s performance. Additionally, the Chancellor conducts annual one-on-one performance discussions with each Council member. Council committees assess their performance against their forward plan annually.



FY25 Budget & Financial plan considerations

1 August 2024

UTS CRICOS 00099F
UTS TEQSA PRV12060

Objectives

As part of FY25 Budget and Financial plan, present:

1. indicative financial parameters; and

2. timeline.

Executive summary

- The FY24 outlook is a deficit of -$138m and EBITDA of $15m, an outlook which is not sustainable to support strategic investments (2024 Financial plan: $140m/p.a) and repay the Bond in FY27 ($300m)
- Uncertainty remains in the sector, predominately with International EFTSL numbers and changes in Domestic funding
- Returning to surplus in FY26 enables the ability to fund strategic initiatives, and repay the $300m Bond in FY27
- Operating model and broader sustainability initiatives are underway but unlikely to provide benefit until FY26
- Constraining cash (eg investment decisions) and discretionary spend (ie NSI / Other) will be critical to step change to a sustainable operating cashflow. Existing EBITDA (operating cash flow) is insufficient to support investment pipeline
- FY25 budget parameters will need to reflect the operating conditions, sector uncertainty and risk, and appropriately manage cash liquidity. This will include no centralisation of financial risk, a prudent approach to workforce and NSI, a focus on committed investments in a priority based financial planning approach

Indicative parameters

FY25 Budget principles

- Revenue parameters as per Provost/International advice
- FY25 Workforce budget
  - Inflationary impact only applied against FY24AF (i.e. no structure/role change approvals through budget process)
  - Enterprise-wide re-base performed at April-25 post operating model review and Autumn EFTSL analysis
- Priority based budget principles applied to NSI – ie bottom-up planning (vs rolling forward budgets)
- Priority based budget principles applied to Investments – ie bottom-up planning (vs rolling forward budgets)
- Operating sustainability measures applied as an overlay once known (estimated Oct/Nov)

Financial plan principles

- Revenue parameters as per Provost/International advice
- Variable workforce cost only assumed for EFTSL growth FY26 and beyond
- Priority based budget principles applied to NSI & Investments
- Operating sustainability measures applied as an overlay once known (estimated Oct/Nov)

Executive engagement timeline – FP and budget

19 July (Fri) & 27 July (Fri)
Changes in domestic funding and international scenarios[1]
VC, Provost, COO, CFO, DVC Int

FP update:
- Load scenarios (incl Int fee sensitivity)

27 July (Fri)
Changes in domestic funding and international scenarios[1]
VC, Provost, COO, CFO,

FP update:
- Load scenarios (incl Int fee sensitivity)

31 July (Wed)
FP update with approved scenario [2]

FP update:
- Load scenarios (incl Int fee sensitivity)
- Inflation
- EBA impact
- Ad hoc

1 Aug (Thurs)
FP update and impact on budget parameter methodology
ULT

FP update:
- Ad hoc

8 Aug (Thurs)
FP update and impact on budget draft parameter approval. [3]
ULT

FP update:
- Ad hoc

9 Aug (Fri)
Draft parameter issue to budget stakeholders

27 Aug (Tues)
Final load sign off

FP update:
- Load
- Ad hoc

29 Aug (Thurs)
Updated parameters issue to budget stakeholders

23 Sep – 11 Oct
Budget review meetings window [4]

1 Nov (Fri)
Finance Committee pre-read complete

FP updates: Ad hoc

14 Nov (Thur)
Finance Committee

July | August | Sep | Oct | Nov

TM1 Budgeting - 16/7 – 13/9 – 9 Weeks of which 5 weeks is post draft parameters issued

1. Scenarios run outside of TM1, views will be at a macro level. FP will be scenario based at a whole of UTS level and indicative to inform scenario selection.
2. Approved load scenario will in TM1 enabling a more detailed view of the FP. This will include some assumption updates, and a comparison to prior plan. This is the commencement of detailed modelling and is an internal process.
3. Draft parameters to ULT and methodology are on base load plan. Final load – post faculty feedback – is only on 27 Aug.
4. VC Division meetings: 23/9 - 11/10; Provost Faculty Meetings 25/9 – 9/10



FY25B Draft

Financial Plan Overview

6 August

Executive summary

- To be updated



Base case P&L – no Operational efficiency

Executive summary (incl Research)	FY23A	FY24B	FY24 AF	FY25	FY26	FY27	FY28	FY29	FY25 to FY29
Gross Revenue	1,136	1,271	1,240	1,390	1,507	1,614	1,706	1,712	**7,930**
Cost of Acquisition (COA)	(137)	(171)	(183)	(179)	(195)	(211)	(223)	(217)	**(1,025)**
Net revenue	**999**	**1,100**	**1,057**	**1,211**	**1,312**	**1,403**	**1,483**	**1,496**	**6,905**
Expenses	(966)	(1,016)	(1,009)	(1,151)	(1,206)	(1,261)	(1,336)	(1,258)	**(6,212)**
EBITDA	**33**	**85**	**48**	**60**	**106**	**142**	**147**	**237**	**693**
Interest	(17)	(17)	(16)	(17)	(16)	(10)	(4)	(0)	**(48)**
Depreciation	(139)	(147)	(146)	(156)	(167)	(170)	(178)	(180)	**(851)**
Net Result	**(122)**	**(79)**	**(114)**	**(113)**	**(77)**	**(38)**	**(35)**	**57**	**(206)**
EFTSL (excl HDR, onshore only)	33,693	35,755	35,356	GIPA s.3.5					
YOY% growth	7.6%	6.1%	4.9%						
International % (excl HDR, onshore only)	23%	24%	22%						
Targeted savings									
Operational efficiency		38		0	0	0	0	0	**38**
IT Operating ROI		0		3	7	10	10	10	**31**
		38		**3**	**7**	**10**	**10**	**10**	**69**
Investment spend									
Campus maintenance		45		50	36	33	54	54	**227**
Campus development		10		9	13	36	89	89	**236**
IT Project Opex		35		44	41	34	32	32	**183**
IT Project Capex		29		36	33	28	26	26	**149**
IT Projects Total		64		80	74	62	58	58	**332**
Other		30		25	25	25	25	25	**125**
Total Investment		**149**		**164**	**148**	**156**	**226**	**226**	**920**

Comment

Highlights

Sustainability

Cash

EBITDA

Investments

Op sustainability

Workforce decisions

Cash flow

	FY21A	FY22A	FY23B	FY24	FY25	FY26	FY27	FY28	FY29
Operating Receipts	1,101	1,081	1,170	1,258					
Operating Payments	(913)	(984)	(1,046)	(1,184)					
Total Cash Flows from Operating Activities	**188**	**97**	**124**	**74**					
Investing Receipts	22	112	78	40					
Investing Payments	(51)	(186)	(114)	(119)					
Total Cash Flows from Investing Activities	**(29)**	**(74)**	**(36)**	**(79)**					
Financing Receipts	0	0	0	0					
Financing Payments	(51)	(10)	(23)	(26)					
Total Cash Flows from Financing Activities	**(51)**	**(10)**	**(23)**	**(26)**					
Net increase/(decrease) in Cash	**108**	**13**	**66**	**(31)**					
Opening Balance Cash	**98**	**206**	**219**	**295**					
Closing Balance Cash excl IRC	**206**	**209**	**285**	**254**					
Cash (working capital)	*80*	*80*	*80*	*50*					
Term deposit	*0*	*100*	*100*	*100*					
Cash (provision for bond repayment / investment)	*126*	*29*	*105*	*104*					
Cash (IRC)	**0**	**10**	**10**	**10**					
Total Closing Cash including IRC	**206**	**219**	**295**	**264**					
Gross Debt	**(300)**	**(300)**	**(300)**	**(300)**					
EBITDA	**89**	**33**	**48**	**85**					
Net Debt (excl IRC cash)	**(94)**	**(91)**	**(15)**	**(46)**					

GIPA s.3.5

Improved operating cash flow is as student load increases, particularly with the rise in international students.

Highlights

- 2025 opening cash at $264m
- $220m 2027 EOY deficit in cash provision for bond repayment / investment *($220m = ~$236m in Oct 2027)*
- On a straight-line basis over 2.5 years, need to save an additional ~$94m per annum against current trajectory.

Sensitivities

P&L Sensitivity	FY25	FY26	FY27	FY28	FY29	FY25-FY29
Draft plan	**(113.2)**	**(76.5)**	**(38.2)**	**(35.4)**	**20.7**	**(242.6)**
No cost to teach increase for 2026	13.1	13.7	14.2	14.8	15.4	**71.1**
New EBA reduced to	GIPA s.3.5					
Operational Sustainability		47.5	49.6	51.6	53.6	**202.3**
Reduction in IT Project spend	4.1	1.0	(1.7)	0.1	0.1	**3.6**
International scholarship	GIPA s.3.5					
Sensitivity plan	**(92.5)**	**4.8**	**45.2**	**54.0**	**114.2**	**125.8**
Var to Prior Plan	**20.7**	**81.3**	**83.4**	**89.5**	**93.5**	**368.4**

Balance sheet Sensitivity	FY25	FY26	FY27	FY28	FY29
Draft plan					
Property Capex reduction				39	39
Stamp duty receipt removed	(23)				
Other capex reduction	5	5	5		
Reduction in IT Project spend	6	3.3			
Sensitivity plan	**(12)**	**8.3**	**5**	**39**	**39**
Var to Prior Plan					

Cash Flow	FY25	FY26	FY27	FY28	FY29
Operating Receipts	1,378	1,498	1,607	1,692	1,763
Operating Payments	(1,309)	(1,322)	(1,388)	(1,466)	(1,486)
Total Cash Flows from Operating Activities	**69**	**176**	**219**	**226**	**277**
Investing Receipts	0	0	0	0	0
Investing Payments	(109)	(99)	(117)	(155)	(155)
Total Cash Flows from Investing Activities	**(109)**	**(99)**	**(117)**	**(155)**	**(155)**
Financing Receipts	0	0	(298)	0	0
Financing Payments	(26)	(26)	(26)	(27)	(22)
Total Cash Flows from Financing Activities	**(26)**	**(26)**	**(325)**	**(27)**	**(22)**
Net increase/(decrease) in Cash	**(66)**	**51**	**(222)**	**45**	**100**
Opening Balance Cash	**264**	**198**	**248**	**27**	**71**
Closing Balance Cash excl IRC	**188**	**238**	**17**	**61**	**161**
Cash (working capital)	*50*	*50*	*50*	*50*	*50*
Term deposit	*100*	*0*	*0*	*0*	*0*
Cash (provision for bond repayment / investment)	*38*	*188*	*(33)*	*11*	*111*
Cash (IRC)	**10**	**10**	**10**	**10**	**10**
Total Closing Cash including IRC	**198**	**248**	**27**	**71**	**171**

Highlights

- Under this set of sensitives, UTS results to breakeven in 2026, and profit in 2027. Bond repayment is possible with short term debt and building to generating cash for investment from 2029.
- The most significant P&L sensitivity is the amendment of the Operating Model, followed by the International Scholarship contraction.
- The most significant cash savings come form capital restraint or deferral to such time when cash is available,
- ($33)m 2027 EOY deficit in cash provision for bond repayment / investment *(($33)m = ~($30)m in Jul 2027)*
- Could be covered by short term borrowing.



Appendix: Investment

Investment	2024B	2025	2026	2027	2028	2029
Campus maintenance	50,000	50,000	36,000	33,000	54,000	54,000
Campus development	10,000	9,000	13,000	36,000	89,000	89,000
Property	60,000	59,000	49,000	69,000	143,000	143,000
IT Projects	29,000	36,000	33,300	27,900	26,100	26,100
FAC, DIV & OTHER	25,000	25,000	25,000	25,000	25,000	25,000
Total	**114,000**	**120,000**	**107,300**	**121,900**	**194,100**	**194,100**
IT Projects - Opex	35,444	44,000	40,700	34,100	31,900	31,900
Total Investment	**149,444**	**164,000**	**148,000**	**156,000**	**226,000**	**226,000**

Total IT Project Investment	**64,444**	**80,000**	**74,000**	**62,000**	**58,000**	**58,000**

Highlights

- Not yet updated for current investment / capex outlook

Appendix

Appendix: Draft FP vs Prior plan runsheet

	FY24	FY25	FY26	FY27	FY28	FY24-FY28
Prior Plan	**(79)**	**(26)**	**30**	**62**	**56**	**43**
Revenue adjustments						
Dom UG: MGT / CGS Cap adjustment	-					
Dom UG: Additional DOM UG load	0.0					
Dom PG: OPM (Net of Keypath fees)	-					
Dom PG: Non OPM	-					
Domestic revenue impact	0.0					
Int: EFSTL reduction	-					
International agency fee adjustment	(0.0)					
Int: Scholarship adjustment - volume	-					
Int: Scholarship adjustment - rate	-					
International revenue impact	(0.0)					
Other						
Net PGX adjustment (revenue & cost to teach)	-					
Incremental cost to teach adjustment (direct faculty costs at 50% efficiency	-					
Rebasing to final budget / tidy up / other						
Remove $38m central task	-					
Wage remediation	-					
Rebasing to final budget / tidy up / other	(0.0)					
Autumn forecast adjustment	(64.9)					
Current Plan	**(144.3)**					
Var to Prior Plan	**(64.9)**					

GIPA s.3.5

Highlights

Net load impact: ($198.1)m

Removal of Operational Sustainabilty ($160m)

Appendix: P&L

	FY19 A	FY20 A	FY21 A	FY22 A	FY23A	FY24 AF	FY24	FY25	FY26	FY27	FY28	FY29	FY25-FY29
Student load income (incl HDR)	866	854	844	815	890	964	1,007	GIPA s.3.5					
Costs of acquisition	(82)	(87)	(84)	(93)	(140)	(184)	(171)						
Net student load income	784	767	759	722	750	780	836						
Other block grants	6	6	12	14	14	16	15						
Commonwealth block grants	31	33	54	43	44	47	46						
External research income	68	90	84	100	108	118	115						
Foundation studies	22	13	7	6	7	5	5						
PGX	3	3	6	7	9	11	10						
Other revenue	97	56	137	44	68	79	73						
Total Revenue	**1,011**	**969**	**1,060**	**935**	**999**	**1,057**	**1,100**						
Employee benefits	576	620	547	554	626	677	634						
External research expense	80	87	89	99	111	117	115						
Occupancy costs	46	43	39	43	49	52	52						
Other	161	123	122	150	180	162	214						
Operating expenditure	863	874	796	847	966	1,009	1,016						
EBITDA	**149**	**95**	**264**	**89**	**33**	**48**	**85**						
Interest	10	16	17	16	17	16	17						
Depreciation	111	122	124	126	139	146	147						
Total Expenses	**984**	**1,012**	**938**	**988**	**1,121**	**1,171**	**1,180**						
Net result	**28**	**(43)**	**122**	**(53)**	**(122)**	**(114)**	**(79)**						
Margin %	**3%**	**-4%**	**12%**	**-6%**	**-12%**	**-11%**	**-7%**						
External Research Margin FY22 onwards = Research Translations				*0*	*(3)*	*1*	*0*						

Appendix: Overall P&L Executive Summary – 2019 to 2029

Executive summary (incl Research)	FY19A	FY20A	FY21A	FY22A	FY23A	FY24B	FY24 AF	FY25	FY26	FY27	FY28	FY29	FY25 to FY29
Gross Revenue	1,089	1,052	1,141	1,025	1,136	1,271	1,240	1,390	1,507	1,614	1,706	1,712	**7,930**
Cost of Acquisition (COA)	(78)	(83)	(80)	(89)	(137)	(171)	(183)	(179)	(195)	(211)	(223)	(217)	**(1,025)**
Net revenue	**1,011**	**969**	**1,060**	**935**	**999**	**1,100**	**1,057**	**1,211**	**1,312**	**1,403**	**1,483**	**1,496**	**6,905**
Expenses	(863)	(874)	(796)	(847)	(966)	(1,016)	(1,009)	(1,151)	(1,206)	(1,261)	(1,336)	(1,258)	**(6,212)**
EBITDA	**149**	**95**	**264**	**89**	**33**	**85**	**48**	**60**	**106**	**142**	**147**	**237**	**693**
Interest	(10)	(16)	(17)	(16)	(17)	(17)	(16)	(17)	(16)	(10)	(4)	(0)	**(48)**
Depreciation	(111)	(122)	(124)	(126)	(139)	(147)	(146)	(156)	(167)	(170)	(178)	(180)	**(851)**
Net Result	**28**	**(43)**	**122**	**(53)**	**(122)**	**(79)**	**(114)**	**(113)**	**(77)**	**(38)**	**(35)**	**57**	**(206)**
EFTSL (excl HDR, onshore only)	GIPA s.3.5												
YOY% growth													
International % (excl HDR, onshore only)													
Targeted savings													
Operational efficiency						38		0	0	0	0	0	**38**
IT Operating ROI						0		3	7	10	10	10	**31**
						38		**3**	**7**	**10**	**10**	**10**	**69**
Investment spend													
Campus maintenance						45		50	36	33	54	54	**227**
Campus development						10		9	13	36	89	89	**236**
IT Project Opex						35		44	41	34	32	32	**183**
IT Project Capex						29		36	33	28	26	26	**149**
IT Projects Total						64		80	74	62	58	58	**332**
Other						30		25	25	25	25	25	**125**
Total Investment						**149**		**164**	**148**	**156**	**226**	**226**	**920**

Appendix: Operating Workforce cost In FP

Operating	2024B	2025	2026	2027	2028	2029
Academic Continuing & SSG	241,273	290,258	313,504	334,791	356,974	376,668
Academic Fixed Term	33,753	35,238	36,648	38,113	39,638	41,224
Academic FTEs- Casuals	42,282	46,591	50,091	52,980	55,541	58,214
Total Academic	**317,308**	**372,087**	**400,242**	**425,884**	**452,154**	**476,105**
% Total Workforce costs	*50%*	*50%*	*52%*	*53%*	*53%*	*54%*
Professional Continuing & SSG	262,400	308,343	317,007	326,089	340,929	344,062
Professional Fixed Term	33,374	46,798	36,044	33,289	32,874	33,725
Professional Casual	12,439	12,936	13,454	13,992	14,552	15,134
Total Professional	**308,213**	**368,077**	**366,505**	**373,370**	**388,354**	**392,921**
% Total Workforce costs	49%	49%	47%	46%	46%	45%
Total Agency	**8,861**	**8,896**	**8,896**	**8,896**	**8,896**	**8,896**
Total	**634,383**	**749,060**	**775,643**	**808,150**	**849,404**	**877,923**
Workforce as % Operating Revenue	*64%*	*69%*	*66%*	*65%*	*64%*	*67%*

Highlights

At 69% of Operating Revenue in 2025, Operating Workforce remains the most significant expenditure item.

Notable assumptions

1. Workforce reflects $0 Operational Sustainability savings
2. Workforce reflects a notional “cost to teach” increase aligned to EFSTL increase against budget (see below notes).The cost to teach increase in 2025 is ~$13m. If workforce is held for 2025, this save approx. $70m over the life of the plan
3. IT Project spend is included, materially, as per prior plan.
4. 2025 includes one off items of $5m for Casual conversion and

GIPA s.3.5

Cost to teach assumption

- In 2025, the incremental direct workforce cost to teach a traditional EFSTL is modelled at $3,842/EFTSTL, or ~$384/100 EFSTL.
- Calculation outlines in the Appendix and is equal to direct labour cost / EFSTL (2023 ACV) at a 50% efficiency.
- Although teaching costs vary among different faculties and schools, the Financial Plan uses an overall assumption for simplicity

Operating Workforce cost YOY growth in FP

Operating workforce cost	2024B	2024AF	2025	2026	2027	2028	2029
Workforce cost carried forward (excl one off items)			669.5	719.9	756.2	788.4	825.4
Carried forward							
EBA increase (incl step change, promotions, casual super)			GIPA s.3.5				
New EBA implementation cost							
IT Op Model ROI							
IT Projects impact (incremental spend, capex:opex ratio: 45%/55%)							
Incremental cost to teach OPM / PGX placeholder							
Incremental cost to teach load placeholder (50%)							
Fin. Sust / Targets							
Leave reval							
Annual leave contingency (19 days)			2.4	2.6	2.8	2.9	3.0
Not carried forward							
Tech lab workforce assumption			1.9	2.0	2.0	2.0	-
Wages compliance review			10.0	-	-	-	-
Other			14.8	14.8	15.0	19.1	10.8
Total cost	634.4	677.3	749.1	775.6	808.2	849.4	877.9

Highlights

In an average year, the EBA increase accounts for ~half of the workforce growth.

- 2025 includes one off items of $5m for Casual conversion GIPA s.3.5

Appendix: Average cost to teach (traditional courses)

	Notes	2023 ACV	FY25	FY26	FY27	FY28	FY29
EFTSL (excl OPM, HDR, offshore)	1		GIPA s.3.5				
YOY EFTSL Growth							
Cost to teach per EFTSL	2	6,831					
Pay rise assumption							
Economies of scale factor	3		*50.0%*	*50.0%*	*50.0%*	*50.0%*	*50.0%*
Estimated net cost to teach per 100 EFTSL			369,438	384,216	399,584	415,568	432,190
Estimated net cost to teach per EFTSL			3,694	3,842	3,996	4,156	4,322

1. EFSTL is excl OPM, HDR and offshore.
2. 2023 Direct Labour Costs ACV, plus annual payrise assumption. Labour cost includes Academic, Professionaland Labour Services. No assumption is made for increases to Non Salary Items in this caculation.
3. Economies of scale factor acknowledge that the correlation between increasing EFSTL and workforce is not direct
4. Based on average salary of Academic Continuing & SSG FTE as per 2024AF, increased by 4%

Highlights

- In 2025, the incremental direct workforce cost to teach a traditional EFSTL is modelled at $3,842/EFTSTL, or ~$384/100 EFSTL
- Although teaching costs vary among different faculties and schools, the Financial Plan uses an overall assumption for simplicity. This does not imply that the same approach will be used to set budget parameters.
- While an increase in non-salary items is probably needed for additional teaching loads, our modeling does not account for this increase. This is because such changes are unlikely to be linear or significant on a university-wide scale.



ULT
Financial Plan Overview and FY25B Parameters

22 August

Objectives

- To review the status of the Finance Plan, including assessing the existing ‘budget gap’.
- To discuss and determine the approach for setting budget parameters and strategies to address the ‘budget gap’.

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Executive summary – Process and Key assumptions

Budget parameters are established within the framework of the draft financial plan.

Below is a summary of the key assumptions with uncertainty that underpin the draft financial plan.

Load related

- International caps (effective 2025) – the draft finance plan reaches an international EFSTL GIPA s.3.5 of onshore EFSTL, this is assumed to be within tolerance.
- International load – unconstrained by visa restrictions.
- Domestic funding / MGT – the overall current support offered by the government through the CGS will not materially change

Cash accumulation

- Closing cash in 2024 / opening cash balance of 2025 assumes that the end of year results is -$100m (the bottom-up build of the Autumn forecast indicated -$139m).

Executive summary – Draft Financial Plan vs what is needed

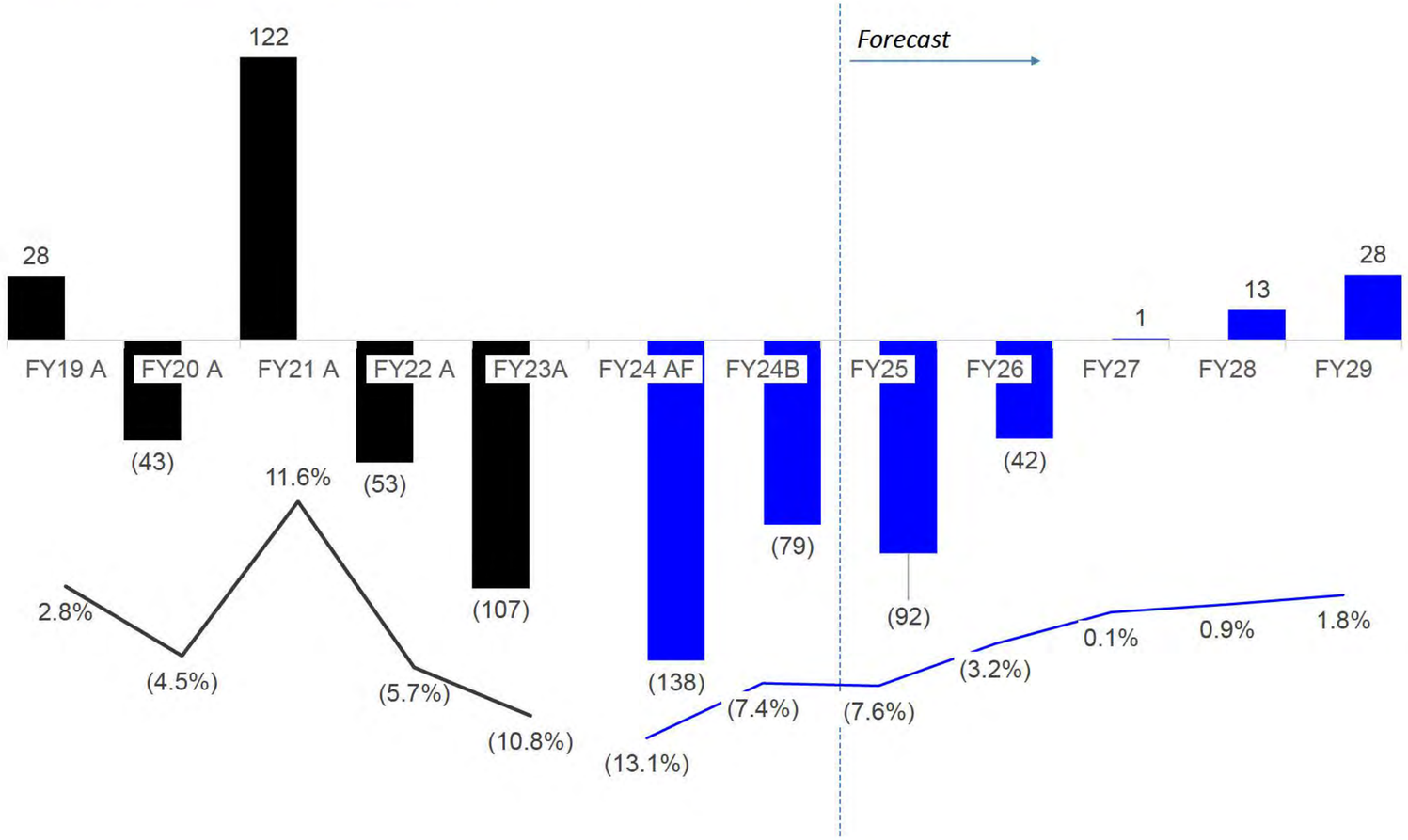
- The 2025 financial plan is reflective of a tough budgetary environment requiring high discernment for resource allocation, contingency planning, creative solutions and adaption to changed environmental circumstances.

- The draft 2025 financial plan “base case” reflects:
  - a return to breakeven in 2027 impacted by central task savings not achieved in 2024.
  - a requirement for a financing (debt) requirement in 2027 (ie a cash deficit in 2027 to repay the Bond);
  - a workforce parameter recommendation that considers existing resource allocation, variable workforce requirement for EFTSL growth, and an ability to strategically prioritise additional funding on a case-by-case basis; and
- Investment budget parameter (project allocation), while not yet finalised will likely need to be rebalanced between portfolios.

- What is needed to make the plan sustainable is the need for multi approach interventions to enable Bond repayment $300m in FY27, and to meet UTS strategic investment appetite (addressed as part of financial plan sensitivities).
- This includes:
  - 2024 Net result to be constrained to -$100m
  - a return to profit in 2026
  - the ability to repay the bond with no / temporary financing (debt)
  - closing the ‘cost gap’ that exists in the draft plan
  - Investment spend control / prudence and sequencing within acceptable cash capacity tolerance level

Financial Result 2025 - 2029

Return to breakeven "base case" in FY27



Intervention required to improve trajectory of return to surplus

Key assumptions underpinning the financial plan includes materially:

- International students – growth to GIPA s.3.5 n FY29 assumed to be within DOE tolerance, with no visa restrictions
- Managed Growth – Domestic funding is assumed not to be adversely impacted
- 2024 Net result to be constrained to -$100m, impacting cash opening balance.

Effective and timely implementation of addressing the 'Cost Gap' is required to enable repaying the $300m Bond in FY27, and supporting strategic investment forecast.

Executive summary – Budget parameters

Budget parameter methodology

which considers load increase, increments and ‘other adjustments’

+

Addressing the Cost gap

To be discussed at ULT

Recommended Workforce budget parameter – illustration

$658M	+	$26M	+	$13M	+	$5M	+	$15M	=	$717M
Workforce $ at 1 August		EBA + Step change increase		Volume increase (FAC)		Other scale / risk budget		Other (carried forward portion)		2025 Budget underlying workforce $

Includes:

- Annualised impact of current workforce @ 1 Aug
- Casual pool and Labour services held to Autumn forecast

Excludes:

- Current vacancies

Faculties:

Refer next slide for breakdown detail.

2023 ACV indexed, Direct Labour (Aca + Prof) at 50% efficiency

Funding held for risk management until realisation points:

- Spring census
- Autumn 25 census

Divisions:

Nil

Response to vacancies held in 2024.

Pool to be managed through a process agreed with the VC.

Requests classified into categories (TBC) to support process.

One off items carried forward.

Includes VCSF to base, IT Project assumptions, casual conversions.

Incremental to allocated parameter methodology.

Not yet considered:

- Wage remediation
- Temporary grants

Under this methodology,

- Volume increase for teaching is permitted with an efficiency rate of 50% at a central level. A portion of this could be allocated within parameters for faculties of most need and a portion ringfenced.
- Volume increase for central teams to be understood through budget reviews.
- **Recommend Professional staff held where possible as may be addressed in Op Sus.**

Total: $702m

Addressing the 'cost gap'

P&L Sensitivity	FY25	FY26	FY27	FY28	FY29	FY25-FY29
Draft plan ' base case'	**(91.8)**	**(42.4)**	**0.8**	**13.1**	**28.3**	**(91.9)**
'Cost gap' (workforce)	(20.0)	39.1	40.9	42.6	44.3	**146.9**
Reduction in IT Project spend	1.5	1.6	1.6	1.7	1.7	**8.1**
International scholarship reduce to 15% from FY26		15.6	17.5	19.1	20.3	**72.3**
Sensitivity plan	**(110.2)**	**13.9**	**60.8**	**76.4**	**94.5**	**135.4**

- 'Cost gap'
  - Year 1: $40m implementation cost offset by $20m being ½ year savings realization
  - Ongoing +$40m
- International scholarships set at 18% of International Revenue as a placeholder. This is higher than the prior plan, which assumed a tapering of scholarships as the market normalized.

For discussion – how to achieve the (annualized) $45m 'Cost gap' savings:

1. **Operational Sustainability project** – How may the program can support the cost gap ?
2. **Shared challenge, supported by program guidance** – How can we ensure cost gap decisions are understood and are aligned?
3. **Allocation of cost gap for individual consideration** – How can we allocate the cost gap in an achievable and equitable manner? Slide 15 & 16 appendix provides illustration of $45m cost gap – for discussion.

Appendix

Incremental Cost to Teach

To support EFTSL growth, a $13m workforce pool is proposed with allocations as follows. SSR remains largely consistent with current trends.

Incremental cost to teach(Non OPM)		GIPA s.3.5								80% Allocated	20% Held centrally	UTS
EFTSL (excl OPM, HDR, offshore)		8,067	3,886	4,227	9,139	4,039	2,946	4,700	926	37,930	-	37,930
YOY EFTSL Growth	A	731	287	438	881	352	345	353	133	3,520	-	3,520
Cost to teach formula												
Direct (Aca+ Prof) Cost to teach / EFTSL ($)		GIPA s.3.5								7,389	-	7,389
Economies of scale factor										*50%*	-	*50%*
Estimated net cost to teach per EFTSL	B									3,694	-	3,694
Estimated net cost to teach per 100 EFTSL										369,438	-	369,438
Proposed volume increase budget adjus't												
Increased cost, 20% centrally held	A x B x 80%	**1,434,528**	**907,814**	**1,224,752**	**2,844,100**	**1,448,560**	**1,038,767**	**1,060,282**	**518,011**	**10,476,815**	**2,527,825**	**13,004,640**
GIPA s.3.5												
Academic Direct Costs		75%	76%	72%	63%	78%	80%	68%	68%	73%		73%
Professional & Labour Services Direct		25%	24%	28%	37%	22%	20%	32%	32%	27%		27%
GIPA s.3.5												

Incremental Cost to Teach – Margin on domestic students illustrated

High level, desktop analysis shows that, except for GIPA s.3.5 student contribution exceeds the Student Contribution

Incremental cost to teach(Non OPM)		GIPA s.3.5							
EFTSL (excl OPM, HDR, offshore)		8,067	3,886	4,227	9,139	4,039	2,946	4,700	926
YOY EFTSL Growth	A	GIPA s.3.5							
Cost to teach formula									
Direct (Aca+ Prof) Cost to teach / EFTSL ($)		GIPA s.3.5							
Economies of scale factor									
Estimated net cost to teach per EFTSL	B								
Estimated net cost to teach per 100 EFTSL									
2025 Maximum Student Contibution		$ 16,992	$ 9,314	$ 4,627	$ 9,314	$ 4,627	$ 16,992	$ 4,627	$ 9,314
Notional Margin on above the cap students		GIPA s.3.5							

Profit and Loss
Base case

	FY19 A	FY20 A	FY21 A	FY22 A	FY23A	FY24AF	FY24B	FY25	FY26	FY27	FY28	FY29	FY25-FY29
Student load income (incl HDR)	866	854	844	815	890	956	1,007						
Costs of acquisition	(94)	(101)	(100)	(114)	(154)	(191)	(200)						
Net student load income	772	753	744	701	737	765	807						
Other block grants	6	6	12	14	14	16	15						
Commonwealth block grants	31	33	54	43	44	47	46						
External research income	68	90	84	100	108	118	115						
PGX	3	3	6	7	9	11	10						
Other revenue	124	74	149	56	81	94	87						
Total Revenue	**1,003**	**959**	**1,049**	**920**	**993**	**1,052**	**1,080**						
Employee benefits	576	620	547	554	626	677	634						
External research expense	80	87	88	99	111	117	115						
Occupancy & Corporate Costs	51	49	44	50	56	59	61						
Other	147	107	106	128	151	174	186						
Total Expenditure	**855**	**864**	**785**	**832**	**945**	**1,028**	**996**						
EBITDA	**149**	**95**	**264**	**89**	**48**	**24**	**85**						
Depreciation & Interest	121	138	142	141	155	162	164						
Total Expenses	**976**	**1,002**	**927**	**973**	**1,100**	**1,190**	**1,160**						
Net result	**28**	**(43)**	**122**	**(53)**	**(107)**	**(138)**	**(79)**						
Margin %	**3%**	**-4%**	**12%**	**-6%**	**-11%**	**-13%**	**-7%**						
External Research Margin FY22 onwards = Research Translations				*0*	*(3)*	*1*	*0*						

Return to surplus materially in FY27

EBITDA < $100m FY25 base case does not support both investment portfolio and building cash reserves to repay Bond

Revenue grows to $1.2bn in FY25 with International revenue growth

Workforce managed variable growth in recognition of funding constraints

External research held to prior plan, subject to updates.

Cash flow

	FY21A	FY22A	FY23B	FY24AF	FY24B	FY25	FY26	FY27	FY28	FY29
Operating Receipts	1,101	1,081	1,170	1,207	1,258	1,384	1,503	1,613	1,697	1,770
Operating Payments	(913)	(984)	(1,045)	(1,131)	(1,155)	(1,287)	(1,347)	(1,410)	(1,483)	(1,546)
Total Cash Flows from Operating Activities	**188**	**97**	**125**	**76**	**103**	**97**	**156**	**203**	**214**	**224**
Investing Receipts	22	112	78	40	40	0	0	0	0	0
Investing Payments	(51)	(186)	(114)	(130)	(119)	(120)	(107)	(122)	(121)	(121)
Total Cash Flows from Investing Activities	**(29)**	**(74)**	**(36)**	**(90)**	**(79)**	**(120)**	**(107)**	**(122)**	**(121)**	**(121)**
Financing Receipts	0	0	0	0	0			(298)	0	0
Financing Payments	(51)	(10)	(23)	(26)	(26)	(26)	(26)	(26)	(26)	(22)
Total Cash Flows from Financing Activities	**(51)**	**(10)**	**(23)**	**(26)**	**(26)**	**(26)**	**(26)**	**(325)**	**(26)**	**(22)**
Net increase/(decrease) in Cash	**108**	**13**	**66**	**(40)**	**(2)**	**(50)**	**22**	**(243)**	**66**	**81**
Opening Balance Cash	**98**	**206**	**219**	**295**	**295**	**295**	**246**	**268**	**24**	**91**
Closing Balance Cash excl IRC	**206**	**209**	**285**	**245**	**283**	**236**	**258**	**14**	**81**	**161**
Cash (working capital)	*80*	*80*	*80*	*50*	*50*	*100*	*100*	*100*	*100*	*100*
Term deposit	*0*	*100*	*100*	*100*	*100*	*100*	*0*	*0*	*0*	*0*
Cash (provision for bond repayment / investment)	*126*	*29*	*105*	*95*	*133*	*36*	*158*	*(86)*	*(19)*	*61*
Cash (IRC)	**0**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**	**10**
Total Closing Cash including IRC	**206**	**219**	**295**	**255**	**293**	**246**	**268**	**24**	**91**	**171**
Gross Debt	**(300)**	**(300)**	**(300)**	**(300)**	**(300)**	**(300)**	**(300)**	**0**	**0**	**0**
EBITDA	**89**	**48**	**24**	**24**	**85**	**82**	**141**	**182**	**195**	**212**
Net Debt (excl IRC cash)	**(94)**	**(91)**	**(15)**	**(54)**	**(16)**	**(64)**	**(42)**	**14**	**81**	**161**
Gross Debt on EBITDA	**3.4**	**6.2**	**12.5**	**12.5**	**3.5**	**3.7**	**2.1**	**0.0**	**0.0**	**0.0**

Bond repayment

+$40m improvement v FY24AF assumed (aligns with ~$100m loss)

Highlights

- EBITDA trend improvement to > 10% of revenue, however does not support both Bond repayment and funding of strategic investments
- 2025 opening cash at $295m assumes achieving deficit of -$100m
- Cash deficit -$86m 2027 post bond repayment to achieve $100m liquidity minimum target
- Liquidity target review recommended given sector volatility
- In excess of $100m cash required to be preserved by end of FY26 to support bond repayment – with no contingency allowances

Addressing the 'cost gap'

P&L Sensitivity	FY25	FY26	FY27	FY28	FY29	FY25-FY29
Draft plan ' base case'	**(91.8)**	**(42.4)**	**0.8**	**13.1**	**28.3**	**(91.9)**
'Cost gap' (workforce)	(20.0)	39.1	40.9	42.6	44.3	**146.9**
Reduction in IT Project spend	1.5	1.6	1.6	1.7	1.7	**8.1**
International scholarship reduce to 15% from FY26		15.6	17.5	19.1	20.3	**72.3**
Sensitivity plan	**(110.2)**	**13.9**	**60.8**	**76.4**	**94.5**	**135.4**

Balance sheet Sensitivity	FY25	FY26	FY27	FY28	FY29
Draft plan					
Other capex reduction	5	5	5	5	5
Reduction in IT Project spend	2.3	2.3	2.3	2.3	2.3
Sensitivity plan	**8.3**	**8.3**	**8.3**	**8.3**	**8.3**
Var to Prior Plan					

Cash Flow	FY25	FY26	FY27	FY28	FY29
Operating Receipts	1,384	1,503	1,613	1,697	1,770
Operating Payments	(1,306)	(1,291)	(1,350)	(1,420)	(1,479)
Total Cash Flows from Operating Activities	**78**	**212**	**263**	**277**	**290**
Investing Receipts	0	0	0	0	0
Investing Payments	(113)	(100)	(115)	(114)	(114)
Total Cash Flows from Investing Activities	**(113)**	**(100)**	**(115)**	**(114)**	**(114)**
Financing Receipts	0	0	(298)	0	0
Financing Payments	(26)	(26)	(26)	(26)	(22)
Total Cash Flows from Financing Activities	**(26)**	**(26)**	**(325)**	**(26)**	**(22)**
Net increase/(decrease) in Cash	**(61)**	**86**	**(176)**	**137**	**154**
Opening Balance Cash	**295**	**234**	**320**	**144**	**281**
Closing Balance Cash excl IRC	**224**	**310**	**134**	**271**	**425**
Cash (working capital)	*100*	*100*	*100*	*100*	*100*
Term deposit	*100*	*0*	*0*	*0*	*0*
Cash (provision for bond repayment / investment)	*24*	*210*	*34*	*171*	*325*
Cash (IRC)	**10**	**10**	**10**	**10**	**10**
Total Closing Cash including IRC	**234**	**320**	**144**	**281**	**435**

Highlights

- Under this set of sensitivies, UTS results to breakeven and profit in 2026. Bond repayment is possible with short term debt and building to generating cash for investment from 2029.
- The most significant P&L sensitivity is the amendment of the Operating Model, followed by the International Scholarship contraction.
- The Operating model assumption is a cost of $40m in 2025, with $20m savings (6 months), net $20m cost. Savings from 2026 are $40m/annum indexed
- The most significant cash savings come form capital restraint or deferral to such time when cash is available,
- No 2027 EOY deficit in cash provision for bond repayment / investment and at the time of bond repayment (mid 2027) would only need minimal drawdown to hold Working Capital (targeted $100m in FP)

Workforce Parameter - Faculties

EB as at 1 Aug Payroll adjusted for FY24 EBA increases

FY25 Normalized EB with EBA step changes

$13m funding 80% allocated for volume increase

50% of Cost gap is realised in 2025

Assumes severance impact

Workforce $m	FY25 Normalized EB * *Includes Expiring VCSF*	FY25 Base **Includes EBA, Super Adj, VCSF,Indig*	FY25 Base with Incremental Cost	Annualised Cost Gap	FY25 EB Target incl Cost Gap	50% Cost Gap realised	FY25 EB Target incl 50% Cost Gap realisation
MGT	657.6	691.0	704.1	(44.5)	660	(22.2)	682
FAC	386.2	401.9	415.0	(15.3)	399.7	(7.6)	407.3
GIPA s.3.5							
CENT	8.2	8.5	8.5	(1.0)	7.5	(0.5)	8.0
GIPA s.3.5							

Workforce Parameter - Divisions

EB as at 1 Aug Payroll adjusted for FY24 EBA increases

FY25 Normalized EB with EBA step changes

$13m funding 80% allocated for volume increase

50% of Cost gap is realised in 2025

Assumes severance impact

Workforce $m	FY25 Normalized EB * *Includes Expiring VCSF*	FY25 Base **Includes EBA, Super Adj, VCSF,Indig*	FY25 Base with Incremental Cost	Annualised Cost Gap	FY25 EB Target incl Cost Gap	50% Cost Gap realised	FY25 EB Target incl 50% Cost Gap realisation
MGT	657.6	691.0	704.1	(44.5)	660	(22.2)	682
COH	2.0	2.1	2.1	-	2.1	-	2.1
GIPA s.3.5							
DIVISIONS	256.5	269.1	269.1	(28.2)	241.0	(14.1)	255.1
GIPA s.3.5							
CONT	4.6	9.5	9.5	-	9.5	-	9.5

	Base case					
5YR Investment & Financing analysis $m	**FY24SF**	**FY25**	**FY26**	**FY27**	**FY28**	**FY29**
Operational cashflow (EBITDA as proxy)	**63**	**100**	**142**	**174**	**225**	**234**
Investment cashflow	**-34**	**-120**	**-120**	**-120**	**-120**	**-120**
Financing cashflow	**-39**	**-39**	**-39**	**-139**	**-25**	**-125**
Debt to be repaid	0	0	0	-300	0	0
Refinancing at 3X EBITDA	0	0	0	200	0	-100
Finance leases	-22	-22	-22	-22	-22	-22
Servicing debt	-17	-17	-17	-17	-3	-3
Opening cash	**316**	**307**	**248**	**232**	**147**	**227**
Closing cash	**307**	**248**	**232**	**147**	**227**	**216**
Liquidity floor	100	100	100	100	100	100

	Base case with no financing					
5YR Investment & Financing analysis $m	**FY24SF**	**FY25**	**FY26**	**FY27**	**FY28**	**FY29**
Operational cashflow (EBITDA as proxy)	**63**	**100**	**142**	**174**	**225**	**234**
Investment cashflow	**-34**	**-120**	**-120**	**-120**	**-120**	**-120**
Financing cashflow	**-39**	**-39**	**-39**	**-339**	**-25**	**-25**
Debt to be repaid	0	0	0	-300	0	0
Refinancing at 3X EBITDA	0	0	0	0	0	0
Finance leases	-22	-22	-22	-22	-22	-22
Servicing debt	-17	-17	-17	-17	-3	-3
Opening cash	**316**	**307**	**248**	**232**	**-53**	**27**
Closing cash	**307**	**248**	**232**	**-53**	**27**	**116**
Liquidity floor	100	100	100	100	100	100

	Scenario with Operational sustainability					
5YR Investment & Financing analysis $m	**FY24SF**	**FY25**	**FY26**	**FY27**	**FY28**	**FY29**
Operational cashflow (EBITDA as proxy)	**63**	**100**	**142**	**174**	**225**	**234**
Operational sustainability	**0**	**-130**	**100**	**100**	**100**	**100**
Investment cashflow	**-34**	**-120**	**-120**	**-120**	**-120**	**-120**
Financing cashflow	**-39**	**57**	**-43**	**-232**	**-130**	**-130**
Debt to be repaid	0	0	0	-300	0	0
Refinancing at 3X EBITDA	0	100	0	100	-100	-100
Finance leases	-22	-22	-22	-22	-22	-22
Servicing debt	-17	-21	-21	-10	-8	-8
Opening cash	**316**	**307**	**214**	**293**	**215**	**290**
Closing cash	**307**	**214**	**293**	**215**	**290**	**375**
Liquidity floor	100	100	100	100	100	100
NB Depreciation p.a currently	162	162	162	**162**	**162**	**162**
FYI current state:	130 - 140m	130 - 140m	130 - 140m	130 - 140m	130 - 140m	130 - 140m

30,000

	Scenario with Operational sustainability					
	FY24SF	**FY25**	**FY26**	**FY27**	**FY28**	**FY29**
Base case EBITDA	**63**	**100**	**142**	**174**	**225**	**234**
Operational sustainability initiative	**0**	**-130**	**100**	**100**	**100**	**100**
Revised EBITDA	**63**	**-30**	**242**	**274**	**325**	**334**

Debt capacity $m		EBITDA $m p.a 84	120	160	200
Debt / EBITDA leverage	2.5	210	300	400	500
	3.0	252	360	480	600
	3.5	294	420	560	700



Debt Financing & FY25 Investments early insights

September 2024

Objectives of a sustainable finance strategy

Objectives of a sustainable finance strategy:

- Deliver the long-term mission of the university
- Ensure alignment between financial activities and university mission and goals
- Ensure resources are used effectively to drive impact
- Reduce dependence on single source of funding through revenue diversification
- Ensure sufficient financial reserves to manage unexpected expenses, economic downturns, black swan events
- Maximise financial resources by maintaining a lean operating model, minimizing waste, and focusing resources on impact
- Maintain high level of transparency in financial reporting to ensure trust and confidence in management
- Allocate necessary resources for growth and innovation, ensuring the university remains relevant and impactful

Key principles for a sustainable finance strategy

Key principles include:

- Responsible stewardship – prudent use of funds to maximise impact
- Long term planning including multi year forecasts to avoid short term decision making that may harm
- Balance growth, ensuring there is no overcommitment in program investments
- Continuous monitoring and evaluation and adjust plans as required
- Prioritise spending for impact

Financing in a NFP

Debt considerations

- Mission driven debt – ensuring debt is mission aligned, financing to be directly supporting mission
  - Capital projects, capacity building, program expansion
- Capacity to repay – confidence in repayment obligation and servicing the debt (interest)
- Debt appetite – Council and other stakeholder expectations
- Cost of debt – ensuring most favourable terms are achieved

High level financials – debt capacity (affordability) and purpose

Target EBITDA recommended at $160m to continue to invest in UTS mission at continued levels

Debt capacity increases from $189m current state to over $400m as EBITDA increases with op sustainability

Recommended borrowings based on outlook approx. $200m - $250m TBC

	Scenario 1 - FY24SF	Scenario 2	Scenario 3	Scenario 4	Scenario 5
Operating cashflow p.a (EBITDA proxy)	63.0	100.0	120.0	140.0	160.0
5YR view cash to invest:					
Existing cash reserves available	100.0	100.0	100.0	100.0	100.0
OCF generated - 5yrs	315.0	500.0	600.0	700.0	800.0
Debt to be repaid	-300.0	-300.0	-300.0	-300.0	-300.0
Refinance 3X EBITDA (Debt capacity)	189.0	300.0	360.0	420.0	480.0
Service debt (Interest and ability to repay)	-143.5	-227.8	-273.3	-318.9	-364.5
5YR investment capacity	160.5	372.2	486.7	601.1	715.5
Per annum investment capacity	32.1	74.4	97.3	**120.2**	**143.1**
NB Depreciation p.a currently	162.0	162.0	162.0	**162.0**	**162.0**
FYI current state:	130 - 140m	130 - 140m	130 - 140m	130 - 140m	130 - 140m

- EBITDA is a strong proxy for operating cash flow (OCF) and indicator for ability to service debt
- FY24AF $63m – adjusting to mid / high 100m an appropriate target to achieve UTS mission objectives
- UTS debt capacity at 3 times EBITDA likely representative of Council debt appetite (to be tested)
- At $160m EBITDA p.a, UTS would be able to invest $143m per annum into mission objectives
- Annual investment of $143m is comparable to current investment levels, and represents 90% of existing depreciation p.a (proxy to maintain assets “as is”)

FY25 Investment long list summary & target spend

Investment recommendations FY25 $145m, reduction to $100m recommended

FY25	Research (1)	Technology (2)	People (3)	Teaching (4)	Property (5)	Total
Strategic		37,714	8,476		15,790	61,980
Efficiencies		30,989	8,476			39,465
High		28,427	8,476			36,903
Low		2,562				2,562
Expansion		6,725			15,790	22,515
High					4,200	4,200
Low		6,725			11,590	18,315
Efficiencies			4,760	2,486		7,246
Low			4,760			4,760
Medium				2,486		2,486
Expansion					4,685	4,685
Low					1,300	1,300
Medium					3,385	3,385
Maintenance		28,750		5,000	28,393	62,143
Low		750		5,000	28,393	34,143
Medium		28,000				28,000
Research	14,300					14,300
Low	14,300					14,300
Grand Total	14,300	66,464	13,236	7,486	48,868	150,354
Target	9,300	54,214	4,500	5,000	35,968	108,982

At Risk:	Tech Lab $5m			Sust T&L	Façade works C.I
Reduced / Delayed:		DPP, CMM ERP, IT M&E	ITOM Op Model		CB05, CB15 Refurbs

1. Research – Advanced prototype, Battery mfg & Optics lab and Tech Lab ($5m). FY24 has seen approx. $9m of UTS funds to support grants
2. Includes $26m ERP, and $28m assumed value in fixed cost model IT “maintain & enhance”
3. IT Op model and Op model program – largely severance & program change
4. Sustainable teaching & learning
5. Long list includes: Bldg 1 Façade $3.6m, Goods line $3.2m, CB15 decant $6m, UTS College $4m

Without additional funding sources, approx. $40m of investments are at risk or are reduced / delayed.

5YR profile target $100m per annum managed via prioritisation framework to be agreed.

5YR Investment plan – items in scope for debt funding

Mission driven debt – ensuring debt is mission aligned, financing to be directly supporting mission

- Strategic technology and transformation program $100m
  - Operational sustainability / restructure and transformation
  - ERP
  - Creative industries establishment
- Jones Street $12m
- CB05 / CB15 Works $15m

Draft

Beyond FY29 – Podium, Campus Master plan

Appendices



List of Research centres and institutes

Anti-Slavery Australia
Australian Artificial Intelligence Institute
Australian Centre for Public History
Australia-China Relations Institute
Australian Institute for Microbiology and Infection (formerly i three institute)
Australian Stuttering Research Centre
Centre for Advanced Manufacturing
Centre for Advanced Modelling and Geospatial Information Systems
Centre for Audio, Acoustics and Vibration
Centre for Business and Sustainable Development
Centre for Business Intelligence and Data Analytics
Centre for Clean Energy Technology
Centre for Compassionate Conservation
Centre for Forensic Science
Centre for Green Technology
Centre for Health Economics Research and Evaluation
Centre for Health Technologies
Centre for Inflammation
Centre for Livelihoods and Wellbeing
Centre for Media Transition
Centre for Policy and Market Design
Centre for Quantum Software and Information
Centre for Research on Education in a Digital Society
Centre for Technology in Water and Wastewater
Climate Change Cluster
Climate Society and Environment Research Centre
Data Science Institute
Global Big Data Technologies Centre
Human Performance Research Centre
Human Technology Institute
IMPACCT: Improving Palliative, Aged and Chronic Care through Clinical Research and Translation
Institute for Biomedical Materials and Devices
Institute for Innovative Solutions for Well-being and Health (INSIGHT)
Institute for Public Policy and Governance
Institute for Sustainable Futures
Jumbunna Institute for Indigenous Education and Research
Kidman Centre: Mental Health Treatment and Research for Young People
Robotics Institute
Transport Research Centre
Visualisation Institute
WHO Collaborating Centre for Nursing, Midwifery and Health Development

Financing in a NFP

Debt capacity

- The maximum amount of debt that can be afforded whilst still servicing the debt and not impacting financial sustainability
- Debt capacity is impacted by:
  - Revenue stability
  - Predictable cashflow
  - Margin (EBITDA)
  - Asset base – collateral
  - Risk tolerance
- Debt capacity can be assessed using key financial ratios such as Debt service (debt leverage) coverage

Financing in a NFP

Financing options

- Bank loans – short term loans, lines of credit, term loans
- Bond financing – tax exempt bonds to finance long term capital projects, accessible for strong credit rating large orgs
- Program related investments – by foundations or impact investors
- Government or subsidized loans
- Vendor financing – for capital intensive purchases

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Benefits ideation



Item	Name	Annualised Benefit	One off costs	Net
1	GIPA s.3.5	1.6	0.5	1.1
2		4.0		4
3		0.4	0	0.4
4				0
5				0
6				0
7				0
8				0
9				0
10				0
11				0

Cost base – current state





Financial Plan Overview and FY25B Parameters

19 September

Objectives

- To socialise the objectives and principles of the financial plan
- To socialise early thinking on finance plan metrics to achieve UTS mission
- To share the status of the Finance Plan and discern the existing gap against a sustainable financial strategy
- To discuss and determine next steps

Finance strategy – objectives & principles

Objectives

- Delivers the long-term mission
- Alignment between financial activities and mission
- Resources directed to impact
- Revenue diversification to protect
- Reserves to manage uncertainty
- Minimizing waste, focusing resources on impact
- Transparency for trust and confidence in management
- Resources for growth to remain relevant and impactful

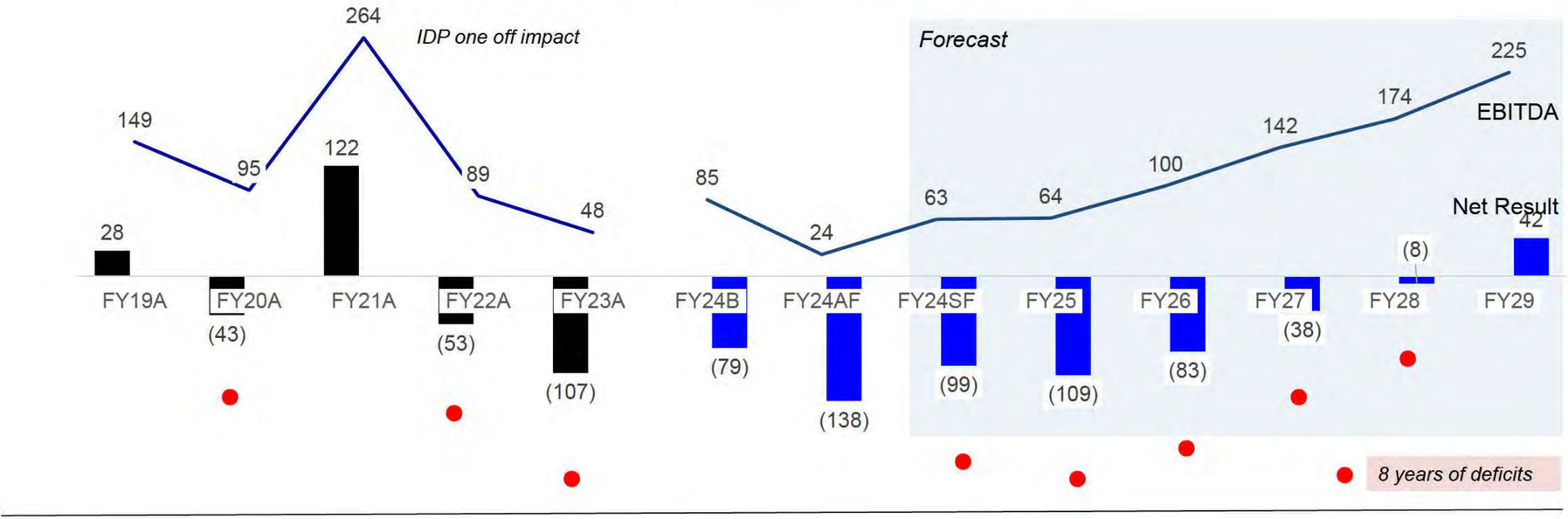
Principles

- Responsible stewardship – prudent use of funds to maximise impact
- Long term planning including multi year forecasts to avoid short term decision making that may harm
- Balance growth, ensuring there is no overcommitment in program investments
- Continuous monitoring and evaluation and adjust plans as required
- Prioritise spending for impact



Financial Result 2025 - 2029

Net Result and EBITDA – Target: Return to Surplus 2026



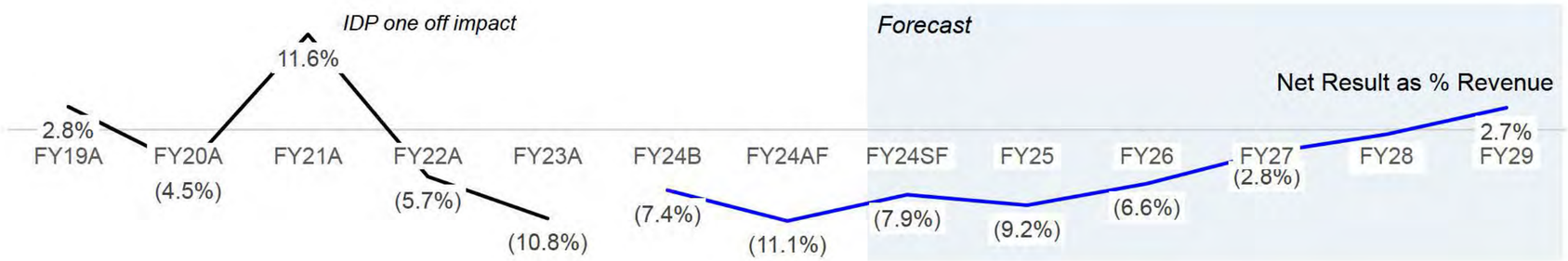
Return to breakeven "base case" in FY27 does not support repayment of the Bond or ongoing sustainability

Intervention required to improve trajectory of return to surplus

Insufficient cash to repay the Bond and maintain liquidity in FY27

Effective and timely implementation of addressing the 'Cost Gap' is required for sustainability and supporting strategic investment forecast

Net Result as % of Revenue – Council KPI : 3% - 5% of Revenue



UTS

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Financial Result 2025 - 2029

	FY19A	FY20A	FY21A	FY22A	FY23A	FY24B	FY24AF	FY24SF	FY25	FY26	FY27	FY28	FY29	FY25-FY29
Student load income (incl HDR and OPM)	866	854	844	815	890	1,007	956	995	GIPA s.3.5					
External research income	68	90	84	100	108	115	118	118						
Commonwealth block grants	31	33	54	43	44	46	47	47						
Other block grants	6	6	12	14	14	15	16	16						
PGX	3	3	6	7	9	10	11	11						
Other revenue	111	60	134	36	59	60	71	71						
Costs of acquisition (excl RTP)	(81)	(87)	(85)	(94)	(132)	(173)	(168)	(174)						
Net Revenue	**1,003**	**959**	**1,049**	**920**	**993**	**1,080**	**1,052**	**1,085**						
Employee benefits	576	620	547	554	626	634	677	759						
External research expense	80	87	88	99	111	115	117	117						
Occupancy & Corporate Costs	51	49	44	50	56	61	59	59						
Other expenses	147	107	106	128	151	186	174	158						
Total Expenditure	**855**	**864**	**785**	**832**	**945**	**996**	**1,028**	**1,093**						
EBITDA	**149**	**95**	**264**	**89**	**48**	**85**	**24**	**63**						
Depreciation & Interest	121	138	142	141	155	164	162	162						
Total Expenses	**976**	**1,002**	**927**	**973**	**1,100**	**1,160**	**1,190**	**1,155**						
Net result	**28**	**(43)**	**122**	**(53)**	**(107)**	**(79)**	**(138)**	**(99)**						
Margin %	**3%**	**-4%**	**12%**	**-6%**	**-11%**	**-7%**	**-11%**	**-8%**						
External Research Margin FY22 onwards = Research Translations	*(12)*	*2*	*(4)*	*0*	*(3)*	*0*	*1*	*72*						

Base case financial plan high level – debt considerations

EBITDA is key in supporting investment in our mission (eg investments) and informs debt capacity

FY24SF EBITDA forecast $63m – insufficient to support our current state investment levels of $130-$140m p.a

FY24SF EBITDA current state can support debt capacity of approx. $189m

Improving EBITDA to mid $100m by FY26 (break-even net entity result) is key to a sustainable financial strategy

	Base case with no financing					
5YR Investment & Financing analysis $m	**FY24SF**	**FY25**	**FY26**	**FY27**	**FY28**	**FY29**
Operational cashflow (EBITDA as proxy)	**63**	**100**	**142**	**174**	**225**	**234**
Investment cashflow	**-34**	**-120**	**-120**	**-120**	**-120**	**-120**
Financing cashflow	**-39**	**-39**	**-39**	**-339**	**-25**	**-25**
Debt to be repaid	0	0	0	-300	0	0
Refinancing at 3X EBITDA	0	0	0	0	0	0
Finance leases	-22	-22	-22	-22	-22	-22
Servicing debt	-17	-17	-17	-17	-3	-3
Opening cash	**316**	**307**	**248**	**232**	**-53**	**27**
Closing cash	**307**	**248**	**232**	**-53**	**27**	**116**
Liquidity floor	100	100	100	100	100	100

EBITDA scenarios drive investment capacity

Mission investment appetite can be met at mid $100m EBITDA p.a including maintaining assets at existing levels (depreciation $160m p.a)

Debt appetite to be confirmed with Council
3 times EBITDA recommended

New debt of circa $200m likely required, and will be required to also support Op Sustainability one off costs (TBC FY25)

DRAFT FY25 Investment long list summary & target spend

Investment submissions bottom up exceed $150m, reduction to $110m recommended given current state EBITDA

FY25	1 Research	2 Technology	3 People	4 Teaching	5 Property	Total
Strategic		37,714	8,476		15,790	61,980
Efficiencies		30,989	8,476			39,465
High		28,427	8,476			36,903
Low		2,562				2,562
Expansion		6,725			15,790	22,515
High					4,200	4,200
Low		6,725			11,590	18,315
Tactical	14,300	28,750	4,760	7,486	33,078	88,374
Efficiencies			4,760	2,486		7,246
Low			4,760			4,760
Medium				2,486		2,486
Expansion					4,685	4,685
Low					1,300	1,300
Medium					3,385	3,385
Maintenance		28,750		5,000	28,393	62,143
Low		750		5,000	28,393	34,143
Medium		28,000				28,000
Research	14,300					14,300
Low	14,300					14,300
Grand Total	14,300	66,464	13,236	7,486	48,868	150,354
Recommended Target	9,300	54,214	4,500	5,000	35,968	108,982

At Risk:	Tech Lab $5m			Sust T&L	Façade works C.I
Reduced / Delayed:		DPP, CMM ERP, IT M&E	ITOM Op Model		CB05, CB15 Refurbs

1. Research – Advanced prototype, Battery mfg & Optics lab and Tech Lab ($5m).FY24 has seen approx. $9m of UTS funds to support grants
2. Includes $26m ERP, and $28m assumed value in fixed cost model IT “maintain & enhance”
3. IT Op model and Op model program – largely severance & program change
4. Sustainable teaching & learning
5. Long list includes: Bldg 1 Façade $3.6m, Goods line $3.2m, CB15 decant $6m, UTS College $4m

Without additional funding sources, approx. $40m of investments are at risk or are reduced / delayed.

5YR profile target $100m-$110m per annum managed via prioritisation framework to be agreed until certainty improves (eg EBITDA trajectory / debt financing).

Next steps

Preliminary "Phase 1" process

- Preliminary "Phase 1" process complete, and will be reviewed in budget meetings over the next fortnight
- Bottom-up workforce is intended to represent actual and potential spend, foregone expenditure during FY24 but recommended to be prioritised (not cost take out) in FY25, and new roles
- Workforce bottom-up submission is $743m, vs parameter guidance of $700m (pre-VC pool of $15m to be considered)
- Pending finalisation of the opex envelope, this additional circa $40m will need to be matched by savings elsewhere, in addition to the circa $100m estimated to be required. For consideration – should any vacancies / new roles be reconsidered in the coming weeks in parallel to the budget reviews?

"Phase 2" process

- Institutional framing and the potential for restructuring costs to be deployed.
- Determination of an acceptable expenditure envelope (with a final load & end of year position) with considerable whole-of-institution consideration of options
- Some broader decisions likely required, some options later in October

Appendices



Objectives of a sustainable finance strategy

Objectives of a sustainable finance strategy:

- Deliver the long-term mission of the university
- Ensure alignment between financial activities and university mission and goals
- Ensure resources are used effectively to drive impact
- Reduce dependence on single source of funding through revenue diversification
- Ensure sufficient financial reserves to manage unexpected expenses, economic downturns, black swan events
- Maximise financial resources by maintaining a lean operating model, minimizing waste, and focusing resources on impact
- Maintain high level of transparency in financial reporting to ensure trust and confidence in management
- Allocate necessary resources for growth and innovation, ensuring the university remains relevant and impactful

Key principles for a sustainable finance strategy

Key principles include:

- Responsible stewardship – prudent use of funds to maximise impact
- Long term planning including multi year forecasts to avoid short term decision making that may harm
- Balance growth, ensuring there is no overcommitment in program investments
- Continuous monitoring and evaluation and adjust plans as required
- Prioritise spending for impact

Financing in a NFP

Debt considerations

- Mission driven debt – ensuring debt is mission aligned, financing to be directly supporting mission
  - Capital projects, capacity building, program expansion
- Capacity to repay – confidence in repayment obligation and servicing the debt (interest)
- Debt appetite – Council and other stakeholder expectations
- Cost of debt – ensuring most favourable terms are achieved

DOCUMENT 3.2

UNIVERSITY OF TECHNOLOGY SYDNEY
FINANCE COMMITTEE

AGENDA ITEM 3.2 **MEETING 24/3**

MR GLEN BABINGTON **24 SEPTEMBER 2024**
CHIEF OPERATING OFFICER

UTS DEBT PROFILE

Purpose

To provide the Finance Committee with an update on UTS debt facilities and investment profile, and to note there are no changes proposed by Management to the Treasury and Investment Policy.

Recommendation

The Finance Committee to:

.1 receive and note the report, as detailed in Document 3.2 – *UTS Debt Profile* and;

.2 note there are no changes proposed by management to the UTS Treasury and Investment Policy.

Background

Debt overview

On an annual basis, Management provides an update to the Finance Committee on debt facilities including any material balance movements.

UTS has three sources of debt, a Bond and two revolver facilities (both currently undrawn).

Summary of Debt facilities:

Source / $m	Facility limit	Drawn amount	Repayment/Expiry
Bond	300	300	July 2027
ANZ Revolver	100	0	December 2028
Westpac Revolver	100	0	December 2025
Total	**500**	**300**	

No drawdowns are anticipated during FY24 or FY25 based on forecast.

The University is preparing the FY25 Budget and five-year financial plan for Committee consideration and Council approval in November 2024.

Following the recent introduction of a cap on international student enrolments in Australia's higher education sector, the University is considering interventions that will be required to ensure financial sustainability.

It is possible that refinancing will be required to support an organisational restructure and fund strategic investments over the five-year time frame.

The degree of borrowings will be considered based on a revised EBITDA profile following the changes to the external environment.

Investments – Term Deposits

In accordance with its Treasury and Investment Policy, UTS continues to maximise its return on excess funds while maintaining flexibility by investing in Term Deposits.

At the end of August, UTS had the following Term Deposit Investments:

Summary of Term deposits:

Bank	Purpose	$m	Rate	Maturity Profile	Maturity Date
Westpac	Bond repayment	100	4.14%	5 years	May 2027
Westpac	IRC – NSW Government Donation	10	4.43%	2 years	September 2024
	Total:	**110**			

Upon maturity, excess cash is reinvested in line with the Treasury and Investment Policy.

Treasury & and Investment Policy

In accordance with the Treasury and Investment Policy, the Finance Committee has been delegated the authority to approve all amendments to the Treasury and Investment Policy ("Policy").

At the July Finance Committee meeting, agenda item 4.2 *UTS Student Managed Fund*, management recommended, and the Committee approved, amendments to the Policy to accommodate the establishment and operation of the live "UTS Student Managed Fund" operated out of the UTS Business School.

Management proposes no changes to the Policy since the Committee reviewed in July 2024, and Council approved the Policy at its August 2024 meeting.



ULT

2025 Budget

20 February 2025

Today's agenda & next steps

Agenda:

1. 2025 Budget overview

    a) Executive summary

    b) Workforce parameter recommendation

    c) NSI parameter recommendation

2. Financial plan

Next steps:

- Distribution of budget parameters to key stakeholders
- Attainment to parameters – formation of R&O process for each Business Unit to manage
- Regular forecasting & R&O management, including contingency monitoring

Executive summary – overview

Underlying EBITDA improvement $8m, however net deficit remains

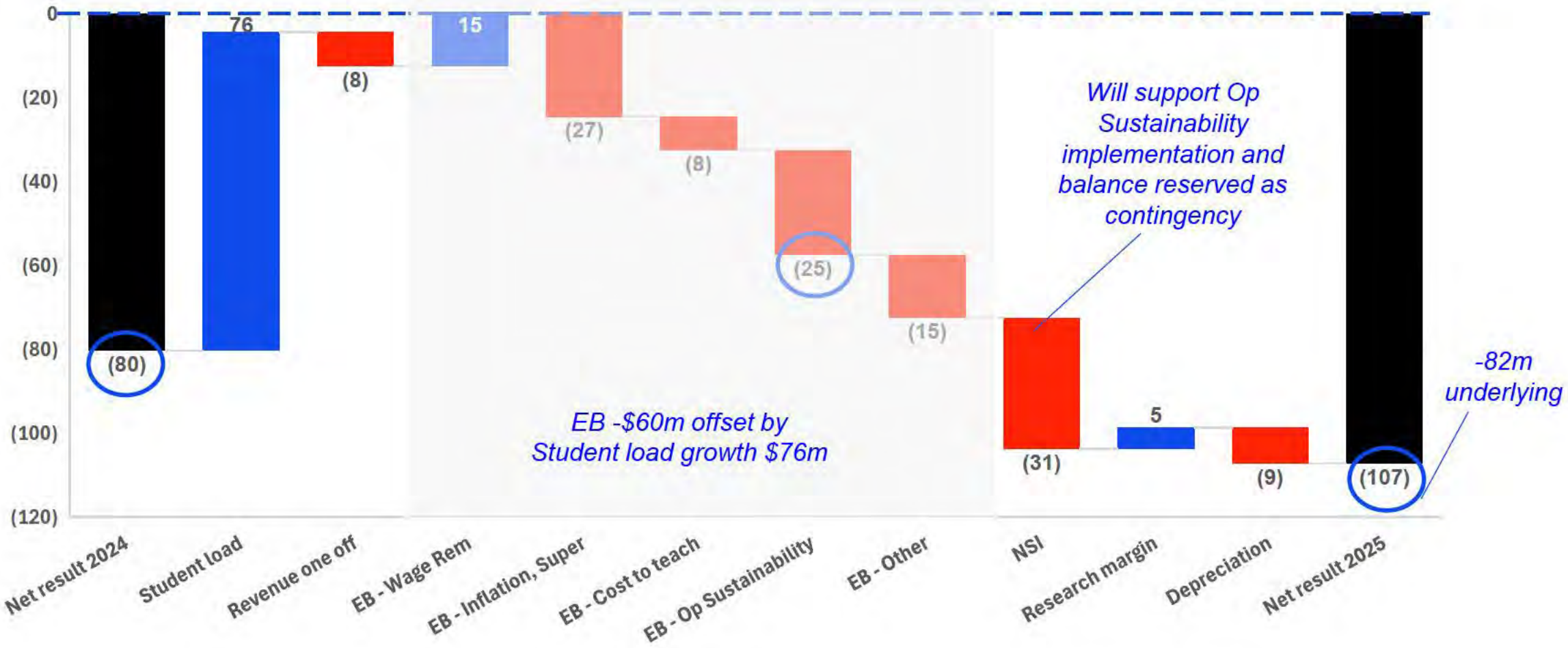
Net deficit of -107m includes -25m Op Sustainability first tranche impact ($36m cost, $11m benefit)

Cost constraint across workforce and NSI continues whilst Op Sustainability is executed

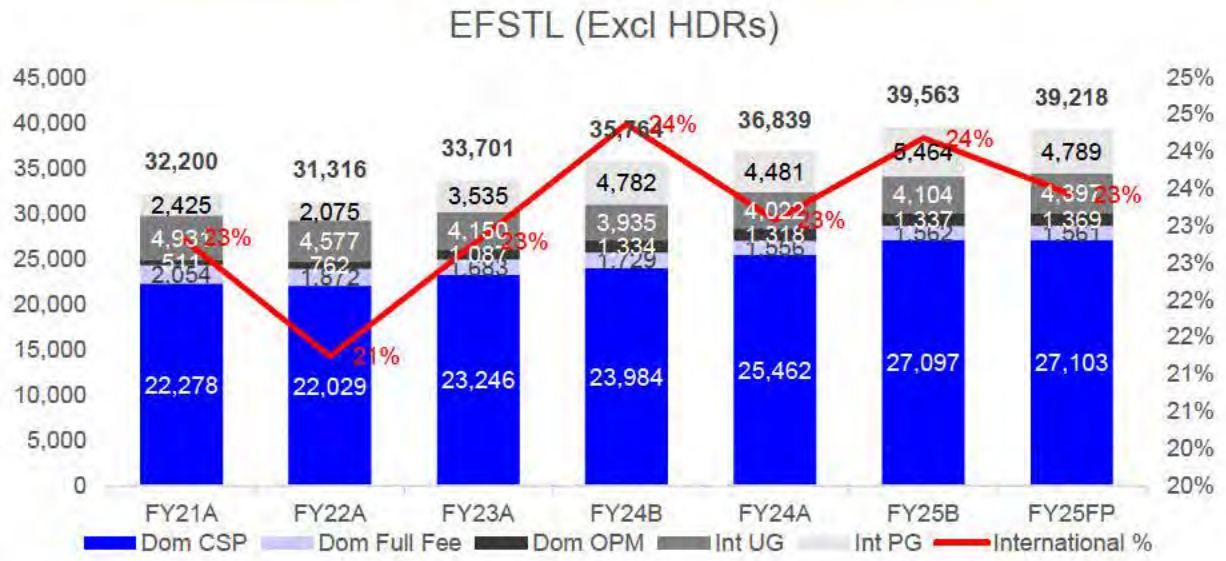
$m	FY25B	FY24A	vs 2024	
Total Revenue	1,405	1,314	91	7%
Underlying operating EBITDA	92	84	8	9%
Underlying net results	-82	-81	-1	1%
One-off items	-25	0	-25	0%
Statutory net results	-107	-81	-26	32%
Closing cash balance	225	368	-143	-39%
Investment cashflow (total)	120	86	34	40%

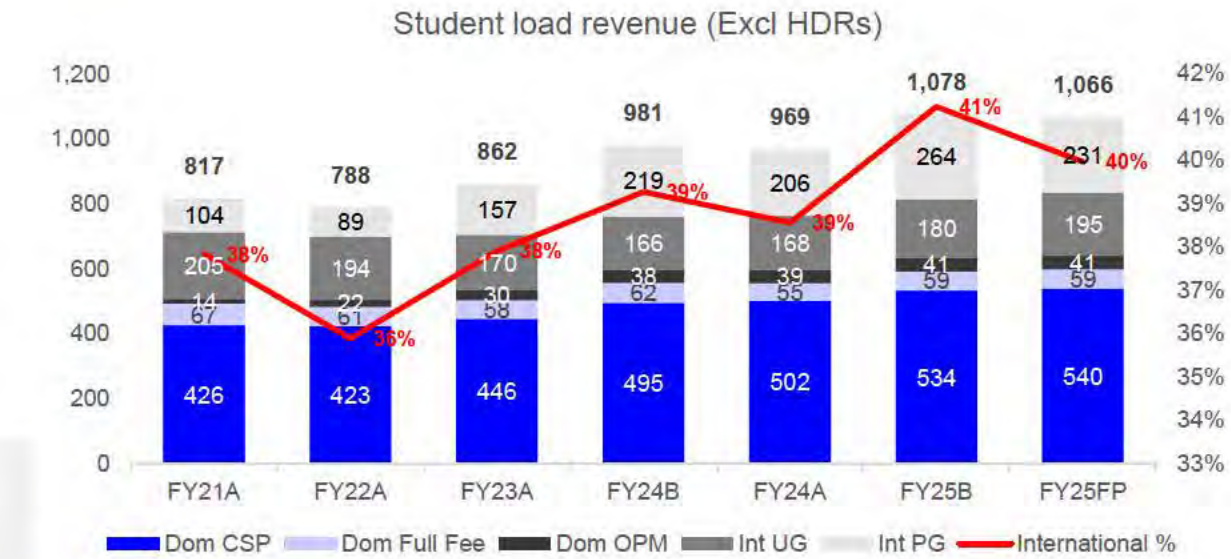
- Revenue growth 7% includes student load +10% (EFTSL 6% / Price 4%)
- Workforce budget allows for inflation, superannuation (casuals), progression, teaching load & contingency to support workforce balance (to be managed via VC / ULT process to be formalised). Professional FTE held flat
- NSI will be constrained by $10m, with $14.5m reserved for strategic or other purpose (to be managed via VC / ULT process to be formalised)
- Closing cash reflects uplift in Investments with large scale programs underway & BAU requirements. Includes ERP, Research investments, Property, IT M&E, DPP, Cinlearn
- Closing cash includes -25m Operational Sustainability first tranche and investments exceeding operational cashflow

Executive summary – Net result vs 2024



Recommendation – Revenue





No change to proposed revenue versus Finance Plan.

Revenue is $10m less that TM1 budget, impacted by -

GIPA s.3.5 **International EFSTL**

International % EFSTL in FY25 increases as we see growth in continuing EFSTL as the compounding impact of Covid reverse with trend impacting International Revenue

Total EFTSL (excl HDR)	Commencing	Continuing	Total
2020 vs 2019	-4%	1%	-1%
2021 vs 2020	-13%	2%	-4%
2022 vs 2021	2%	-5%	-3%
2023 vs 2022	22%	0%	8%
2024A vs 2023	9%	10%	9%
2025FP vs 2024A	0%	11%	6%

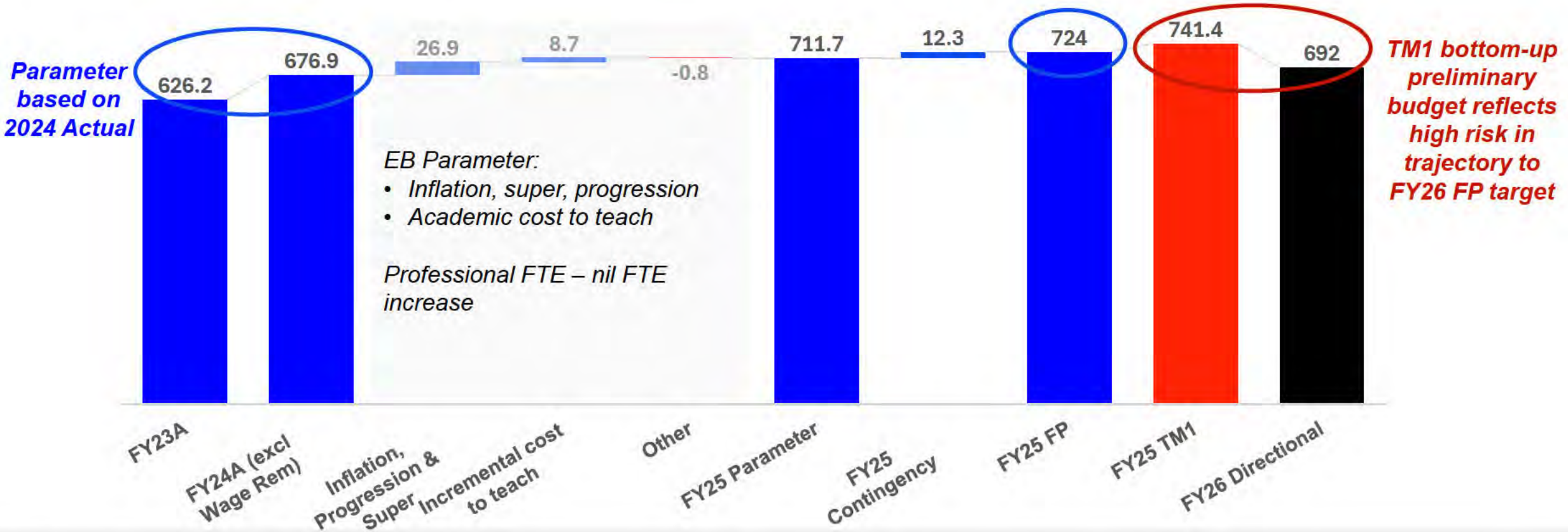
GIPA s.3.5

Recommendation – Workforce parameter (excl Op Sustainability)

Proposed budget parameter approach baseline 2024A + Inflation/Other + EFTSL variable cost

Proposed budget parameter approach reserves $12-15m in contingency for risk management

Further review proposed to be completed at Autumn forecast for contingency consideration

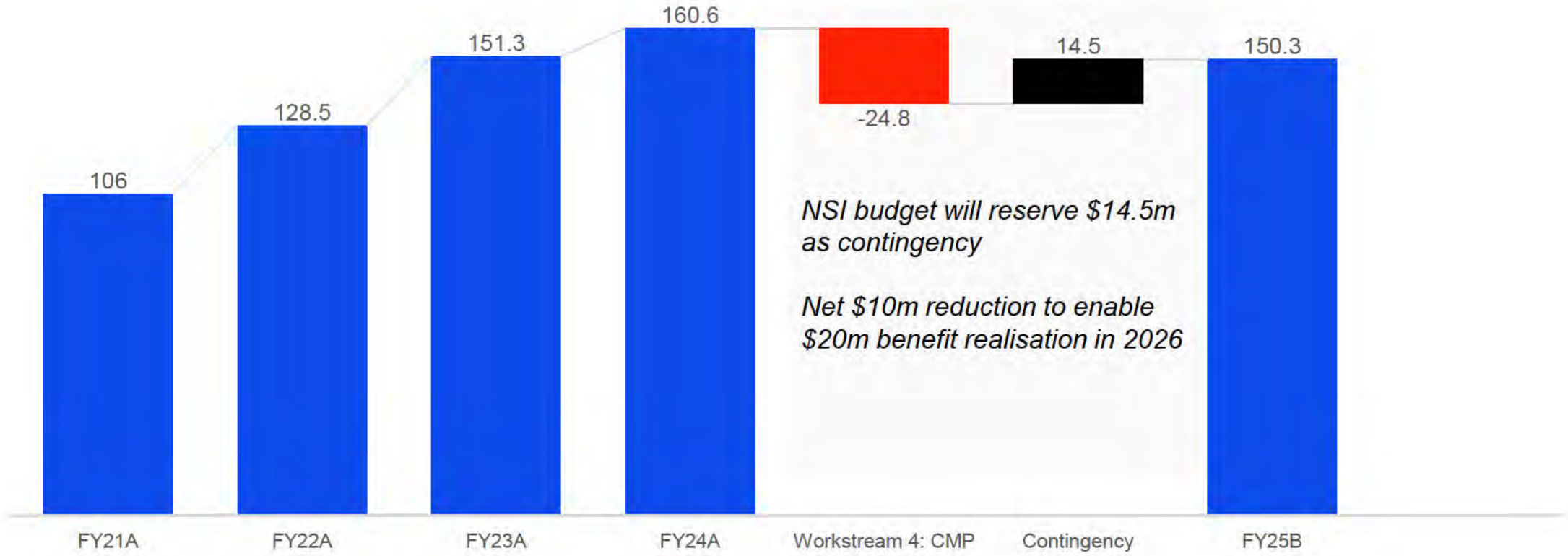


Recommendation – NSI parameter (excl Op Sustainability implementation)

2025 budget will support Workstream 4 (Cost management) achieve $20m benefits in 2026

Budget parameters reflect $25m reduction vs 2024, with $14.5m then reserved as contingency

Proposed $150m budget reflects 9% CAGR vs 2021



Recommendation – Other parameters

Key other parameter considerations include:

• Costs of acquisition:	Consider flat vs 2024A and re-review at Autumn Forecast
• Investments	$119.5m as approved by ULT (refer appendix)
• Op Sustainability	Terminations to be managed centrally Forecasts & 2026 budget reduced with benefits

Next Steps

Following ULT feedback and approval of budget parameters, Business Units will receive Revenue, workforce, NSI, net result budget parameters

The following expectations are recommended to be communicated to ensure consistent and equitable treatment, with detailed review at Autumn Forecast

- Budget parameters issued to be met by Business Units (BU), no exceptions
- Risks and Opportunities (R&O) against parameters to be managed by each BU, supported by Finance
- Vacancies only to be entered into TM1 if supported within EB parameter (removal of legacy vacancy savings line)
- Where current state EB exceeds parameter (low risk), variance is to be accounted for in BU R&O and managed by the BU as part of forecast. It would be expected that no vacancies are budgeted in TM1 in these cases (low risk)
- EB forecast to be regularly prepared & reviewed to ensure recruitment pattern does not exceed budget
- NSI “priority-based budgeting” exercise to be completed by Apr-25 by each BU
- EB & NSI contingency prioritisation process to be prepared and presented to the ULT for approval in Mar-25

Appendices

2025 Budget – P&L

The 2025 Budget parameter recommendation supports maintaining current state BAU prior to step changes required under Operational Sustainability.

	FY22A	FY23A	FY24A	FY25FP	vs FY24	
Student load income (incl HDR)	**815**	**890**	**1,007**	**1,100**	**92**	**9%**
Student load income	**766**	**831**	942	1,025	83	9%
International	283	327	386	426	40	10%
Domestic	484	505	556	599	42	8%
HDR income	27	29	26	33	7	26%
OPM	22	30	39	41	2	6%
External research income	100	108	127	134	7	6%
Commonwealth block grants	43	44	47	51	4	8%
Other block grants	14	14	15	16	0	3%
PGX	7	9	9	13	4	49%
Other revenue	56	81	108	92	(17)	-15%
Costs of acquisition	(114)	(154)	(184)	(200)	(16)	9%
Net Revenue	**920**	**993**	**1,130**	**1,205**	**75**	**7%**
Employee benefits	554	626	692	749	58	8%
External research expense	99	111	131	133	2	2%
Occupancy & Corporate Costs	50	56	62	65	2	4%
Other expenses	128	151	160	191	31	19%
Total Expenditure	**832**	**945**	**1,045**	**1,138**	**93**	**9%**
EBITDA	**89**	**48**	**85**	**67**	**(18)**	**-22%**
Depreciation & Interest	141	155	165	174	9	5%
Total Expenses	**973**	**1,100**	**1,210**	**1,312**	**102**	**8%**
Net result	**(53)**	**(107)**	**(80)**	**(107)**	**(27)**	**33%**
Margin %	**-6%**	**-11%**	**-7%**	**-9%**	**-2%**	**25%**
Workforce cost as % of total income	**60%**	**63%**	**61%**	**62%**	**1%**	**2%**

GIPA s.3.4

Workforce $m	Budget FY24	FY23 Actual Full Year	FY24 Actual Full Year	RSP 2024	RTP 2024	VCSF 2024 Expired	FY25 Normalized EB* *Includes Expiring VCSF	EBA + Grade step	Casual Super Increment	Indigenous appointments	Other Adj	VCSF 2025	RSP 2025	RTP 2025	FY25 Base *Includes EBA, Super Adj, VCSF,Indig	Incremental Costs to fetch	Calculated parameter	Recommended parameter	Variance to calculated parameter	TM1 submission (not approved)	Variance to calculated parameter	Prior parameter	Variance to calculated parameter
	669.6	626.2	691.9	(10.8)	(4.9)	(14.6)	661.6	24.0	2.9	0.4	5.4	5.5	8.5	2.9	709.3	8.7	718.0	711.7	6.3	741.4	(23.3)	708.5	(9.6
	372.7	361.2	390.2	(7.2)	(4.6)	-	378.4	14.6	2.4	0.4	(0.1)	0.2	8.0	2.8	404.8	8.7	413.4	413.4	-	434.4	(20.9)	416.4	3.(
	58.5	54.1	56.5	(0.3)	(0.1)	-	56.1	2.2	0.4	-	-	-	0.3	-	58.95	0.9	59.8	59.8	-	63.4	(3.6)	59.4	(0.4
	62.6	53.2	58.7	(0.8)	(0.3)	-	57.5	2.2	0.5	-	-	-	0.5	-	60.7	1.0	61.7	61.7	-	67.6	(5.9)	63.2	1.1
	37.9	35.6	38.5	(0.4)	(0.2)	-	38.0	1.5	0.4	-	-	-	0.4	0.2	40.4	0.5	40.9	40.9	-	42.0	(1.1)	41.0	0.1
	37.7	36.9	38.8	(0.4)	(0.3)	-	38.0	1.5	0.3	-	-	-	0.4	0.2	40.4	0.8	41.2	41.2	-	41.2	0.0	39.8	(1.4
	109.0	95.0	102.9	(1.5)	(2.5)	-	96.9	3.8	0.5	-	(0.1)	0.2	0.9	2.4	106.6	1.8	108.4	108.4	-	110.9	(2.5)	110.8	2.4
	24.1	23.0	25.2	(0.2)	(0.1)	-	24.9	1.0	0.1	0.1	-	-	0.2	-	26.4	0.7	27.1	27.1	-	28.6	(1.5)	27.3	0.1
	57.5	52.7	58.4	(3.4)	(1.1)	-	53.8	2.1	0.2	0.3	-	-	3.2	-	59.6	1.4	61.0	61.0	-	63.8	(2.8)	61.3	0.1
	10.8	10.1	11.3	(0.2)	(0.0)	-	11.2	0.4	0.1	-	-	-	0.1	-	11.8	(0.2)	11.6	11.6	-	12.9	(1.3)	10.7	(0.8
	(16.5)	0.7	-	-	-	-	-	-	-	-	-	-	-	-	-	1.8	1.8	1.8	-	4.1	(2.3)	2.8	1.(
	9.1	11.3	12.6	(2.6)	(0.3)	-	9.7	0.3	0.1	-	0.8	-	-	0.1	10.9	-	10.9	10.9	-	11.1	(0.3)	8.8	(2.0
	6.7	8.9	8.1	(0.6)	(0.2)	-	7.9	0.3	0.0	-	-	-	-	0.1	8.2	-	8.2	8.2	-	7.5	0.8	6.8	(1.4
	3.2	3.1	2.8	-	-	-	2.8	0.1	0.0	-	-	-	-	0.1	3.0	-	3.0	3.0	-	3.0	(0.1)	0.1	(2.9
	3.5	5.8	5.4	(0.0)	(0.2)	-	5.1	0.2	0.0	-	-	-	-	-	5.3	-	5.3	5.3	-	4.4	0.8	0.4	(4.9
	2.4	2.4	4.5	(2.6)	(0.1)	-	1.8	0.0	0.0	-	0.8	-	-	-	2.6	-	2.6	2.6	-	3.7	(1.0)	2.0	(0.6
	6.0	3.9	17.6	-	-	(12.0)	5.6	0.2	(0.1)	-	-	-	-	-	5.7	-	5.7	5.7	-	5.5	0.1	5.4	(0.3
	5.9	3.8	17.5	-	-	(12.0)	5.5	0.2	(0.1)	-	-	-	-	-	5.5	-	5.5	5.5	-	5.4	0.1	5.4	(0.1
	281.4	249.5	270.2	(0.9)	-	(2.6)	266.7	8.8	0.6	-	0.1	5.4	0.5	-	282.1	-	282.1	275.8	6.3	287.3	(5.2)	268.3	(13.8
	11.9	10.9	13.5	-	-	(0.6)	13.0	0.4	0.0	-	0.5	2.5	-	-	16.3	-	16.3	16.3	-	17.7	(1.4)	14.5	(1.9
	27.1	23.5	25.1	(0.9)	-	(0.4)	23.7	0.9	0.1	-	-	0.4	0.5	-	25.6	-	25.6	25.6	-	28.4	(2.8)	24.1	(1.5
	2.1	1.7	2.1	-	-	-	2.1	0.1	0.0	-	-	-	-	-	2.2	-	2.2	2.2	-	2.1	0.1	2.1	(0.1
	12.5	11.0	10.9	(0.5)	-	(0.4)	10.0	0.4	0.0	-	-	0.4	0.5	-	11.3	-	11.3	11.3	-	13.6	(2.2)	10.9	(0.4
	6.6	5.5	6.5	(0.4)	-	-	6.1	0.2	0.0	-	-	-	-	-	6.3	-	6.3	6.3	-	6.3	0.1	5.9	(0.5
	4.0	2.9	3.3	-	-	-	3.3	0.1	0.0	-	-	-	-	-	3.5	-	3.5	3.5	-	4.4	(0.9)	3.3	(0.2
	0.4	0.2	0.3	-	-	-	0.3	0.0	-	-	-	-	-	-	0.4	-	0.4	0.4	-	0.5	(0.1)	0.3	(0.0
	1.5	2.3	1.8	-	-	-	1.8	0.1	0.0	-	-	-	-	-	1.9	-	1.9	1.9	-	1.7	0.2	1.7	(0.2
	24.6	20.8	23.3	-	-	-	23.3	0.8	0.0	-	(0.5)	-	-	-	23.7	-	23.7	23.7	-	26.2	(2.5)	22.5	(1.2
	6.1	5.4	5.9	-	-	-	5.6	0.2	0.0	-	(0.5)	-	-	-	5.3	-	5.3	5.3	-	6.3	(1.0)	5.0	(0.3
	12.1	10.2	12.1	-	-	-	12.1	0.4	0.0	-	-	-	-	-	12.5	-	12.5	12.5	-	13.4	(0.9)	12.2	(0.4
	6.4	5.1	5.6	-	-	-	5.6	0.2	0.0	-	-	-	-	-	5.8	-	5.8	5.8	-	6.4	(0.6)	5.4	(0.4
	95.4	97.8	107.9	-	-	-	107.0	3.2	0.2	-	0.1	-	-	-	110.6	-	110.6	104.2	6.3	104.2	6.3	102.8	(7.7
	-	0.0	(0.0)	-	-	-	(0.0)	(0.0)	-	-	-	-	-	-	(0.0)	-	(0.0)	(0.0)	-	-	(0.0)	-	0.(
	14.6	13.9	14.3	-	-	-	14.3	0.5	0.0	-	0.1	-	-	-	14.9	-	14.9	14.9	-	14.8	0.1	14.8	(0.1
	9.8	9.2	9.5	-	-	-	9.5	0.3	0.0	-	-	-	-	-	9.8	-	9.8	9.8	-	10.1	(0.3)	12.0	2.1
	36.9	38.3	40.1	-	-	-	40.1	1.4	0.1	-	-	-	-	-	41.6	-	41.6	48.9	(7.3)	48.9	(7.3)	44.3	2.1
	10.7	10.6	11.7	-	-	-	11.7	0.4	0.0	-	-	-	-	-	12.0	-	12.0	12.0	-	10.7	1.3	10.7	(1.3
	14.5	17.5	22.3	-	-	-	22.3	0.4	0.0	-	-	-	-	-	22.7	-	22.7	9.6	13.2	9.6	13.2	11.6	(11.1
	1.1	1.1	1.0	-	-	-	1.0	0.0	-	-	-	-	-	-	1.0	-	1.0	1.0	-	1.1	(0.0)	1.3	0.1
	5.5	5.0	5.6	-	-	-	5.6	0.2	-	-	-	-	-	-	5.8	-	5.8	5.8	-	6.1	(0.3)	5.5	(0.3
	2.3	2.1	2.4	-	-	-	2.4	0.1	-	-	-	-	-	-	2.4	-	2.4	2.4	-	3.1	(0.6)	2.7	0.1
	72.8	72.2	76.1	-	-	(1.5)	74.6	2.6	0.3	-	-	2.2	-	-	79.7	-	79.7	79.7	-	83.3	(3.6)	77.4	(2.2
	1.9	2.0	1.8	-	-	(0.5)	1.3	0.1	0.0	-	-	0.6	-	-	2.0	-	2.0	2.0	-	2.6	(0.6)	2.0	(0.0
	18.6	17.4	18.4	-	-	-	18.4	0.7	0.0	-	-	-	-	-	19.1	-	19.1	19.1	-	19.3	(0.2)	18.5	(0.7
	11.5	11.4	12.3	-	-	-	12.3	0.4	0.0	-	-	-	-	-	12.8	-	12.8	12.8	-	13.3	(0.5)	12.7	(0.1
	27.8	29.5	31.5	-	-	(1.1)	30.5	1.1	0.1	-	-	1.6	-	-	33.2	-	33.2	33.2	-	33.8	(0.6)	32.2	(1.0
	11.4	10.3	10.4	-	-	-	10.4	0.4	0.1	-	-	-	-	-	10.9	-	10.9	10.9	-	12.4	(1.6)	10.6	(0.3
	1.7	1.6	1.6	-	-	-	1.6	0.1	0.0	-	-	-	-	-	1.6	-	1.6	1.6	-	1.8	(0.1)	1.5	(0.1
	14.7	14.6	14.8	-	-	-	14.8	0.5	0.0	-	-	-	-	-	15.3	-	15.3	15.3	-	16.3	(1.0)	16.2	0.(
	10.1	9.7	10.5	-	-	(0.1)	10.4	0.4	0.0	-	-	0.3	-	-	11.0	-	11.0	11.0	-	11.3	(0.3)	10.8	(0.2
	0.5	0.3	1.2	-	-	-	1.2	0.0	0.0	-	4.7	-	-	-	6.0	-	6.0	6.0	-	3.0	3.0	9.5	3.5

Recommendation – Workforce parameter

TM1 submission exceeds calculated parameter by $23m.

- Total red = ($42m) where TM1 submission exceeds calculated parameter
- Total green = 19m where TM1 submission exceeds calculated parameter

TM1 submission exceeds Calculated parameter by $17m.

- Difference to above is Ops ITU and Ops IT Projects aligning to TM1 (lower than calculated target)

Recommendation – NSI parameter

Initial budget proposed at $150m, with $14.5m held in contingency
Cost management review recommendations by June 2025 to support full benefits realisation 2026
In addition, recommended that Occupancy costs (2024: $61.5m) held flat in 2025.

Cost mgmt program - COA, Corp costs & NSI	FY21A	FY22A	FY23A	FY24A	Cost mgmt target / % FY24A		FY25B	vs FY24A	vs FY24A % FY24 Revenue	
Non salary items	106.0	128.5	151.3	160.6	10.2	6%	150.4	(10.2)	-6%	
Faculties	19.3	25.6	31.4	[illegible]	(7.0)	-22%	[illegible]	(6.9)	3%	
UTS Business School	3.5	5.3	5.6	5.8	(0.8)	-14%	5.0	(0.8)		2.6%
Faculty of Health	3.9	6.1	7.1	6.6	(1.6)	-24%	5.0	(1.6)		5.4%
Faculty of Design Architecture & Building	1.1	1.5	1.6	2.1	(0.4)	-19%	1.7	(0.4)		1.9%
Faculty of Arts and Social Sciences	0.7	1.6	1.7	1.3	0.0	0%	1.3	0.0		1.6%
Faculty of Engineering & Information Technology	3.2	4.4	6.4	6.4	(1.4)	-22%	5.0	(1.4)		1.7%
Faculty of Law	0.7	0.3	0.8	0.7	0.0	0%	0.7	0.0		1.3%
Faculty of Science	6.0	6.2	7.6	8.6	(2.6)	-30%	6.0	(2.6)		5.4%
Faculty of Transdisciplinary Innovation	0.3	0.2	0.5	0.5	(0.2)	-28%	0.4	(0.2)		1.4%
DVC Faculty	(0.0)	0.1	0.1	0.1	0.0	0%	0.1	0.0		
Central and Other Centres	6.1	6.1	9.5	5.9	(2.1)	-35%	3.8	(2.1)	0.4%	
DVCR Centres	1.2	0.6	2.1	1.1	(0.3)	-23%	0.9	(0.3)	0.1%	
UTS CRB	4.9	5.5	7.4	4.8	(1.8)	-38%	3.0	(1.8)	0.3%	
Central Overheads - COH	63.3	64.1	70.5	86.7	(7.3)	-8%	79.4	(7.3)	8.3%	
COHI - DVCI Managed	1.2	1.1	0.9	0.9	(0.3)	-32%	0.6	(0.3)	0.1%	
COHOPS Operations Division Managed	42.7	42.8	51.2	58.5	(3.5)	-6%	55.0	(3.5)	5.8%	
COHES - DVCES Managed	19.4	20.1	18.4	27.3	(3.5)	-13%	23.8	(3.5)	2.5%	
Divisions	16.0	31.0	38.8	34.3	(8.4)	-24%	25.9	(8.4)	2.7%	
Vice-Chancellor & Presidents Division	1.4	1.2	3.2	5.5	(3.0)	-54%	2.5	(3.0)	0.3%	
Provost & Senior VP s Division	2.0	2.2	4.9	5.4	(1.4)	-26%	4.0	(1.4)	0.4%	
DVCEEP Deputy Vice-Chancellor Ext Engageme	2.6	6.1	4.7	5.8	(1.0)	-17%	4.8	(1.0)	0.5%	
OPS Operations Division	3.5	8.1	12.9	9.0	(1.0)	-11%	8.0	(1.0)	0.8%	
DVC & VP Education and Students Division	2.6	7.6	7.2	2.4	(0.5)	-21%	1.9	(0.5)	0.2%	
DVC & VP Research Division	0.3	1.1	0.5	1.0	(0.5)	-50%	0.5	(0.5)	0.1%	
DVC International Division	3.5	4.7	5.4	5.2	(1.0)	-19%	4.2	(1.0)	0.4%	
UTS Contingency and Other	1.3	1.7	1.1	1.4	14.5	1024%	15.9	14.5	1.7%	

Overview:

- Cost management program (CMP) target $20m benefits in 2026
- 2025 recommended budget $150m (2024: $160m), with $14.5m held in contingency
- CMP program to consider strategic & equitable NSI allocation

FY25B allocation considered against FY21 – FY24 baseline; and % of revenue (faculty / total):

- Health, Science ~ 5%
- Business ~ 2.5%
- Others 1.5-2%
- DVC areas ~0.5% total revenue with exception of Central overheads & DVCES overheads

Recommendation – Investments

$m	Envelope issued	ULT Recommendation	Variance	Projects recommended	Projects not included
Ops Div/ULT (M&E)	26.0	26.0	0.0	ART Portfolios	Potential delays in Technology Debt program TBC
Investment S/Co	32.0	34.25**	-2.25	ERP, ITOM, CMM, DPP, Cinlearn	** Operational Sustainability – including funding for projects with overlap (STL, Op model, CI). These items are yet to be fully costed.
Property S/Co	39.0	39.0	0.0	Major maintenance, CB15 Decant, CB05 College design, Goods line, Switchboard, Climate initiatives, various smaller investments	Hybrid meeting rooms, FASS media labs, Jumbunna fit out, TD school phase 2, ITU Refurb, Building 5 remediation
Provost	6.0	6.0	0.0	Various teaching assets prioritised	Review will continue, some items held as placeholder pending business case detail
Research Major Facilities S/Co / DVC Research TBD	12.0	13.9	-1.9	Advanced Prototype Packaging, Tech Lab, Battery manufacturing, various ARC & employment contract commitments	Phasing of some items into FY26, notably $3.5m battery manufacturing
Total	115.0	119.15	-4.15		

DOCUMENT 3.1

UNIVERSITY OF TECHNOLOGY SYDNEY

FINANCE COMMITTEE

AGENDA ITEM 3.1 **MEETING 25/2**

GLEN BABINGTON
CHIEF OPERATING OFFICER

3 MARCH 2025

2025 - 2029 FINANCE PLAN AND 2025 BUDGET

Risk Taxonomy Cross-Reference:

A: Liquidity – Inability to meet financial liabilities obligations.

B: Revenue and margin – Inability to generate adequate revenue and maintain the profit margins.

Purpose

To provide the Finance Committee with the 2025 - 2029 Finance Plan ("FP") and 2025 Budget ("Budget").

Recommendations

The Finance Committee to:

.1 receive and note the report, as detailed in Document 3.1 – *2025 - 2029 Finance Plan* and *2025 Budget* and its attachments;

.2 recommend that Council approve the 2025 – 2029 Finance Plan at **Attachment 1** of Document 3.1 – *2025 - 2029 Finance Plan* and *2025 Budget*.

.3 recommend that Council approve the 2025 Budget at **Attachment 2** of Document 3.1 – *2025 - 2029 Finance Plan* and *2025 Budget*.

Background

The 2025 – 2029 Financial Plan and 2025 Budget reflects Management's financial strategy to meet the political, social and economic uncertainty within the sector. It reflects the initiatives required to deliver an appropriate level EBITDA and net margin to invest and grow UTS into the future. This Budget and FP is finalised for Committee review and subsequent Council consideration for approval following the Preliminary Budget and FP considered at the November 2024 Finance Committee meeting.

Over the life of the FP there are $363m of net benefits from Operational Sustainability initiatives (OSI) contributing to the accumulative net result of $125m. Without implementation of the OSI, the University would have a net deficit of -$238m over the life of the FP. Furthermore, without the OSI benefit, the University would not be able to repay the $300m Bond, and/or restrict investments to below maintenance levels (that is, no ability to fund strategic programs).

The final Budget reflects an improved $12m result in 2025, as an on-going annual benefit in the FP. The final Budget and FP confirms the strategy for the University to achieve an annual $100m cost reduction through the OSI in 2025 - 2026. The Budget and FP incorporates the costs required to execute OSI, including termination costs and future workforce and non-salary savings.

2025 – 2029 Financial Plan

The FP is at **Attachment 1** and is summarised as follows.

Net result: The University's net deficit position moves to a surplus of $5m in 2026. Net margin over 2028 – 2029 averages $80m, approximately 4.5% net margin. The step change to the surplus outlook is derived from OSI benefits, with $100m reduction in the cost base achieved over 2025 and 2026. The net surplus improvement provides a financially sustainable outlook, with an ability to invest in the UTS 2030 Strategy.

OSI: There is a net benefit over the life of the FP of $363m cost savings. Without this benefit, the University would have an accumulative net deficit of -$238m and continue to operate outside of Council risk appetite levels, unable to invest in strategic investments and risk meeting fiduciary responsibilities.

Revenue: Net revenue increases to $1.6bn in FY29 (2024: $1.1bn) with a 7% CAGR over the life of the FP. This includes an average 4% pricing increase annually, and the accumulative benefit of international EFTSL continuing load over 2023 – 2025.

Expenses: Total expenses increase to $1.5bn in FY29 (2024: $1.2bn) with a CAGR 4.2%.

The workforce FTE in 2029 3,650 (2024: 3,846) reflects the OSI workforce reduction, net of variable workload for EFTSL increase in this time on a variable workload basis only. The FP assumes ongoing stringent cost control measures to achieve and maintain financial sustainability.

Cash, Liquidity, and Debt: Cash at Dec-29 $266m (2024: $368m) following repayment of the $300m Bond progressively over 2027 – 2028. Cash at Dec-27 is estimated at $112m, a minimum liquidity level. Cash rebuilds over 2028 and 2029 as financial sustainability supports UTS strategic investments. It is estimated that $40m of short term funding will be required to repay the Bond, which will be fully repaid in 2028.

The proposed FP reflects a transition from outside the net margin risk appetite (post COVID lag) and returns to within target net margin risk appetite of 3-5% by FY27. Liquidity over the life of the plan will be closely monitored.

2025 Budget

The 2025 Budget is at **Attachment 2** and is summarised as follows.

Net result: Budgeted net deficit of -$95m (2024: -$81m) includes OSI workforce cost of $36m. The underlying net deficit of -$59m, reflects an operational gross margin improvement on prior period.

Revenue: Net revenue of $1.2bn (2024: $1.1bn) includes a 9% increase in student load income, which includes an 8% increase in international EFTSL as the impact of COVID-19 on continuing students unwinds.

Expenses: Total expenses of $1.3bn (2024: $1.2bn) includes $36m cost for OSI workforce costs, $15m in OSI implementation costs, $35m in workforce indexation and cost to teach FTE 1.5% modest increase. The University is implementing stringent cost control measures to manage these increases and ensure financial sustainability.

Cash, Liquidity, and Debt: Cash reserves are expected to decrease to $263m, with significant outlays for OSI and strategic investments. The University will maintain a minimum liquidity of $100 million to navigate uncertainties.

Risks and Opportunities: The Budget includes a net profit opportunity to improve the budgeted net deficit from -$95m to -$77m. Key risks include the timing and quantum of OSI benefits and potential disruptions such as industrial action.

Attachments

1. 2025 - 2029 Finance Plan
2. 2025 Budget



2025 – 2029 Financial Plan

Finance Committee
3 March 2025

2025 – 2029 Financial Plan

2025 – 2029 Financial Plan **2**

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Financial highlights 1
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External environment

Continuing inflation, changing government policy and geopolitical developments present an uncertain future for the Australian Higher Education sector. Government policies, particularly the uncertainty surrounding international student caps (a significant revenue source), have created a challenging operating environment exacerbated by dynamic geopolitics. Without action, the outlook may result in a material reduction in the capacity to invest in education and research across the sector. This has led universities to adopt measures such as preserving cash buffers, implementing cost-saving strategies, delaying capital expenditures, and slowing debt reduction to maintain financial flexibility.

On a broader scale, the Government intends to implement structural reforms to create a more diverse and flexible higher education system. These reforms, while not fully confirmed, aim to increase opportunities for students from underrepresented backgrounds and align funding with national needs and institutional circumstances. The exact nature and impact of these proposed reforms, noting the federal election in 2025, are yet to be understood and reflected in UTS' financial planning.

Financial highlights

The 2025 – 2029 Financial Plan (FP) reflects Management's intent to build a platform for sustainable growth while facing sector headwinds. The FP reflects a period of fiscal constrain and cost reduction over 2025 and 2026 to ensure the capacity to grow in line with the 2030 Strategy.

Over 2027 – 2029 the University increases its EBITDA to enable its investments. A benefit of $363m is achieved through the Operational Sustainability initiatives (OSI) program, contributing materially to the accumulative net surplus of $125m. Without this OSI benefit, the accumulative net result would be a deficit of -$238m.

A break-even surplus +$5m in 2026 leads to a net surplus margin return of 4% from 2027, back to within risk appetite levels.

Table 1: Financial plan overview

$m	FY24A	FY25B	FY26	FY27	FY28	FY29
Total Revenue	**1,314**	GIPA s.3.5				
Costs of acquisition (COA)	-184					
Total OPEX (excl Depn and Interest)	1,046					
OSI one off costs	0					
Underlying EBITDA	**84**					
Underlying net result	-81					
Net Result	**-81**					
Closing cash	**368**					
Investments (total)	**86**					

University of Technology, Sydney

Financial Plan vs Preliminary Financial Plan

Major assumptions have been re-tested and confirmed in finalisation of the FP.

Materially, the FP is in line with the Preliminary FP presented at the November 2024 Committee meeting, except for an improvement in NSI of $60m over the life of the plan. This is derived from the reduction in non-salary items (NSI) in 2024, and active constraint of $12m moving into 2025.

The net result in the FP reflects 1.4% net margin return (Preliminary FP: 0%), achieving Council's target risk appetite level. This result provides contingency in the FP to support management of headwinds, the timing and outcomes of OSI, and ability to rebuild cash reserves for strategic purposes.

This improved $60m in cash also improves the deleveraging profile of debt. Rather than requiring $90m of remaining debt in 2027, $40m of debt is required based on the University being at the minimum $100m liquidity level. The $300m in borrowings is fully repaid in 2028 with cash remaining at Dec-29 of $266m (Preliminary FP: $192m).

Net Entity Result & EBITDA Outcomes

The accumulated net surplus of $125m over the life of the FP, improves from a net deficit of -$95m in 2025 to a break-even in 2026 of $5m and 4% net margin returns thereafter. Reported EBITDA performance over the life of the FP is 15%, enabling the repayment of the $300m Bond and strategic investment. This margin result is achieved through the re-setting of the University's cost base, and managing workforce in a financially prudent manner as EFTSL continues to grow, thereby improving the gross operating margin.

Operational Sustainability Initiatives (OSI)

Management is implementing a range of initiatives in FY25 to reduce $100m of annual costs with the assessed one-off implementation costs included in the Preliminary Plan and Budget. Over the life of the Financial Plan, the University is anticipated to deliver net $363m benefit with the reduced workforce and other expenses. It is estimated that the implementation of these initiatives will require $60m in one off costs over 2025 – 2027, and an additional $32m of additional cash for leave entitlements payout.

Revenue

Student load income CAGR over the life of the plan is 7%. This includes international EFTSL growth of 6%, reflecting the unwinding of the COVID impact on continuing students. Workforce CAGR over the life of the plan is 2.5%, which includes the reduction of workforce costs from OSI. Excluding OSI benefits, the CAGR is 5.6%.
Other expenses CAGR over the life of the FP is 10%, reflecting the increased ability to invest back into strategic initiatives as operating gross margin improves.

University of Technology, Sydney

Cash & Investments

Cash reduces to $266m at the end of 2029 (2024: $368m) following repayment of the $300m Bond, funding OSI costs with an average annual cashflow of $128m Investments and $26m financing costs. Without the OSI benefits of $363m, the University would be unable to repay the $300m Bond over the life of the plan without also reducing Investments to unacceptable levels, not expected to meet maintenance levels.

P&L 2025 – 2029 Financial Plan

Table 3: 2025 Financial performance recommendation

$m	FY24A	FY25B	FY26	FY27	FY28	FY29
Student load income	1,007	GIPA s.3.5				
External research income	127					
Other revenue	180					
Total Cost of Acquisition	-184					
Net Revenue	1,130					
Employee benefits	692					
Occupancy costs & Corp cost	62					
Non salary items	161					
Total OPEX excl Depn & Interest	914					
External research expense	131					
EBITDA	84					
One-off						
Underlying EBITDA	84					
Depreciation & Interest	165					
Total Expenses	1,211					
Net Result	-81					

The key financial highlights are summarised as follows:

- Net margin improves from deficit -$81m/-7% in 2024 to surplus +$94m/6% in 2029 following OSI benefits of $100m per annum, and a core operational gross margin improvement. Similarly, EBITDA improves from baseline 2024 $84m/7% to $277m/17%;
- GIPA s.3.5

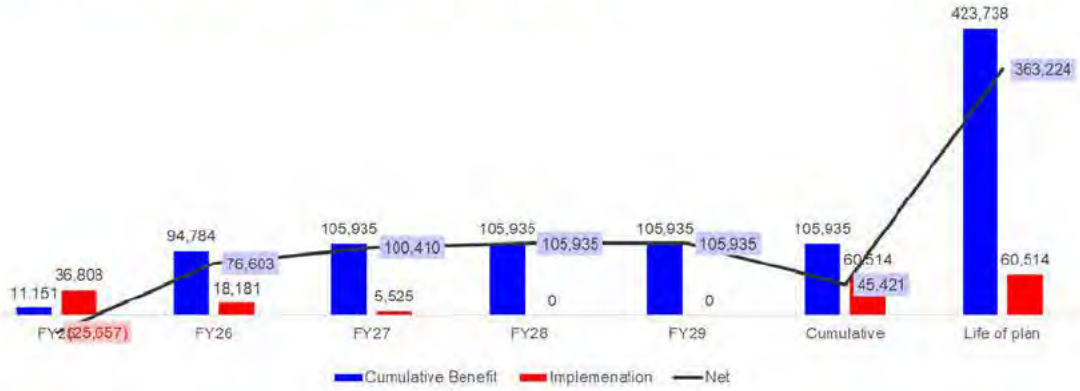
- Employee benefits (EB) costs CAGR over the life of the plan +2.5% including OSI EB reduction. Growth excluding the OSI cost reduction reflects a CAGR of 5%; and
- Non salary Items (NSI) CAGR over the life of the plan +10% reflecting the increased ability to invest.

Operational Sustainability Initiatives

The OSI is executed in 2025, with most of the annualised financial benefit realisation occurring in 2026. The initiatives are contingent upon a specific sequence of execution, creating interdependencies that introduce risks to successful implementation, as well as the risk of other potential disruptions (e.g. industrial action).

The phased approach is designed to accumulate savings progressively, thereby serving as a risk mitigation mechanism to absorb potential delays and ensure continuity in the delivery of the plan.

Table 4: Operational sustainability – financial implications



Revenue

Total net revenue grows from $1.1bn to $1.58bn over the life of the plan, CAGR 7%.

Table 5: Revenue profile over the life of the plan

$m	FY24A	FY25B	FY26	FY27	FY28	FY29
Student load income (incl HDR)	1,007	GIPA s.3.5				
External research income	127					
Other revenue	180					
Costs of acquisition	-184					
Net Revenue	**1,130**					

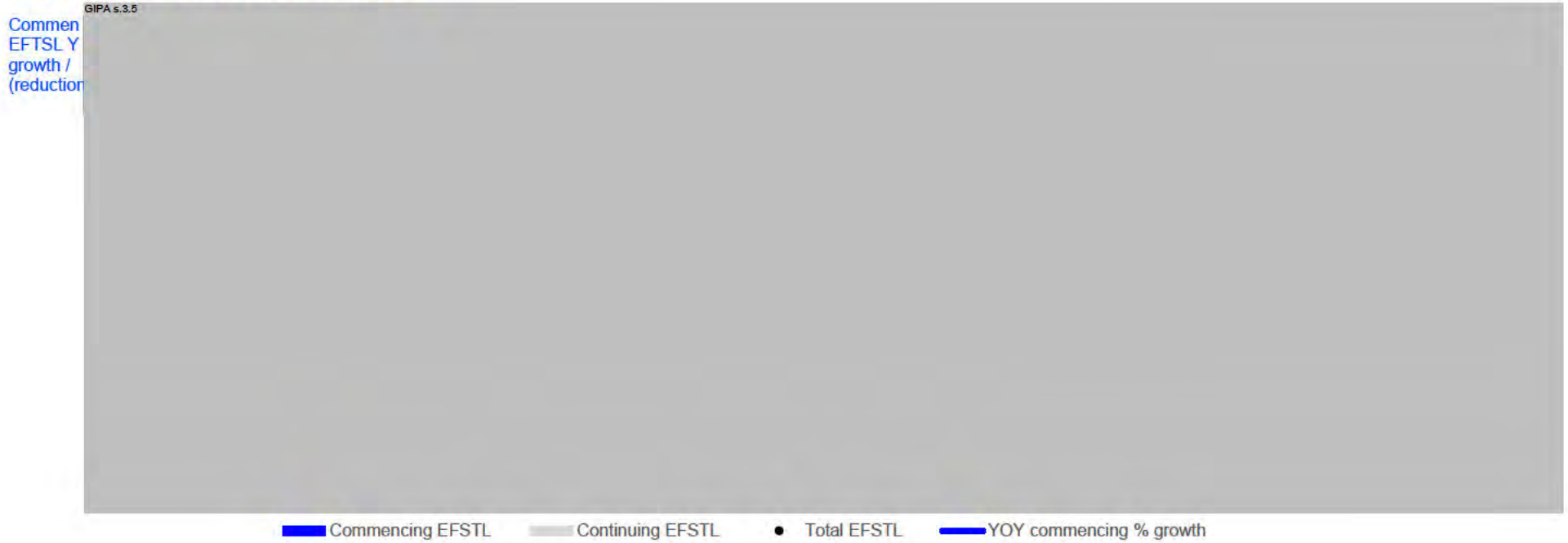
GIPA s.3.5

DOCUMENT 3.1 – ATTACHMENT 1



University of Technology, Sydney

Table 6: Student load EFSTL historical overview



- The table reflects EFTSL commencing and continuing load 2014 – 2029. The continuing load is "banked" revenue, incorporating known progression trends
- Both the commencing and continuing trend was impacted by COVID. In absolute terms, commencing EFTSL reduced sharply in 2020 and 2021. Continuing load adverse trend followed this over 2022 – 2023
- Previous year commencing students drives future load performance. Higher commencing enrolment subsequently leads to future compounded revenue
- In 2023, commencing enrolments increased +22%, which will have a positive impact on future continuing EFTSL
- GIPA s.3.5 The growth assumed in future years is approximately GIPA s.3.5 of the growth achieved pre COVID, this is considered a reasonable assumption given the changed sector condition

University of Technology, Sydney

Employee benefits (EB)

The FP reflects an increase in effectiveness and efficiency in workforce management in response to the constrained revenue growth. The FP includes OSI one-off costs of $60m predominately over 2025 and 2026. Benefits from OSI are achieved from 2026.

Table 7: Underlying and reported Workforce costs (operating – excl External research)

$m	FY24A	FY25FP	FY26FP	FY27FP	FY28FP	FY29FP
Academic	329	355	356	377	402	426
Professional	343	349	308	311	328	347
Labour Services	20	9	9	9	9	9
Underlying Employee benefits	692	713	673	698	739	782
OSI implementation costs		36	18	6	-	-
Employee benefits	692	**749**	**691**	**703**	**739**	**782**

- Underlying workforce costs includes accumulated OSI benefits of $100m materially realised in 2026, however anticipated that $20m will be reallocated from EB to NSI
- GIPA s.3.5
- GIPA s.3.5
- GIPA s.3.5

GIPA s.3.5

Other expenses

Other expenses include occupancy and corporate costs, non-salary items, depreciation and interest.

Table 9: Other expenses overview

$m	FY24A	FY25FP	FY26FP	FY27FP	FY28FP	FY29FP
Occupancy & Corporate Costs	62	GIPA s.3.5				
Other expenses	161					
Depreciation & Interest	162					
Total other costs	**384**	**412**	**428**	**458**	**494**	**521**

- Occupancy & corporate costs include R&M, cleaning, security, utilities, rent & rates
- Increase in other expenses over the life of the plan CAGR 10% reflect increased ability to reinvest in strategic objectives

Investments

The 2025 Investment plan has been developed with an increased level of maturity in prioritisation and investment categorisation. As part of this, the University has commenced budgeting and reporting for Research investments. These investments have previously been included with Property or Teaching category.

It is anticipated that the average annual Investment spend per annum over the life of the plan will be $128m.

Table 10: Investments overview



Cashflow & cash

Cashflow over the life of the plan to decrease to $266m (2024 closing: $368m).

Operating cashflows over the life of the plan $965m, including OSI one off. Underlying operating cashflows $905m supports Investments of $641m and financing $126m.

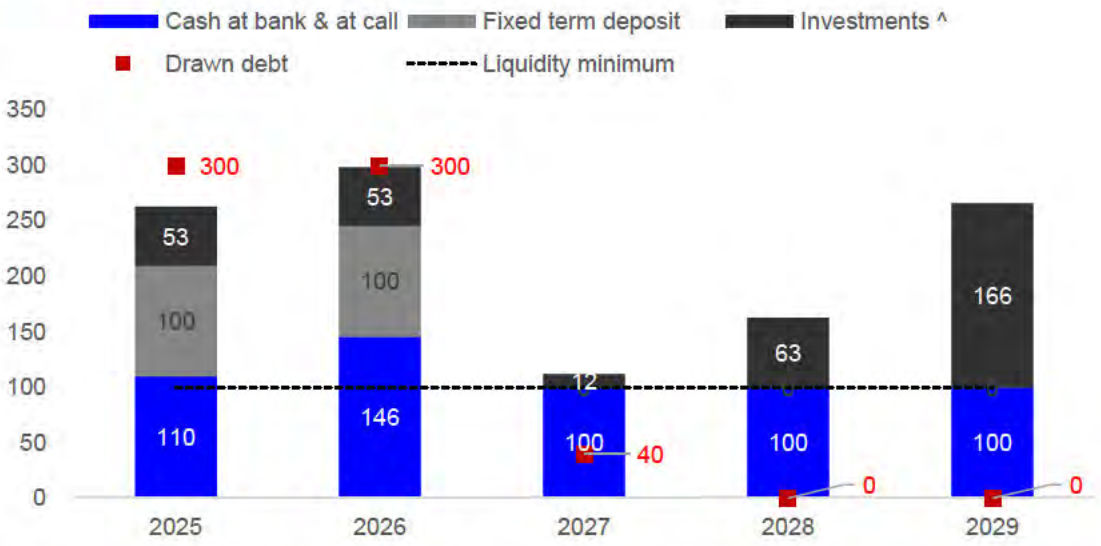
Table 11: 2025 cashflow overview

Cashflow	FY24A	FY25FP	FY26FP	FY27FP	FY28FP	FY29FP
Opening cash	GIPA s.3.5					
Operating cashflows						
Investments						
Financing payments (excl debt repayments)						
Blackfriars proceeds						
Financing payments (debt repayments)						
Closing cash	368	263	299	112	163	266
Cash / Debt coverage	1.2	0.9	1.0	2.8	-	-

- Adverse cash implications of Operational sustainability in 2025 and 2026, benefits from 2026
- Underlying operational cashflows support Investments and Financing requirements

Liquidity & debt

Table 12: Cash balance, debt & liquidity



Note: ^ Investments are held in Australian Ethical, excluding tied funds (such as NFNC).

- Minimum liquidity of $100m to be maintained over the life of the FP.
- Term deposit $100m (May-27 maturity) and strategic funds (Blackfriars proceeds) will be utilised as part of repaying $260m of the Bond in 2027, with short term financing likely to facilitate the balance
- FP indicates that strategic cash reserves will improve towards the end of the life of the plan

In 2025, management will execute against the Debt refinance strategy. This will include prioritisation to address the rollover account with Westpac maturing in Dec-25.

Table 13: Debt facilities and drawn amounts

Source / $m	Facility limit $m	Drawn amount $m	Repayment/Expiry
Westpac Revolver	100	0	December 2025
Bond	300	300	July 2027
ANZ Revolver	100	0	December 2028
Total	**500**	**300**	

Risks and Opportunities

Net profit risk over the life of the FP approximately $12m per annum, with sensitivity to International commencing EFTSL and price as the most material underlying performance indicator, as well as the OSI benefits.

In the event of International EFTSL not being achieved, workforce budgets would be constrained. Costs of acquisition and HDR fee waiver performance provide potential upside.

Table 14: P&L Risks and opportunities

Opportunity / (Risk) P&L	2025	2026	2027	2028	2029
Risks:					
GIPA s.3.5					
Total risks	**-23**	**-61**	**-55**	**-36**	**-44**
Opportunities:					
GIPA s.3.5					
Total opportunities	**38**	**29**	**30**	**31**	**32**
Net opportunity / (risk)	**15**	**-32**	**-25**	**-5**	**-12**

The cashflow risk includes the EBITDA items above. There is an additional cash opportunity or risk pending College performance.

There is an unlikely opportunity that the IDP franking credit materialises ($23m), and as such is not included in the R&O.

Table 15: Cash Risks and opportunities

Opportunity / (Risk) - Cash	2025	2026	2027	2028	2029
Risks:					
GIPA s.3.5					
Total risks	**-23**	**-66**	**-58**	**-36**	**-44**
Opportunities:					
GIPA s.3.5					
Total opportunities	**38**	**29**	**33**	**37**	**38**
Net opportunity / (risk)	**15**	**-37**	**-25**	**1**	**-6**

Appendices

Appendix 1: Student load revenue (excl HDRs)



Appendix 2: Student EFTSL (excl HDRs)



University of Technology, Sydney

Appendix 3: FTEs

	FY19	FY20	FY21	FY22	FY23	FY24A	FY25	FY26	FY27	FY28	FY29
Continuing, SSG and Fixed Term	1,875	1,928	1,736	1,816	1,946	1,956	2,001	1,688	1,644	1,675	1,715
Casuals	241	183	170	193	193	185	162	162	162	162	162
Professional FTE	**2,115**	**2,111**	**1,906**	**2,009**	**2,139**	**2,141**	**2,163**	**1,850**	**1,806**	**1,837**	**1,877**
Continuing & SSG and Fixed Term	1,284	1,312	1,155	1,111	1,151	1,215	1,246	1,189	1,212	1,244	1,269
Casuals	533	458	407	443	463	449	458	471	480	487	497
Academic FTE	**1,810**	**1,655**	**1,534**	**1,553**	**1,611**	**1,663**	**1,704**	**1,661**	**1,692**	**1,732**	**1,766**
Total FTE	**3,926**	**3,766**	**3,441**	**3,562**	**3,750**	**3,804**	**3,866**	**3,510**	**3,498**	**3,569**	**3,643**
Professional Staff FTE %	54%	56%	55%	56%	57%	56%	56%	53%	52%	51%	52%

Appendix 4: Costs of acquisition

	FY19A	FY20A	FY21A	FY22A	FY23A	FY24	FY25	FY26	FY27	FY28	FY29	FY25-FY29
GIPA s.3.5												
Costs of acquisition	**94**	**101**	**100**	**114**	**154**	**184**	**214**	**200**	**213**	**220**	**226**	**1,088**

Appendix 5: FP Assumptions

			FY25	FY26	FY27	FY28	FY29
1	**Global assumptions**						
	Working (remote/campus/hybrid)		Hybrid	Hybrid	Hybrid	Hybrid	Hybrid
2	**Strategic overlays**		GIPA s.3.5				
2.01	Operational sustainability / Cost gap						
	Academic - incremental change						
	Redundancy provision						
	Implementation / investment costs						
	Other						
	Professional - incremental change						
	Project management						
	Redundancy provision						
	Implementation / investment costs						
3	**Research driver assumptions**						
3.01	External research income						
	% Growth (calculation)						
3.02	Commonwealth Block Grant RTP						
	% Growth (calculation)						
3.03	Commonwealth Block Grant RSP						
	% Growth (calculation)						
3.04	CRB						
	% Growth (calculation)						
4	**Research Translation (Commercial Return)**						
4.01	Research translation						
			FY25	FY26	FY27	FY28	FY29

5	**International Revenue**						
5.01	Int Commencing as a % of Total (calculation)		GIPA s.3.5				
5.02	Int Load Commencing - Onshore only						
5.03	Int Load Continuing - Onshore only						
5.04	International EFTSL - Onshore only						
5.05	International EFTSL - incl Offshore						
5.06	International EFTSL - Offshore only						
5.07	International Revenue						
5.08	International fee rate increase						
5.09	International Scholarship						
	International Scholarship %						
5.10	International Agency Fees						
5.11	International Agency Fees %						
5.12	Scholarships (incl Alumni and other Scholarships)						
6	**Domestic Revenue**		GIPA s.3.5				
6.01	Domestic CGS cluster funding						
6.02	Domestic CSP EFTSL (UG, PG)						
6.03	Domestic PG Full Fee EFTSL exc OPM						
6.04	Domestic PG rate increase						
7	**Other Revenue**						
7.01	GIPA s.3.5						
7.02							
7.03							
7.04							
7.05							

	GIPA s.3.5					
7.06						
7.07						
7.08						
7.09						
7.10						
8	**Employee benefits**					
8.01	GIPA s.3.5	GIPA s.3.5				
8.02						
8.03						
8.04						
8.05						
8.06						
8.07						
8.08	Annual leave days budgeted	19 days in FP, 20 days in budget	19 days in FP, 20 days in budget	19 days in FP, 20 days in budget	19 days in FP, 20 days in budget	19 days in FP, 20 days in budget
9	**Major non-Salary items**					
9.01	Other goods and services (excl below)	2.7%	2.7%	2.7%	2.6%	2.5%
9.02	Repairs and maintenance	6%	6%	6%	6%	6%
9.03	Cleaning costs	4%	4%	4%	4%	4%
9.04	Security costs	10%	10%	10%	10%	10%
9.05	Energy costs	12%	-17%	2%	2%	22%
9.06	Rent & Rates	4%	4%	4%	4%	4%
9.07	Insurance costs	$6.8 M	$7.4 M	$8.0 M	$8.6 M	$9.3 M
9.08	Depreciation	$156.5 M	$166.6 M	$170.3 M	$177.8 M	$180.1 M
9.09	Software & Hardware costs - YOY increase	10%	10.00%	10.00%	10.00%	10.00%
9.10	Bad Debt	0.11% of Fee Income (Dom FF, Int, Other Fee Income)				

DOCUMENT 3.1 – ATTACHMENT 1

10	**Opex Investment**					
10.01	VCSF	$5.0 M	$5.0 M	$5.0 M	$5.0 M	$5.0 M
11	**Cash**					
11.01	Debt facilities available	Bond $300 M	Bond $300M	Bond 300M (repay in 2027)	–	–
		ANZ $100 M	ANZ $100 M	ANZ $100 M	ANZ $100 M	–
		Westpac $100M	-	-	-	–
11.02	Term Deposit	GIPA s.3.5				
11.03	Loan to UTS College					
11.04	Working capital					
11.05	Capital spend					
	Property Unit					
	IT Unit					
	Faculty / Other					

DOCUMENT 3.2

UNIVERSITY OF TECHNOLOGY SYDNEY

FINANCE COMMITTEE

AGENDA ITEM 3.2 **MEETING 25/2**

GLEN BABINGTON
CHIEF OPERATING OFFICER

3 MARCH 2025

UTS DEBT REFINANCE STRATEGY

Risk Taxonomy Cross-Reference:

A: Liquidity – Inability to meet financial liabilities obligations.

B: Revenue and margin – Inability to generate adequate revenue and maintain the profit margins.

Purpose

To seek Finance Committee's approval of Management's Debt Refinance Strategy.

Recommendations

The Finance Committee to:

.1 receive and note the report, as detailed in Document 3.2 – *UTS Debt Refinance Strategy* and **Attachment 1**; and

.2 recommend that Council approve the UTS Debt Refinance Strategy as detailed in Document 3.2 - *UTS Debt Refinance Strategy.*

Background

UTS faces a dynamic and challenging environment due to changes in government policy, inflation, cost of living pressures, and high student expectations. Prior to the release of the international student cap in 2024, the 2024 – 2028 Finance Plan (November 2023) reflected an improved operational performance, a return to a prudent and sustainable surplus by 2026 and capacity to repay the $300m Bond.

The restriction in international student revenue growth has required a change in the financial and operational strategy. This includes delivery of the Operational Sustainability Initiatives to reduce annual costs by $100m to support long-term financial sustainability.

Management advised the Committee at its September 2024 meeting that refinancing will be required to support cashflow needs over 2025-2029 including the short-term cash implications of a large-scale workforce change, whilst continuing to support strategic programs. In that meeting the Finance Committee communicated a debt risk appetite of 2 times EBITDA leverage.

The Debt Refinance Strategy (**Attachment 1**) includes key strategic capital management considerations, including target credit metrics, funding horizon and EBITDA sensitivity. It also provides an overview of the refinance process, including the objectives, considerations, steps required, and timeline overview.

Key strategic considerations

The Strategy is required to ensure financial flexibility and liquidity to execute strategic and operational plans within strategic risk appetites.

Management aims to maintain a minimum liquidity buffer of $100m and a maximum leverage ratio of 2x during the life of the plan 2025 – 2029 as uncertainty remains, noting the Treasury Procedures is $50m.

Given market uncertainty and the need for flexibility, UTS will focus on near-term funding requirements rather than long-term financing solutions. The development of strategic plans over a five-to-ten-year period will determine the longer term needs.

The Strategy will account for potential adverse impacts on EBITDA, including benefits realisation risk and ongoing revenue growth risk. Other refinance considerations include:

- ability to service debt obligations;
- alignment to Mission;
- forecast capital requirements;
- timing of maturity of existing facilities;
- financier appetite;
- market timing; and
- suitable loan formats; trade-off between simplicity and competitive tension.

Current debt & liquidity

UTS currently has $500m in debt facilities, including a $300m bond maturing in July 2027 and $200m in undrawn revolvers.

Source / $m	Facility limit $m	Drawn amount $m	Repayment/Expiry
Westpac Revolver	100	0	December 2025
Bond	300	300	July 2027
ANZ Revolver	100	0	December 2028
Total	**500**	**300**	

Maturity of these facilities will be considered as part of the Strategy, and Management anticipates a recommendation to roll over the Westpac Revolver in 2025.

Early repayment of the Bond is not considered possible, however will be confirmed through external legal advice.

Liquidity is reflected as follows as at Dec-24 and Dec-25 Budget. Liquidity will be impacted by the Operational Sustainability Initiatives both adversely in the short-term (termination payments), and favourably in the mid-term as benefits as realised.

Source / $m	Dec-24	Dec-25	Maturity / comments
Cash at bank & at call	215	110	At call
Fixed term deposit	100	100	May-27 maturity
Subtotal: Operational cash	**315**	**210**	
Other financial assets ^	53	53	Available within 30 days Blackfriars proceeds Considered strategic funds in nature
Subtotal: Strategic & Operational	**368**	**263**	**Total available liquidity**
Investments ^	37	37	Tied / specific purpose eg NFNC
Total Cash & Investments	**405**	**300**	

Note:
^ Investments are held in Australian Ethical. Total balance is $89.7m. Blackfriars proceeds of $53m is considered strategic in nature, and is anticipated to be required to support Operational sustainability execution. Remaining balance of $36.7m are funds that are tied in nature.

The detailed cashflow financial model for the Strategy will be developed, and Management will continue monthly cashflow forecasts (on a rolling basis) and annual forecast (FP). Quarterly cashflows will be reported to the Finance Committee.

Refinancing process and timing

The refinancing process involves the following steps:

1. Initiation: Review existing facilities and identify optimal funding structure.
2. Market Sounding: Approach select financiers for market sounding.
3. Capital Procurement: Procurement process and negotiations with shortlist.
4. Execution and Close: Execution with preferred financier/s and financial close.
5. Management will provide recommendations to the Committee in 2025.

Attachment

1. UTS Debt Refinance Strategy

UTS Refinance Strategy: Briefing Paper

February 2025



UTS CRICOS 00099F
UTS TEQSA PRV12060



01

Background

Background

UTS Finance team is developing a strategy to refinance its debt facilities

Market Context

- Universities are facing a dynamic and challenging environment given recent changes to the Australian Universities Accord and government policy, protracted inflation, cost of living pressures, changes in student load patterns and high student expectations.
- In order to maintain long-term financial sustainability, Universities are responding by rationalising their operations, implementing cost-saving measures and delaying non-essential / uncommitted capital spending.

Background

- The 2025-2029 Finance Plan ("FP") reflects management's strategy to meet the political, social and economic uncertainty.
- Achieving $100m of annualised cost savings early in the FP will lead to a step change in maintainable EBITDA that delivers long-term sustainability, including the ability to fund both essential and strategic growth capex.
- Existing debt facilities total $500m: $300m bond (maturing Jul-27) and $200m undrawn revolvers ($100m maturing at Dec-25 & Dec-28).
- **The FP indicates that approximately $40m of drawn debt is required in FY27 to meet bond repayment obligations, $nil by FY29.**
- The debt refinance strategy is a key consideration within the FP, to ensure UTS has adequate financial flexibility and liquidity to execute the strategic and operational plans that will unlock targeted EBITDA growth outcomes
- Management has commenced developing a debt refinance strategy for Committee consideration and Council approval in 2025.

Briefing Paper Purpose

- This briefing paper is intended to **inform the Finance Committee ("FC") of management's approach in development of the debt refinance strategy**. The briefing paper covers:
  - Key strategic capital management considerations, including target credit metrics, funding horizon & EBITDA sensitivity risk;
  - An overview of the refinance process, including the refinance objectives / considerations and the steps required;
  - A timeline for the development of the debt refinance strategy.

Key Outcomes

As part of the debt refinance strategy development several key outcomes will be discerned.

1. Maintain an **appropriate level of liquidity and financial flexibility** to provide sufficient runway to execute the FP and avoid any pressure on UTS to meet its financial obligations
2. Ensure objectives included in the FP are met whilst **preserving UTS' current baseline credit rating of Aa3** – specific areas of focus will therefore be EBITDA performance / margin, liquidity and debt levels
3. Outline a **clear plan and approach to deal with the refinance** of current debt facilities with consideration of the wider execution of the Operational Sustainability initiative



02

Capital Management Strategic Considerations

Strategic Consideration 1: Target Credit Metrics

The appropriate level of minimum liquidity, available facilities and drawn debt / leverage for UTS is informed, by stated policy, credit ratings guidance and generally accepted market practice for universities.

Minimum Liquidity	**UTS Treasury Procedures**	UTS has on call in committed funding lines, liquidity of at least 60 business days (approximately $100m) to ensure adequate reserves are available to meet its financial obligations.
	Moody's *(to achieve Aa rating)*	Moody's credit rating methodology for Higher Education specifies Total Cash and Investments between USD$100 to $2,500m for an Aa rating.
	Risk appetite	Management increased the liquidity buffer target from $50m (30 business days) to $100m (60 business days) at September 2025 following ongoing sector uncertainty. The Finance Unit continues to monitor adequacy of liquidity.
Leverage & Coverage	**UTS Treasury Policy**	UTS Treasury Policy does not specify a specific leverage target.
	Moody's *(to achieve Aa rating)*	Moody's do not consider Debt / EBITDA as part of their methodology but rather Annual Debt Service Coverage (EBITDA / Annual Debt Service), whereby a ratio of 2 – 4x is required for an Aa rating.
	Risk appetite	The Finance Committee have indicated a risk appetite of 2x leverage.

$368m
FY24A Liquidity

$50m
Procedures Liquidity Floor

$100m
Financial Plan 2025 – 2029 Liquidity Floor

3.6x
FY24A leverage

3.3x
FY24A Debt Service Cover

2x
Target leverage

2-4x
Target Debt Service Cover

Preliminary Views: Given the current uncertain around government policy and the wider macro environment, it would be prudent for UTS to maintain the $100m liquidity floor, noting that the Treasury Procedures sets $50m (1 month operating cashflow).
In addition, targeting a maximum leverage ratio of 2.0x and the upper bounds of the annual debt service coverage ratio range (~4.0x).

UTS

Sources: FIN 24-3 3.2 Attachment A Changes to treasury procedures_DRAFT; Moody's Higher Education Rating Methodology (see Appendix 1 & 2 for further details); Financial plan_FY24 updated actuals.

Strategic Consideration 1: Target Credit Metrics

Target credit metrics will help inform the refinancing options within debt appetite.

Illustrative Refi Example – Financial Plan:

- Based on FY27FP EBITDA of $232m, UTS could fully refinance the existing $300m (pending strategic need) and remain within target credit metrics:

Leverage	
Gross Debt	$300m
EBITDA	$232m
Actual Leverage	**1.29x**
Target Leverage	*2.00x*

Illustrative Refi Example – Downside:

- Where EBITDA by FY27 remains at FY24A level (i.e., $84m), UTS would only be able to refinance $168m to remain within target credit metrics:

Leverage	
Gross Debt	$168m
EBITDA	$84m
Actual Leverage	**2.00x**
Target Leverage	*2.00x*

Preliminary Views:

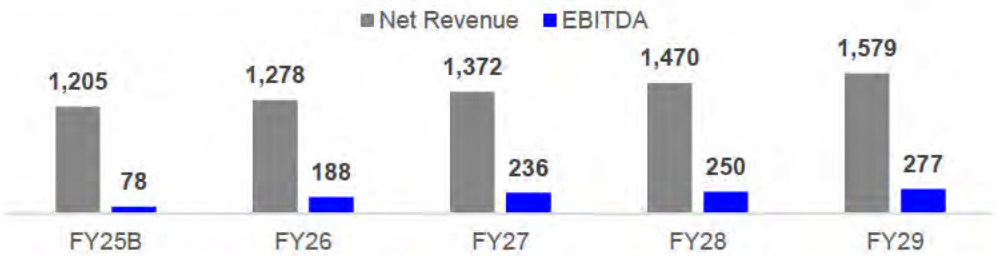
- Should UTS achieve the FP, a full refinance of the existing $300m bond appears feasible within target credit metrics, if UTS wished to borrow to this level.
- The downside scenario reflects that UTS would not be able to refinance beyond approximately $150m whilst maintaining target credit metrics should UTS underperform forecasts.
- **Detailed scenario analysis will therefore be a key aspect of the refinance analysis** to ensure suitable liquidity headroom whilst avoiding the potential for overleverage or low debt service cover in a downside.
- Whether fully refinancing the bond is the most suitable approach will also depend on several factors which will be explored as part of the debt refinance strategy:
  - strategic purpose of debt funding;
  - financier appetite / pricing;
  - risk appetite for leverage and minimum liquidity based on market conditions, and
  - actual UTS performance at the time including progress of cost-out initiatives.

Sources: Financial plan_FY24 updated actuals.

Strategic Consideration 2: Funding Horizon

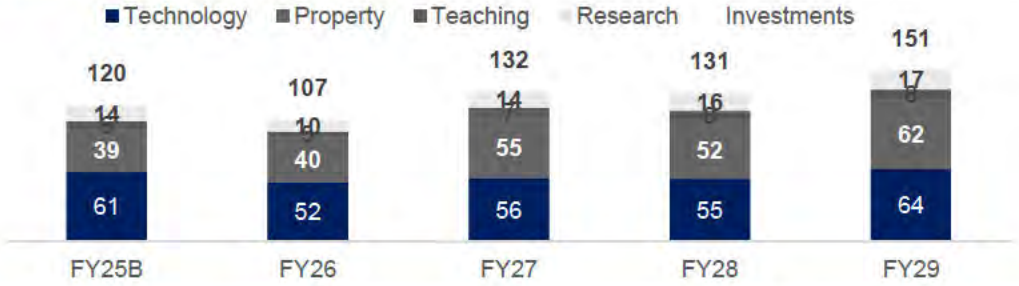
In the current environment, long-term growth / campus capex plans, and UTS's ability to fund those plans, will remain somewhat uncertain given the focus on consolidating financial sustainability. The focus for the refinance is likely to be on near-term funding requirements rather than to support capex plans out to ~2030.

Market Uncertainty



- The financial forecasts continue to face uncertainty given market conditions, creating a risk that EBITDA may be below expectations over the coming years which impacts UTS financial risk profile / credit rating and potentially limit financiers' appetite to provide long term finance.
- In addition, Forecast EBITDA in FY26 is materially better than FY25FP driven by the cost-out initiatives. Financier appetite will likely be stronger once there is evidence that the benefits of Operational Sustainability program are being delivered, rather than relying on forecast figures.

Forecast Capex Requirements



- UTS has forecast significant capex between FY25 to FY29, averaging $128m p.a..
- There is sufficient liquidity to support the capex requirements and restructure costs during FY25, supported by the $200m revolver facilities.
- Whilst UTS has detailed capex forecasts to FY27 there is currently now certain / approved capex plan beyond FY27 out to 2030.
- Given this, it is both difficult, and also unnecessary for UTS to consider putting in place long-term financing in place at this stage.

Preliminary Views: Given market uncertainty and the Operational Sustainability program being in pre-implementation status, financers may have reduced appetite to provide longer term financing (5yrs+) to UTS at this stage. Furthermore, given lack of visibility over long-term capex and funding requirements, UTS would likely benefit from the flexibility provided by shorter term funding rather than putting a long-term financing solution in place that is not required / fit for purpose.

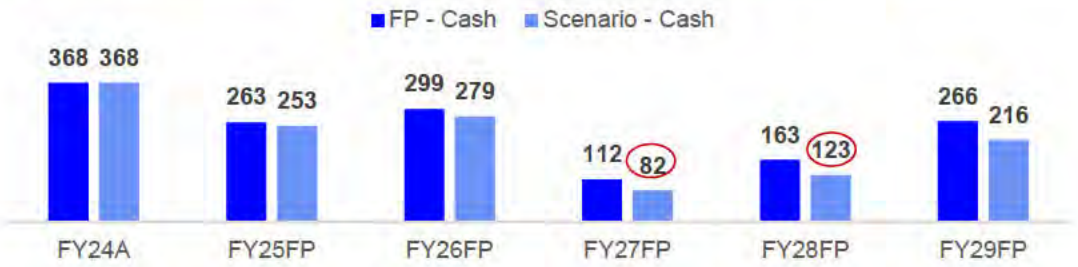
UTS

Sources: Financial plan_FY24 updated actuals.

Strategic Consideration 3: EBITDA Sensitivity

EBITDA sensitivity is a strategic consideration for the debt finance strategy, linked to risk appetite. Possible adverse impacts to EBITDA achievement include benefits realisation risk, and on-going revenue growth risk.

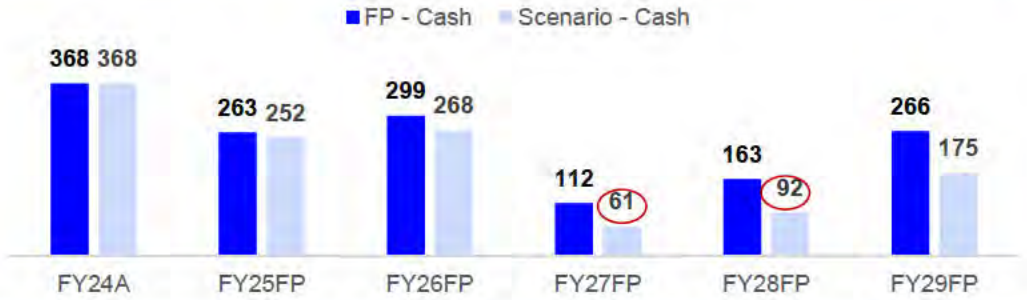
Scenario 1: EBITDA sensitivity risk: $10m p.a FY25 – FY29



- EBITDA sensitivity of $10m per annum (e.g., international revenue or other) directly correlates to additional debt requirements.
- This scenario reflects inadequate cash levels vs the FP over FY27 – FY28 where additional debt would need to be drawn, reflective of the cumulative impact of EBITDA loss.
- Reduced EBITDA performance also increases risk of being outside target credit metrics.

◯ Risk of insufficient liquidity level

Scenario 2: Operational sustainability $80m benefits (vs $100m target)



- EBITDA sensitivity of reduced benefits achieved from Operational Sustainability directly correlates to additional debt requirements.
- This scenario reflects inadequate cash levels vs the FP from FY27, and to a larger degree compared to Scenario 1 in quantum and protracted impact in later years.
- Reduced EBITDA performance also increases risk of being outside target credit metrics.

◯ Risk of insufficient liquidity level

Preliminary Views: Delivery of Operational Sustainability targets as planned in the FP will provide improved certainty, hence financers may have improved appetite to provide longer term financing (5yrs+) to UTS following delivery of the program and step change in EBITDA.

Sources: Financial plan_FY24 updated actuals.



03

Refinance Process Overview

Key Refinance Objectives

The refinance process will seek to optimise facility structure and associated T&Cs.

	Current State	*Targeted Outcome*
1	**Lower Interest Rates:** The bond currently attracts 3.75%. The revolvers attract BBSY + margin of 0.95% (WBC Dec-25) and 1.05% (ANZ Dec-28).	Management will seek to reduce margins where possible, with consideration to the trade-offs between pricing and both tenor and volume.
2	**Extend Payment Terms:** The bond matures in Jul-27 ($300m) and the revolvers at Dec-25 ($100m) and Dec-28 ($100m).	New facilities will be of sufficient tenor to support the financial sustainability of UTS and fund strategic investments over the five-year forecast time frame.
3	**Consolidate Debt Facilities:** Alongside the bond, UTS currently has separate $100m revolver partnerships being ANZ and Westpac.	Efficiencies will be explored through the potential consolidation of facilities, e.g., via a syndicated facility or moving to a sole financier for the revolver.
4	**Suitability Based On Market Conditions:** Cost pressures and international student caps have reduced EBITDA and caused leverage to increase to 3.6x in FY24A.	Given potential variance to forecast performance due to policy uncertainty, the new facility sizing / structure will need to provide suitable liquidity headroom whilst avoiding the potential for excess leverage in a downside scenario.

Refinance Considerations (1/2)

Several key items will continue to be considered as the debt refinance plan is developed.

Interest Rate Environment	• On 18th February 2025, the RBA reduced the official cash rate by 25 basis points to 4.10%. This marks the first rate cut since October 2020. The decision aims to alleviate financial pressures on households facing high living costs and substantial mortgage repayments. • While the RBA acknowledges easing inflation, it remains cautious about future rate cuts, citing uncertainties in both domestic and global economic outlooks. Given the impacts on UTS' potential cost of debt, base rate changes and corporate bonds spreads will continually be monitored during the refinance process.
Ensuring Alignment to Mission	• Debt will be structured to align to UTS's vision of becoming a world-leading university of technology. • Financing will be raised to directly support mission specific investments over the next five years, including Operational Sustainability (restructuring for growth), large scale technology and transformation (e.g., ERP and other technology transformation programs), creative industries and capital works such as CB05 and CB15.
Ability to Service Debt Obligations	• Given policy uncertainty, detailed forecast scenario analysis will be undertaken to ensure UTS has sufficient liquidity headroom to: i. Meet forecast debt obligations; ii. Avoid pressure on covenants / credit metrics; and iii. Maintain sufficient cash balances to have the ability to repay the $300m bond as currently targeted.
Forecast Capital Requirement	• As previously outlined, UTS has significant capital requirements over the forecast period (~$130m average per annum). • Scenario analysis of forecast operating cashflows / cash balances will help inform the level of debt-funding required. • The level of debt-funding will also take into consideration the expectations of various stakeholders (e.g., Council, Credit Rating Agencies, etc.) who are likely to negatively view significant increases in leverage.

Refinance Considerations (2/2)

Several key items will continue to be considered as the debt refinance plan is developed.

Prepayment of Existing Facilities	• Upon initial review of the legal documentation, it appears as though there is no ability to prepay the existing bond before Jul-27. • The interpretation of the documentation will be checked with external lawyers / the agent for the bond as part of the refinancing process. If it is possible to prepay the bond, any potential prepayment charges will be calculated and analysed accordingly.
Market Timing	• Policy uncertainty arising from the Australian government's inability to pass legislation on international student caps and a lack of clear direction on Universities Accord reforms have weakened the operating environment for Australian public universities. • Policy developments will be followed closely, especially given the upcoming potential federal election, to try and ensure the refinancing process is taken to market at a time where there is better visibility to ultimately improve financier appetite.
Financier Appetite	• Political, social and economic uncertainty within the sector may have a negative impact on financier appetite. However, education remains a core economic driver and financiers are likely to continue to support suitable funding structures for universities with strong credit metrics. • Key to achieving the best outcome for UTS will be clearly articulating the credit strength of the University during the refinance process, especially the latest status of the Operational Sustainability initiatives given the significant positive impact on forecast EBITDA.
Structural Considerations	• **Funding Options:** Management will consider key suitable debt vehicles including domestic bonds or bank facilities (see Appendix 4). • **Number of Financiers:** For bank financing, consideration will be given to the trade-off between (i) the simplicity of utilising a single financier and (ii) the potential pricing and T&C benefits achieved through increased competitive tension from a multi-financer solution. • **Bank Loan Formats:** The most suitable loan format (syndicated, common terms and bilateral) will be selected to ensure sufficient flexibility is achieved to meet UTS key refinance objectives. • **Uncommitted vs Committed:** Whilst an undrawn committed facility provides certainty for UTS, the line fees charged by the financier may mean an "accordion" style facility may be more attractive in order to reduce costs

Typical Refinance Process Overview

The steps typically required for a refinance process are outlined below and will remain broadly similar irrespective of whether financing is sourced via a bond or bank debt.



Relevant Activities & Documents

	Target go-to market structure Optimising key criteria such as facility limits, pricing, T&Cs and security structure	Financial model Information memorandum Indicative term sheets	Any other supporting marketing material Financier / Underwriter Q&A process, shortlisting & term sheet negotiation	Due Diligence management Credit approved term sheets Documentation (led by your legal advisers)
Additional bond activities	Determine bond structure Select underwriter & legal counsel	Rating Agency presentation	Conduct roadshows Set pricing	Complete bond sale and settlement



04

Refinance Strategy Timeline

Refinance Strategy Timeline

Key next steps is to gain approval of the final Finance Plan to feed into the debt refinance strategy.

Q1'25

Gain approval of final Finance Plan

- Hold discussions on expected capex
- Finalise capital investments planning

Q2'25

Commence debt refinance strategy development

- Appoint specialist debt advisor for support
- Develop debt refinance strategy and determine optimal capital structure
- Determine best approach regarding maturity of Westpac revolver in Dec-25

Q3'25

Approach market

- Develop initial financier target list
- Conduct soft soundings with financiers
- Receive indications on pricing with financiers

Q4'25

Presentation recommendations to financial committee in November

- Prepare board pack covering debt refinance strategy
- Track progress on operational sustainability initiatives

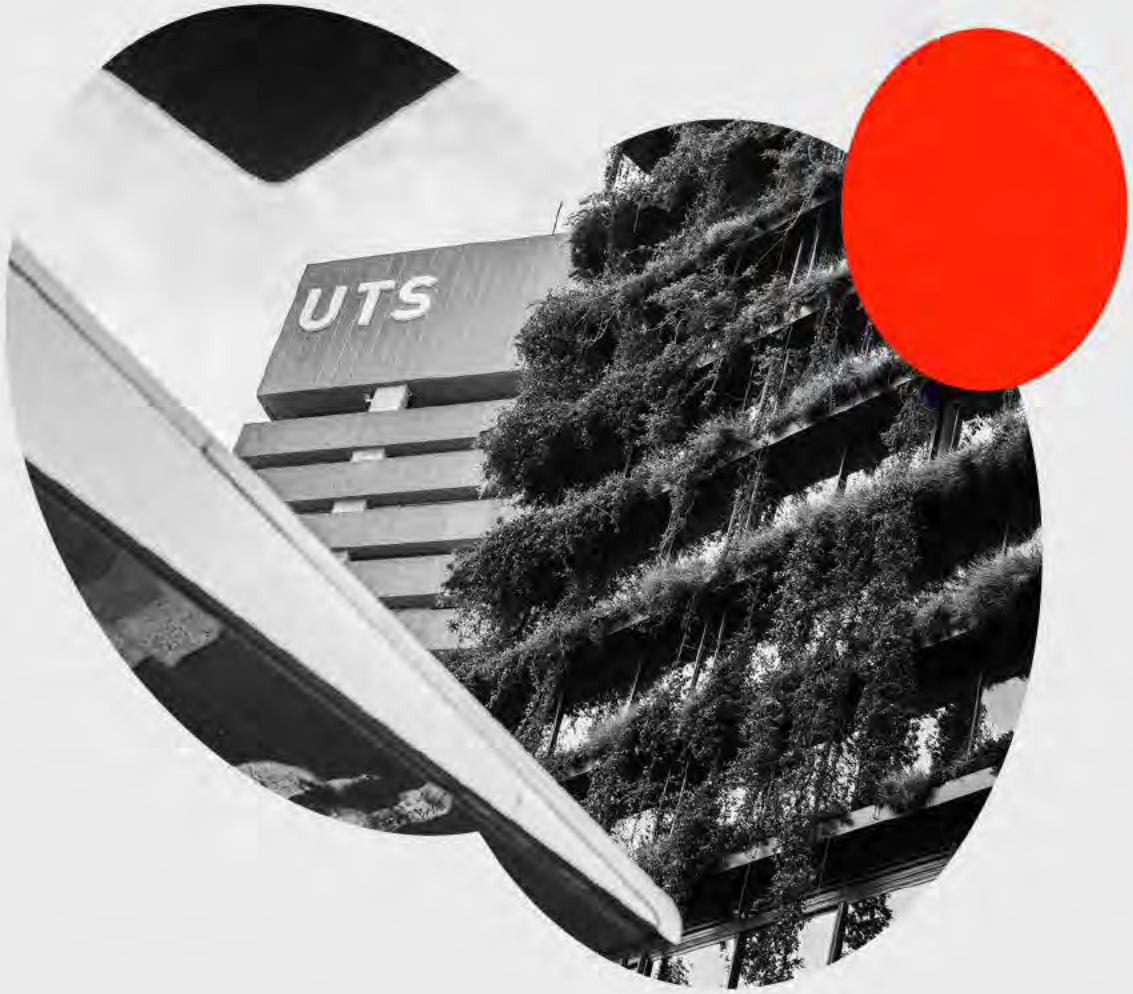
Q1'26

Commence formal debt raise process

- Prepare marketing materials
- Engage financiers in full process

Westpac Revolver (Dec-25 maturity):

- The most immediate refinance consideration is the $100m Westpac revolver which is due to expire in Dec-25 and several options will be considered:
  - Cancel / reduce the limits as required
  - Extend the tenor with Westpac
  - Run a competitive process to secure limits from a new financier
- Given a wider debt raise process is targeted for Q1'26, the most appropriate action will likely be to GIPA s.3.5 (ensuring sufficient liquidity headroom) and then consider options to optimise working capital / capex funding as part of the wider debt restructure, with consideration to the bond refinance, the ANZ revolver and the $100m term deposit (matures in May-27)



Appendices

Appendix 1: Credit Rating Overview

UTS has a Moody's assigned credit rating of Aa1 (Stable) with a baseline rating of Aa3.

Topic	Moody's | Latest Rating: 9th August 2024
Credit Rating	Baseline (i.e. standalone): Aa3 | Applied: Aa1 | Outlook: Stable
Credit Strengths	✓ Supportive institutional framework and funding support ✓ Excellent brand name and strategic positioning underpinning domestic and international student demand ✓ Very good financial policy and strategy supports sound debt and liquidity profiles
Credit Challenges	x Balancing cost pressures whilst operating more efficiently and realigning to a lower reliance on international students
Upgrade Factors: Standalone Rating	• Moody's could upgrade the baseline credit assessment if UTS' **cash and investments to operating expenses increase to above 0.5x** and its **EBIDA margin increases to a level above 8%.**
Downgrade Factors: Standalone Rating	• Moody's could downgrade UTS' ratings if the University is not able to permanently reduce costs while preserving its internal liquidity levels to enhance its capacity to absorb potential further revenue shocks and there is a sustained deterioration in its financial performance, which may arise from international student enrolments falling materially. • Ratings could also be downgraded if there is a reduced likelihood of extraordinary financial support by the Commonwealth, or if the creditworthiness of the Australian sovereign weakens.
Ratings Outlook	• The ratings outlook is stable and reflects the strong institutional framework of UTS and high levels of oversight by the state and Commonwealth governments. • It also reflects a material strengthening of UTS' liquidity and financial performance amid a period of significant disruption during the coronavirus pandemic, reflecting good financial policy and strategy.

Sources: UTS Moody's Credit Rating Report

Appendix 2 Peer Credit Rating Benchmarking

UTS has an Aa1 credit rating which is a 2-step credit rating uplift due from the standalone rating due to support from the Commonwealth of Australia.

2024F	UTS		GIPA s.3.6									
Assigned Rating	Aa1		Aa2		Aa2		Aa2		Aa2		Aa2	
Baseline Credit Assessment	Aa3		a1		a1		a1		a1		a1	
Outlook	Stable		Stable		Stable		Stable		Negative		Stable	
Date of credit rating report	Aug-24		Jul-24		Sep-24		Aug-24		Aug-24		Jul-24	
Ownership Type	Public		Public		Public		Public		Public		Public	
Financial Scorecard Breakdown[1]	**Value**	**Score**	**Value**	**Score**	**Value**	**Score**	**Value**	**Score**	**Value**	**Score**	**Value**	**Score**
Adjusted Operating Revenue (USD Millions)	821	Aa	813	Aa	415	A	675	Aa	463	A	460	A
EBITDA Margin	8.0%	A	11.0%	A	10.5%	A	12.0%	A	2.0%	Ba	17.0%	Aa
Total Cash and Investments to Operating Expenses	0.3	Baa	0.1	Ba	0.3	Baa	0.9	Aa	0.6	A	1.0	Aa
Total Cash and Investments to Total Adjusted Debt	0.8	A	0.2	A	0.5	A	0.7	A	0.9	A	1.5	Aa
Annual Debt Service Coverage	5.8	Aaa	3.2	Aa	4.3	Aaa	4.3	Aaa	1.2	Baa	11.0	Aaa

Commentary:

- Peer group is a selection of GIPA s.3.6 universities who are public universities, they all receive two notch of uplifts to reflect high likelihood of extraordinary support form the Commonwealth of Australia.

Notes: (1) There are qualitative factors included in the credit rating assessment which are not shown in the above peer benchmarking. Sources: Moody's credit rating reports.

Appendix 3: Potential Funding Options

The below products are currently considered the most appropriate funding sources.

	Bank Debt	Simple Corporate Bonds	Domestic Placement	USPP
Overview	• Provides committed funding for backstop/liquidity • Able to manage progressive drawdowns and repayments most efficiently	• ASX-driven listed corporate bond market • Funds term debt only (1 drawdown, 1 repayment)	• Institutional - insurance/debt funds • Medium term drawn funding for core term debt • Prefer 1 drawdown, 1 repayment	• Backed by US insurers and institutions • Structure / covenants akin to drawn bank debt • Funds term debt only (1 drawdown, 1 repayment)
Amount	• Any - larger amount may require underwrite/syndication	• Historically $50m to $100m	• Typically, $25-100m per issuance	• Typical minimum US$150m
Tenor (years)	• Any term, but 3 or 5 years typical	• 5 years	• Typically, between 5-10 years	• Typically, 7-15 years
Cost of funding	• Typically, lowest cost (ancillary business subsidises) • BBSY+1.5-2.5%	• BBSY+1.0-5.0%	• Minimum return hurdles typically require margins of 2.5% or above	• Investment Grade margins fluctuate but is broadly in the region of 1.5-2.0% (plus swap costs)
Pros	✓ Flexible (undrawn commitments, easy to draw/repay) ✓ Funding certainty/committed from strong counterparty ✓ No formal rating required	✓ Longer tenor than bank debt ✓ Simple covenants ✓ Competitive pricing	✓ Longer tenor than bank debt ✓ Diversify funding source ✓ USPP investors now active locally	✓ Long tenor available ✓ No formal credit rating (NAIC rating required) ✓ Diversity of funding source
Cons	x Relatively shorter-term in duration x Can be covenant heavy x Pressure on cross-sell opportunities x Limited depth in Australian market (dominated by Big 4) x Higher pricing for longer duration	x Inflexible drawdown / repayment x Tenor available shorter than other bond markets x Not widely used	x More detailed credit process x Separate documentation can be required x Inflexible drawdown/repayment x Conformity to bank documents	x Typically needs FX swaps, hedge accounting x Inflexible drawdown and repayment x More complicated documentation

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Questions & Discussion

UTS



FY25 Investment prioritisation review

December 2024

Recommendation to ULT for approval

From each S/Co or Responsible ULT member, the FY25 recommendations to ULT are as follows. Further detail on following slides for investments above and below the line.

Prioritised requests are materially within envelope, some slippage in Strategic and Research portfolios. Recommend to manage $4.15m budget risk through FY25 pending project trajectories.

$m	Envelope issued	ULT Recommendation	Variance	Projects recommended	Projects not included
Ops Div/ULT (M&E)	**26.0**	**26.0**	**0.0**	ART Portfolios	Potential delays in Technology Debt program TBC
Investment S/Co	**32.0**	**34.25****	**-2.25**	ERP, ITOM, CMM, DPP, Cinlearn	** Operational Sustainability – including funding for projects with overlap (STL, Op model, CI). These items are yet to be fully costed.
Property S/Co	**39.0**	**39.0**	**0.0**	Major maintenance, CB15 Decant, CB05 College design, Goods line, Switchboard, Climate initiatives, various smaller investments	Hybrid meeting rooms, FASS media labs, Jumbunna fit out, TD school phase 2, ITU Refurb, Building 5 remediation
Provost	**6.0**	**6.0**	**0.0**	Various teaching assets prioritised	Review will continue, some items held as placeholder pending business case detail
Research Major Facilities S/Co / DVC Research TBD	**12.0**	**13.9**	**-1.9**	Advanced Prototype Packaging, Tech Lab, Battery manufacturing, various ARC & employment contract commitments	Phasing of some items into FY26, notably $3.5m battery manufacturing
Total	**115.0**	**119.15**	**-4.15**		

**** Operational sustainability not included in the above $119.15m. Recommend to treat funding separately.**

Overview: Strategic projects

Recommended investments
“Above the line”

Programs / Projects - Cost Forecast	2025 $'000
Inflight programs	
Enterprise Resource Planning (ERP)	27,086
Curriculum Management Modernisation (CMM)	500
IT Operating Model (ITOM)	1,590
Digital Presence Program (DPP)	3,338
New programs	
CinLearn	1,736
UTS Operating Model (Op Model)	-
Sustainable Teaching and Learning (ST&L)	-
Creative Industries (CI) (excl property)	-
Contingency - variable %	
Total	**$ 34,250**

Deferred / scope reduced investments
“Below the line”

Not invested $’000	
ERP	0
CMM	600
ITOM	200
DPP	1,100
Cinlearn	0
Total	**1,900**

Total: $1.9m reduced scope / deferred timelines across CMM, DPP and ITOM

- ERP: 100% committed, no risk
- CMM: $0.5m not committed, new backlog not prioritised
- ITOM: $0.2m not committed, use of internal VMO resource for remaining work
- DPP: $3.1m not committed, resulting in scope reduction. Foundations will be built, 70% content migration & Research + Industry hubs will be built in 2025.

Research

Recommended investments "Above the line"

Research	Faculty/Unit	Academic Lead	Original request	Proposed budget
Capital expenditure from ringfenced Longas monies and therefore not in scope for current exercise				
GIPA s.3.5	DVCR/RO	Various	75	75
	DVCR/RO	Various	200	100
	DVCR/RO	Various	150	100
			425	275
Physical Space		GIPA s.3.4		
GIPA s.3.5	FOS		8,300	7,900
	FOS		1,200	400
	FEIT		3,300	3,300
	FOS		4,500	1,000
			17,300	12,600
Capex allowance obligations: to be spent on whatever the researcher wants				
GIPA s.3.4	FOS		70	70
	FOS		100	100
			170	170
Employment Agreements				
GIPA s.3.4	FOS		517	
	FOS		128	60
			645	60
Contractual Obligations and/or work commenced				
GIPA s.3.5	FOS		125	125
	FOS		75	75
	FOS		44	
			244	200
ARC applications for capex - results known November 2024				
GIPA s.3.5	FOS		415	415
	FOS		400	400
	FEIT		75	75
	FOS		231	
	FOS		210	
	FOS		197	
	FEIT		200	
			1,728	890
Other requests for equipment				
GIPA s.3.5	FOS		800	
			800	-
Grand Total			20,887	13,920
Directional target			12,000	1,920

Deferred / scope reduced investments "Below the line"

Total: $4m not prioritised, low risk given planning has not been finalised for these investments

- GIPA s.3.5: $3.5m not committed given that detail is not yet firmed up and scoping is to be completed. $1m assumed based on when project may commence
- GIPA s.3.4: $0.5m not yet committed with detail not yet confirmed
- ARC applications not awarded

Property

Recommended investments "Above the line"

Project Name	Investment Category	FY25B $'000
Major Maintenance	Compliance/Regulatory	6,499
	Campus Maintenance	1,107
	Maintain / Enhance	408
CB15 Decant	Strategic	6,324
CB05 (design 2024) - UTS college	Strategic	4,284
Building 1 Level 3 Facade Replacement	Compliance/Regulatory	3,672
UTS DAB / Goods Line South Access Improvement	Compliance/Regulatory	3,249
CB05 compliance	Compliance/Regulatory	3,060
Minor works & Refurbishments	Campus Maintenance	2,040
Tech Lab Block D	Strategic	1,734
Climate Positive Projects in delivery	Strategic	1,020
Switch board replacement project CB01	Compliance/Regulatory	1,020
Fitout Contribution	Compliance/Regulatory	592
Security Control room AVS/BWIC	Compliance/Regulatory	378
FEIT cybersecurity teaching lab	Strategic	355
Camera Replacements per Asset Management Plan - Supply AND Install	Compliance/Regulatory	245
2 x Avigilon server	Compliance/Regulatory	204
CB01 & CB08 Batteries - Climate Positive plan	Compliance/Regulatory	204
CB10 Battery	Revenue / Productivity	204
EMS Replacement	Revenue / Productivity	204
FEIT Control lab	Strategic	204
FEIT MME manufacturing T&L workshop CB11.B1.203/204	Strategic	204
Lift CCTV Installation - CB07, CB10 & CB11	Compliance/Regulatory	119
Bike Battery storage pilot	Compliance/Regulatory	102
FEIT Biomedical Engineering Lab CB11.12.400-408	Strategic	102
Replace furniture - Couches	Campus Maintenance	82
Replace chairs in 6 apartments	Campus Maintenance	77
Level 21 HVAC Upgrade	Campus Maintenance	61
Unity 8 Upgrade	Compliance/Regulatory	61
Office AC Upgrade	Campus Maintenance	59
Security Emergency signage	Compliance/Regulatory	57
DAB extension of Fashion and Sewing studio spaces CB06.06.103	Strategic	51
FEIT Power Systems Lab CB11.10.103	Strategic	41
Update to the Kenwood radio system	Compliance/Regulatory	31
Total Escalation Contingency		**$38.053M included $0.947M**

Deferred / scope reduced investments "Below the line"

Property	Submitted
ITU Refurbishment	1.9
Carbon offset solution	0.5
TD school phase 2	0.7
Hybrid meeting rooms	0.4
FASS media labs	1.2
Jumbunna fit out	0.3
Smart Campus initiatives	0.5
Kidman Centre lifts	1
CB06- Replace Guthrie Theatre Ceiling	0.5
CB05- Repair Sandstone Bell Tower	0.4
ActivateUTS Jones St	0.2
Informal learning	0.5
Creative Industries (awaiting final business case to be confirmed)	3.3
CB01 L03 shop front	1
	12.3

Total: $12m not prioritised in 2025, deferred projects into future years

Teaching (Provost) assets

Recommended investments
"Above the line"

Project Name	Investment Category	FY25B $'000
Major Maintenance	Compliance/Regulatory	6,499
	Campus Maintenance	1,107
	Maintain / Enhance	408
CB15 Decant	Strategic	6,324
CB05 (design 2024) - UTS college	Strategic	4,284
Building 1 Level 3 Facade Replacement	Compliance/Regulatory	3,672
UTS DAB / Goods Line South Access Improvement	Compliance/Regulatory	3,249
CB05 compliance	Compliance/Regulatory	3,060
Minor works & Refurbishments	Campus Maintenance	2,040
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CB01 & CB08 Batteries - Climate Positive plan	Compliance/Regulatory	204
CB10 Battery	Revenue / Productivity	204
EMS Replacement	Revenue / Productivity	204
FEIT Control lab	Strategic	204
FEIT MME manufacturing T&L workshop CB11.B1.203/204	Strategic	204
Lift CCTV Installation - CB07, CB10 & CB11	Compliance/Regulatory	119
Bike Battery storage pilot	Compliance/Regulatory	102
FEIT Biomedical Engineering Lab CB11.12.400-408	Strategic	102
Replace furniture - Couches	Campus Maintenance	82
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Security Emergency signage	Compliance/Regulatory	57
DAB extension of Fashion and Sewing studio spaces CB06.06.103	Strategic	51
FEIT Power Systems Lab CB11.10.103	Strategic	41
Update to the Kenwood radio system	Compliance/Regulatory	31
Total Escalation Contingency		**$38.053M included $0.947M**

Deferred / scope reduced investments
"Below the line"

Teaching assets (Provost)	Submitted
FEIT Strategic plan implementation (projects TBD)	1.9
Virtual Production LED Volume	1.6
FoH Digital Tech Learning Platform Solution (AI/VR)	1.0
New ask - LC-QTOF MSMS	0.6
New ask Spectral Flow Cytometer	0.6
Supplementary capital/minor works	0.6
New ask Fast portable benchtop confocal microscope for both Teaching & Learning and Research	0.5
Internetworking upgrade	0.5
Hybrid seminar room upgrades (B08 Level 8)	0.5

Total: $13m not prioritised in 2025, deferred projects into future years. This overview reflects asset requests above > $0.5m only

Recommended to continue to review and prioritise pending capacity and affordability

UNIVERSITY OF TECHNOLOGY SYDNEY

UNIVERSITY LEADERSHIP TEAM (ULT)

AGENDA ITEM:	**3.2**	**ULT 05/12/2024**
SPONSOR:	GLEN BABINGTON	
	CHIEF OPERATING OFFICER	
VISITOR/S:	BELINDA JOHNSON, CFO	
FY25 INVESTMENTS PRIORITISATION UPDATE		

Purpose

☒ For Decision

Level of Confidentiality

☒ Executive Teams/SLG

Consultation Pathway



Recommendation

That ULT:

a. Approve the proposed approach to investment budget allocations.

b. Approve the FY25 investment budget allocation.

FY25 Preliminary budget planning process change (refresher)

As part of the FY25 Preliminary budget process, there has been a proposed change in how investment funding is committed through financial planning.

Traditionally, investment (capex) “asks” were submitted to Finance from various Business unit leaders and managed by various Business Unit leaders or Steering Committees. Projects have been approved within financial envelopes that have been set based on historical spend levels.

This process is now being evolved to better link financial resource allocation to strategic outcomes and increase transparency. This is also of increasing importance given resource constraints (financial and execution capacity for example).

As part of this budget process change, there has been establishment of proposed funding envelopes for major investment portfolio areas, as well as ensuring there is balance in investment for on-going required maintenance as well as strategic growth.

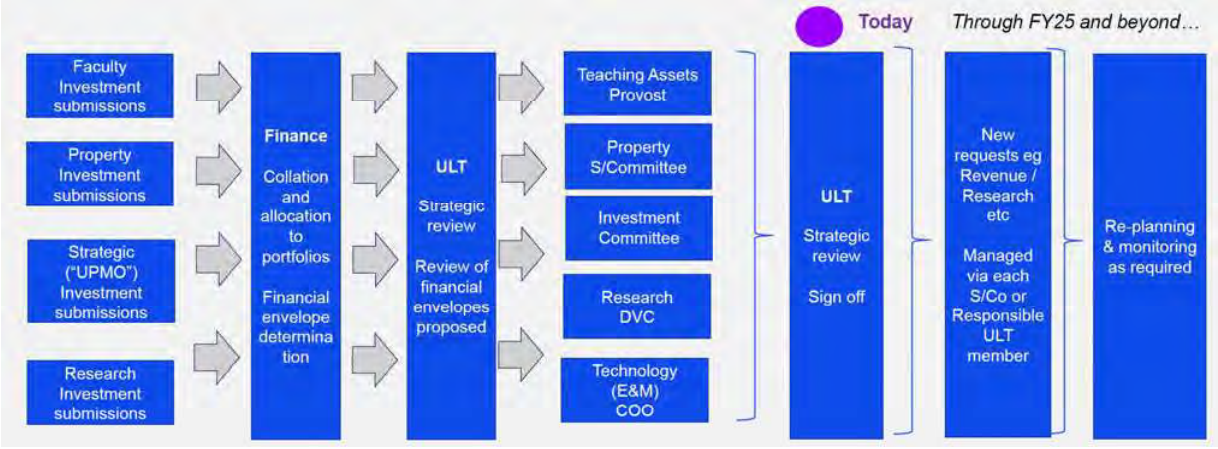
The investment portfolios are Strategic priorities, Research, Property, Teaching assets and Technology. The responsibility for the investment portfolio is managed by a portfolio owner, which is a Steering Committee or responsible ULT member. The ULT is then accountable to sign off and approve financial envelopes and the project prioritisations recommended by the portfolio owner.

Finance support for on-going review for Steering Committees and Responsible ULT members is to be reviewed and improved in consultation with Committee Chairs / Responsible ULT members.

Through FY25, quarterly reviews are proposed by the ULT for investments monitoring, where any replanning has occurred within the portfolios for example.

Table 1 provides an illustrative overview of the proposed process.

Table 1: Investments financial planning and monitoring process



FY25 Financial envelopes update & recommended project prioritisations

FY25 investment financial envelopes were endorsed by the ULT in late September which were provided to each portfolio owner. The total financial envelope issued was $115m and is summarised in Table 2 below.

Table 2: Investment financial envelopes issued.

$m	Investment submissions							Financial envelope
Committee	Teaching	Research	Property	Technology / Org change	Org change / Op models	Revenue	Total	
Ops Div/ULT (E&M)				28.0			28.0	26.0
Investco	2.5			38.5	13.2	3.0	57.2	32.0
Property S/Co			47.2				47.2	39.0
Provost	19.0						19.0	6.0
Research Major Facilities S/Co		20.6					20.6	12.0
Total	21.5	20.6	47.2	66.5	13.2	3.0	171.9	115.0

The recommendation and approval as part of this paper totals $119.15m (excluding Operational Sustainability investments) and is summarised in Table 3 with high level insights. Prioritised requests are materially within envelope, with some slippage in Strategic and Research portfolios. It is recommended to manage this budget risk through FY25 pending project trajectories.

Table 3: Investment financial envelope recommended to ULT by the portfolio owner.

$m	Envelope issued	ULT Recommendation	Variance	Projects recommended	Projects not included
Ops Div/ULT (M&E)	26.0	26.0	0.0	ART Portfolios	Potential delays in Technology Debt program TBC
Investment S/Co	32.0	34.25**	-2.25	ERP, ITOM, CMM, DPP, Cintearn	** Operational Sustainability – including funding for projects with overlap (STL, Op model, CI). These items are yet to be fully costed.
Property S/Co	39.0	39.0	0.0	Major maintenance, CB15 Decant, CB05 College design, Goods line, Switchboard, Climate initiatives, various smaller investments	Hybrid meeting rooms, FASS media labs, Jumbunna fit out, TD school phase 2, ITU Refurb, Building 5 remediation
Provost	6.0	6.0	0.0	Various teaching assets prioritised	Review will continue, some items held as placeholder pending business case detail
Research Major Facilities S/Co / DVC Research TBD	12.0	13.9	-1.9	Advanced Prototype Packaging, Tech Lab, Battery manufacturing, various ARC & employment contract commitments	Phasing of some items into FY26, notably $3.5m battery manufacturing
Total	115.0	119.15	-4.15		

Operational Sustainability programs of work are proposed to be treated separately, once there is more detailed understanding of costs (and benefits), and in recognition of the abnormal nature of the program.

A summary of project investments is provided in the attachments with the exception of Teaching assets given their low value and complexity.

Next Steps

Following ULT approval, financial envelopes will be confirmed to portfolio owners to commence investment planning, financial commitments and execution. The first of quarterly reviews of investments monitoring is proposed to be in April 2025.

Attachments

1. Strategic investments
2. Research investments
3. Property investments
4. IT Maintain and Enhance investment programs

Attachment 1 – Strategic investments

Programs / Projects - Cost Forecast	2025 $'000
Inflight programs	
Enterprise Resource Planning (ERP)	27,086
Curriculum Management Modernisation (CMM)	500
IT Operating Model (ITOM)	1,590
Digital Presence Program (DPP)	3,338
New programs	
CinLearn	1,736
UTS Operating Model (Op Model)	-
Sustainable Teaching and Learning (ST&L)	-
Creative Industries (CI) (excl property)	-
Contingency - variable %	
Total	**$ 34,250**

Highlights:

- $34.25m recommended vs $32m envelope
- Major investments include:
  - ERP (commenced),
  - Finalisation of ITOM and CMM
  - Cinlearn business development opportunity; and
  - DPP website foundations and hypercare, with 70% content migration & research and Industry hubs built out by end 2025
- This prioritisation reflects the importance of business and cyber risk reduction, financial sustainability, revenue diversification, as well as cultural and operational uplift

Attachment 2 – Research investments

Research	Faculty/Unit	Academic Lead	Grand Total	2025
Capital expenditure from ringfenced Longas monies and therefore not in scope for current exercise				
GIPA s.3.5	DVCR/RO	Various	75	75
	DVCR/RO	Various	200	100
	DVCR/RO	Various	150	100
			425	275
Physical Space		GIPA s.3.4		
GIPA s.3.5	FOS		8,300	7,900
	FOS		1,200	400
	FEIT		3,300	3,300
	FOS		4,500	1,000
			17,300	12,600
Capex allowance obligations: to be spent on whatever the researcher wants				
GIPA s.3.4	FOS		70	70
	FOS		100	100
			170	170
Employment Agreements				
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			645	60
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ARC applications for capex - results known November 2024				
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	FEIT		75	75
	FOS		231	
	FOS		210	
	FOS		197	
	FEIT		200	
			1,728	890
Other requests for equipment				
GIPA s.3.5	FOS		800	
			800	-
Grand Total			20,887	13,920
Directional target			12,000 -	1,920

Highlights:

- $13.9m recommended for ULT approval vs $12m envelope
- Major investments include:

GIPA s.3.5

Attachment 3 – Property investments

Project Name	Investment Category	FY25B $'000
Major Maintenance	Compliance/Regulatory	6,499
	Campus Maintenance	1,107
	Maintain / Enhance	408
CB15 Decant	Strategic	6,324
CB05 (design 2024) - UTS college	Strategic	4,284
Building 1 Level 3 Facade Replacement	Compliance/Regulatory	3,672
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DAB extension of Fashion and Sewing studio spaces CB06.06.103	Strategic	51
FEIT Power Systems Lab CB11.10.103	Strategic	41
Update to the Kenwood radio system	Compliance/Regulatory	31
Total Escalation Contingency		**$38.053M included $0.947M**

Attachment 4 – IT Maintain & Enhance investments

ART	EPIC Name
Teaching & Learning	Cloud Scheduling Solution
	Automation of Extra Time for online exams
	Replace ProctorU
	CASS Optimisation: Licensing
	TNE: CinLearn
	CMM Hypercare and transition to Platform Team
	Sustainable Teaching and Learning: Course and Subject Rationalisation
	Student Experience: Optimise Onboarding Comms
	Student Experience: Support for Students Outreach
	Student Experience: Student Voice and Feedback
	Achieve Cost Out - Student Mobile App
Research	Ethics Review
	Data Arena Audio Refresh
	Maintain Research BAU
	Research Data & Reporting
	HDR Uplift
	Research Project Enablement
	Research Infrastructure
	NCI Cost Optimisation
	HPC Lease Refresh
Business Operations Technology	PG nurture Journey - lead capture & marketing attribution
	Contact Centre technology uplift for Future Learner team
	Enterprise Event Ticketing Platform (Humanitix Replacement)
	Public website Course Comparison tool
	Wordpress technical debt retirement and migration
	Customer Data Platform and Consent Management Platform
	UTS Open Enhancements
	Gender-based Violence - management & reporting tool
	Safety Plan system in Protecht
	Intranet - SharePoint online migration + Content Hygiene + Governance
	Disclosure of Interest Roll-out in Protecht
	Salesforce B2B CRM enhancement & enterprise adoption
	University rankings data capture & reporting automation
	Maintain BOT BAU
	Search365
Cyber	GIPA s.3.5

ART	EPIC Name
Enterprise Platforms	WhereScape replacement and API catalogue
	TRIM SaaS solution
	M365 Cloud Back up license & implementation
	LDAP Redesign
	API Roadmap
	SharePoint Onprem Cleanup and decommisioning
	M365 Governance and Information protection
	Compliance Management Framework
	NEO Legislation
	Platforms health check and process consolidation
	Collaborative Tools rationalisation review and decommissioning
	Maintain Enterprise Platforms BAU
	Integration Vendor augmentation
Cloud & Infrastructure	Sailpoint IGA implementation
	Enhance Identity Platforms
	Maintain AVS equipment
	Data Network Replacement - Supplier Selection
	Data Network Replacement - Design & Implementation Planning, Initial installation
	Automation rollout and enhancment
	Enhance Enterprise Observability
	Replace and rollout virtual labs solution
	Teams voice implementation and call centre replacement, retire PABX
	HR & Payroll to ServiceNow
	Azure storage to Dell Apex Research Repatriation
	Retire China VPN and firewall
	Rollout FinOps cloud cost reductions
	Compute, Backup, & Storage Strategy
	Decommission of FEIT LDAP, AD, and Infrastructure
	Ongoing ESM and ITSM enhancements
	Maintain Cloud & Infrastructure BAU
Architecture	Maintain BAU Architecture
Technology Transformation & Management	Technology Transformation & Management
	COH Subscription Reductions
	End User Computing

Note: IT M&E is delivered based on a "fixed" workforce model (i.e. ITOM structure) and as such costings are not derived at a variable project level.

HELPS response to the Discussion Paper

Introduction

HELPS acknowledges that recent political and social trends, such as international student caps, have adversely affected many higher education institutions, including the University of Technology Sydney. These challenges pose significant threats to the sustainability of essential services. Nevertheless, even in times of financial strain, it is crucial to recognise the fundamental role that HELPS academic support services play in ensuring the quality of education, student retention and academic success for all students.

HELPS is an indispensable service that empowers students to navigate through the many academic challenges they face. The academic support provided by HELPS bridges the gap between previous educational experiences and academic learning at a university level. It also fosters the development of critical thinking and problem-solving abilities that some students may lack, and supports international students to familiarise themselves with the study requirements of Australian Higher Education.

This response aims to underline the necessity of HELPS academic support services, with its unique programs recognised at award, publication and conference level, in contributing to students' academic success and reputation of UTS HELPS offers a wide range of programs, including English language support, assignment writing and guidance, academic literacy skills development, peer-to-peer tutoring and mentoring and speaking proficiency. It operates in a budget-efficient way and consistently achieves high student satisfaction rates, which contribute to the high retention rates at UTS.

Additionally, this response suggests ways in which HELPS could be utilised in a more effective and budget efficient way, providing support on a larger scale without significantly compromising its impact on student success.

Role and Impact of HELPS

Within HELPS there are three distinct program streams, all of which align with the Student Experience Framework, fostering Engagement, Belonging, Wellbeing and Partnership:

- **HELPS U Learn-** Providing academic language and literacy support for all students who need assistance with their studies with the ultimate aim of fostering independent learners
- **HELPS U PASS-** Encourages learning success through subject-specific group study sessions facilitated by specially trained, high achieving students as partners
- **HELPS U Connect-** Develops confidence in spoken English through a range of informal, volunteer-run programs**.**

HELPS services are available to all students, international, local, undergraduate and postgraduate, who may need support along their academic journey. It operates cost-

effectively by employing qualified ESL/EALD and Linguistics teachers on casual, sessional or part year/ part time contracts for 26 weeks per year. Additionally, many programs and services are delivered by trained student peers and volunteers engaged on a sessional basis.

HELPS supports all students to succeed in their studies by assisting them in understanding the structure and expectations of academic assignments, placing them on the right track to independent learning through a scaffolded in a student-centred approach. HELPS provides workshops and individualised writing support to help students develop the skills that meet the academic standards expected at UTS. This includes issues like plagiarism, which can arise from misunderstandings about referencing rules or proper paraphrasing techniques.

Beyond writing, HELPS supports students to communicate ideas clearly and confidently in class oral presentations, discussions and public speaking. These services are particularly beneficial for international students who may experience language barriers or cultural differences that impact their confidence, including in everyday informal interactions essential to wellbeing, connection to study and settlement into a new country. Thus, the long-term value of HELPS services lies in promoting strong written and oral communication skills, preparing students not only for their academic studies but also their future careers.

HELPS benefits all students who access any one of its range of programs and the consistently high student satisfaction scores confirms this, however it is particularly essential for the following cohorts:

International Students

As the discussion paper outlines, even with capped numbers, international students will continue to play a significant and integral part in the university's financial future. Therefore, ensuring compliance with the ESOS and TEQSA standards in providing services for this cohort will be critical. HELPS is well-versed in providing the appropriate support for international students as they transition into a new academic culture, enhancing their ability to succeed in their studies. All HELPS staff are qualified and experienced ESL/ EALD specialists who apply pedagogically sound scaffolding approaches to international student learning. Student, staff and community volunteers who facilitate HELPS speaking programs are also inducted and trained by specialists in the teaching of language fluency. This, in turn, enhances the student experience and contributes to increased retention rates and academic success.

Students who need additional support

As identified in the recent Support for Student Policy (2023), education providers are required to support students from low socioeconomic status backgrounds, and other underrepresented or educationally disadvantaged cohorts, including those with learning difficulties and neurodiversity. HELPS will be instrumental in providing academic support to these students, often being the first point of contact for those experiencing stress, anxiety, and wellbeing issues that affect their academic performance.

As part of the SSU suite of support services, HELPS effectively liaises with and refers students to other support services, ensuring they have the tools needed to succeed academically. Moving forward, by leveraging data analytics, UTS can better understand student needs and preferences, enabling a targeted approach to resource allocation with SSU.

As a centralised service, HELPS ensures operational and budget efficiency while complying with TESQA standards. Equity is at the heart of our centralised support model, aiming to bridge gaps and alleviate any barriers to learning, promoting inclusivity across all faculties.

HELPS works closely with every faculty in supporting study and assignment requirements, providing tailored support for students with varying needs. This ensures that all students have equal access to the resources they need to thrive.

Power of Peer to Peer Support

Across the three HELPS streams, HELPS U Learn, HELPS U PASS and HELPS U Connect, it engages over 300 volunteers or paid 'students as partners' each year to support students. The various peer programs often leverage each other in terms of training and resourcing, providing pathways for students to move between various programs and develop their skills (i.e. Buddy volunteer, Talkfest volunteer, Peer Advisor, UPASS Leader).

In collaboration between IML, U:PASS and Peer Network, a "Leadership and Mentoring" training module was developed on Canvas in 2020. This module covers the basic fundamentals: leadership and mentoring roles, the mentoring context, communication skills, cultural understanding and diversity, boundaries, referral services and wellbeing.

HELPS is proud of its expertise and experience in delivering structured, educationally sound and sustainable peer-to-peer programs. For more than 12 years, it has provided pathways and leadership experiences with 'students as partners' within a modest budget. This aligns with the expectations of employers who consistently rate communication and leadership skills high on employability scales. It collaborates with other UTS units invested in graduate attributes linking volunteer hours with UTS award programs such as BUILD and SOUL. U:PASS student leaders also impact beyond the scope of HELPS, helping with UTS Teaching and Learning Awards, UTS Committees and initiatives, design of subjects, and some move on to academic or education career pathways.

While recognising that there is always room for improvement and consolidation with other Education and Students units, HELPS believes that its years of experience and expertise should not be overlooked during this period of operational sustainability and should be utilised moving forward.

Impact of Reducing HELPS Academic Support

There would be significant consequences of reducing support services due to budget cuts. In the short term, UTS may fail to comply with the Students Support Policy, with the first annual report due March 2025.

In the mid-term, students who do not receive the academic support they need may struggle to meet course requirements and face greater academic challenges. This could lead to higher dropout rates, lower student retention, satisfaction and decreased graduation rates.

In the long term, cutting academic support services could negatively affect UTS's reputation as an institution that values student success and academic excellence. The reduction of these services would diminish the university's ability to produce highly qualified graduates, potentially harming employment outcomes and the university's standing in rankings.

Recommendations/Areas/Points for Consideration

Considering HELPS' highly skilled specialists, proven track record and extensive experience of supporting students, there are a number of suggestions for how it could operate more effectively within the constraints of the proposed budgetary environment.

Recognising duplication

Generalist and discipline specific support

It has always been agreed that HELPS would provide general language and literacy support to students, while the IML (Teaching Learning and Curriculum), ALL team would offer faculty-specific support in this area. HELPS has consistently sought the opportunity to run discipline-specific workshops and provide faculty resources to students. However, this was often denied as it was deemed to be encroaching on the embedding English language tutorials for students with low English proficiency as tested by OPELA.

Consistent feedback from HELPS students indicated that they would find discipline-specific workshops to be more beneficial to their learning. However, many of these students, due to their OPELA level, are not eligible for the Language Development Tutorials (LDTs).This creates an obvious lack of equitable access to discipline-specific support tutorials, workshops and resources and results in some duplication with the HELPS academic skills workshops. Additionally, it should be noted that the LDTs are delivered by staff with academic contracts often part-time HELPS staff with the same qualifications and experience, but paid at a significantly higher academic rate.

As the ALSS Review observed and noted:

HELPS has shifted to more 'just-in-time and just-for-me' support strategies, including more individual appointments. If there were more workshops designed for courses, disciplines and Faculties, however, Faculty could therefore promote support by saying go to these workshops rather than "go to HELPS"(Harper 2024)

Essentially, HELPS could focus on delivering discipline-specific workshops, centred on assignment success, to a greater number of students, and achieve more scale. This would reduce the need for the LDTs and many HELPS one-to-one consultations, reserving them for students who need scaffolded support as identified above. This would result in a 'double saving' to the university budget.

Potential ideas for Consideration

Higher Degree Research Students

In the past, due to funding restrictions, HELPS has only been able to support HDR students by encouraging them to come to our HELPS U Connect, volunteer-run speaking programs. These programs are available for all international students; however, HDR students, who often study in isolation, benefit greatly from developing their spoken confidence, connecting with other students and alleviating academic and social isolation. Given the education, social and financial benefits of these speaking programs, I would recommend retaining and expanding them in the future to support students in a 'light touch' way.

In addition, recognising the increased revenue required from research, HELPS could potentially offer more support to HDR students in the future, especially during the '3 minute thesis presentations' and editing stages of their dissertation. This would contribute positively to the university's research goal in a small but meaningful way.

HELPS and UTS College students

Up until now, integration with UTS College has been respectful but minimal. They have established a HELPS Centre that operates in a similar format to UTS HELPS. As previously mentioned, all HELPS staff are trained ESL specialists with the required qualifications and experience to support UTS College students with their English language, academic literacy and assignments. Given the obvious duplication now that the two institutions have merged, and considering the lower numbers entering the College due to the government caps, it would be beneficial for HELPS to cater to the needs of these students in a more effective and cost-efficient way. Access to HELPS programs and connecting with others, would also assist in the seamless transition for students from the College to the University.

Co-location of student services /Student Support Hub

At present, student services are located in different areas of the university. Long-term plans are being discussed to centralise all frontline services in one area, creating a student services hub that would act as a 'one stop shop' and alleviate student confusion and disorientation. In the meantime, most student support frontline services could be accommodated on Levels 5 and 6 of Building (existing SSU premises on Level 6 and existing HELPS and IELTS premises on Level 5), with shared group and workshop spaces being delivered in the HELPS Lounge and one reception area for all services. This would not only streamline the number of spaces currently utilised elsewhere but also reduce the number of customer service staff needed. Additionally, this consolidation of services would provide a hub where students in need of support know exactly where to go.

Automation of Writing Review Services

In 2017 and 2018, HELPS trialled a third-party assignment review service (Studiosity). While the convenience of Studiosity was appealing, the feedback from some students and staff indicated that its advice was inconsistent, and in some cases, inaccurate. However, students

appreciated the 24/7 availability of the service and its ability to provide cursory proofreading in a short time frame.

HELPS also provides an online writing review service which returns assignment feedback within 24 hours; however, we recognise that we cannot do this to scale. If a third-party writing review service were to be procured, HELPS would collaborate constructively with them in to identify students needing additional support, enabling HELPS to contact these students and provide tailored, scaffolded support.

It also should be noted that many of the services provided by third parties are now being replicated by Open AI programs, indeed Studiosity is now adopting AI for assignment reviews. HELPS recognises the need to investigate emerging automated platforms (in collaboration with UTS CIC) to determine whether proofreading and initial feedback services could be utilised by students in a cost-effective way to enhance their learning.

UPASS Efficiency

UPASS is a successful peer-to-peer run program with significant benefits to student retention and success in the most challenging subjects. It has a proven track record of improving student grades and satisfaction and could be 'refocused' and/or expanded to other subjects if a review and an up-to-date audit were conducted. The program currently receives a small portion of SSAF, which could be increased. Additionally, its casual workforce allows for scalability based on need and available funding, either by adjusting the number of subjects covered or the number of sessions delivered per week.

Currently, many program processes are still manual and could be automated to reduce costs. This could be achieved with the support of existing UTS systems that securely capture student details and attendances.

Conclusion

In conclusion, given the budget constraints, UTS should prioritise the academic support services that have the most significant impact on student success, such as HELPS. HELPS is a cost-effective unit that employs sessional-based, casual Advisors, student peers and volunteers – all to great benefits. It is essential at UTS because it addresses critical aspects of student success, ranging from language proficiency to academic performance and inclusion. By providing tailored support for language skills, writing, presentation, and academic literacy, HELPS plays a fundamental role in helping students meet academic expectations and thrive in their studies and the work place. Its centralised model of support also promotes equity by ensuring that all students, regardless of their background, have access to the resources they need to succeed. It is an integral part of the UTS student experience.

The current business model of HELPS allows it to be flexible and it could easily incorporate these additional suggestions to maximise impact and scale:

1. Run discipline-specific workshops working with faculties.

2. Provide support to UTS College students.
3. Offer writing support to HDR students and speaking support delivered by volunteers.
4. Investigate the possibility of co-locating student services into one space to create a centralised student support hub
5. Collaborate with CIC, investigate the use of AI for cursory proofreading.
6. Review UPASS delivery processes and funding.

By implementing these strategies, HELPS can continue to enhance its support for the student, ensuring their academic success and contributing positively to the university's overall goals.

Final Thought

HELPS champions ongoing collaboration and dialogue between the university's leadership, faculty, and student representatives to ensure that academic support services remain accessible and effective, even in the face of budgetary challenges.

Do the seven Strategic Pillars sufficiently build on and extend UTS 2027 to provide clear focus and direction as our Foundations for 2030?

KEY THEMES:

Positive Feedback
- Yes, they do.
- Yes, but external (public) engagement needs to be highlighted.
- Yes, suitable priorities for the future.
- Yes, but missing industry partnerships and commercial sustainability.

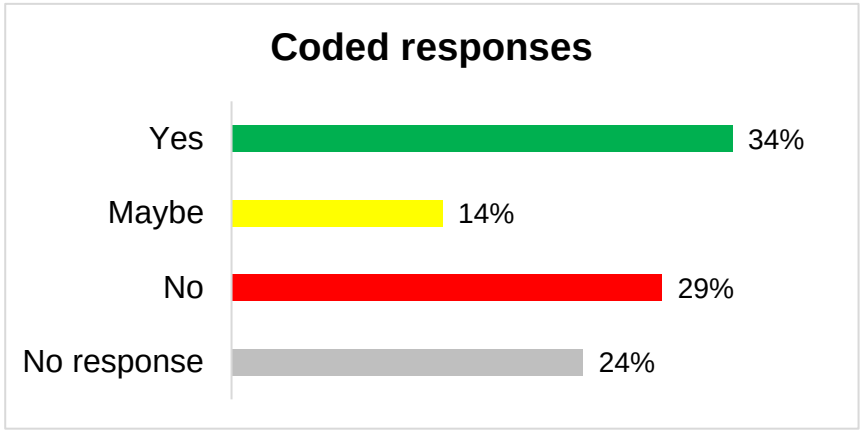
Suggestions for Improvement
- Combine Global Partnership Strategy, Global Growth Strategy, and International Pathways under a single pillar.
- Integrate Equity and Diversity into the broader student experience framework.
- Greater faculty involvement and standardization across faculty operations.
- New pillar on "Revenue Generation for Research Funding, Alumni Donations, and Enterprise Learning."

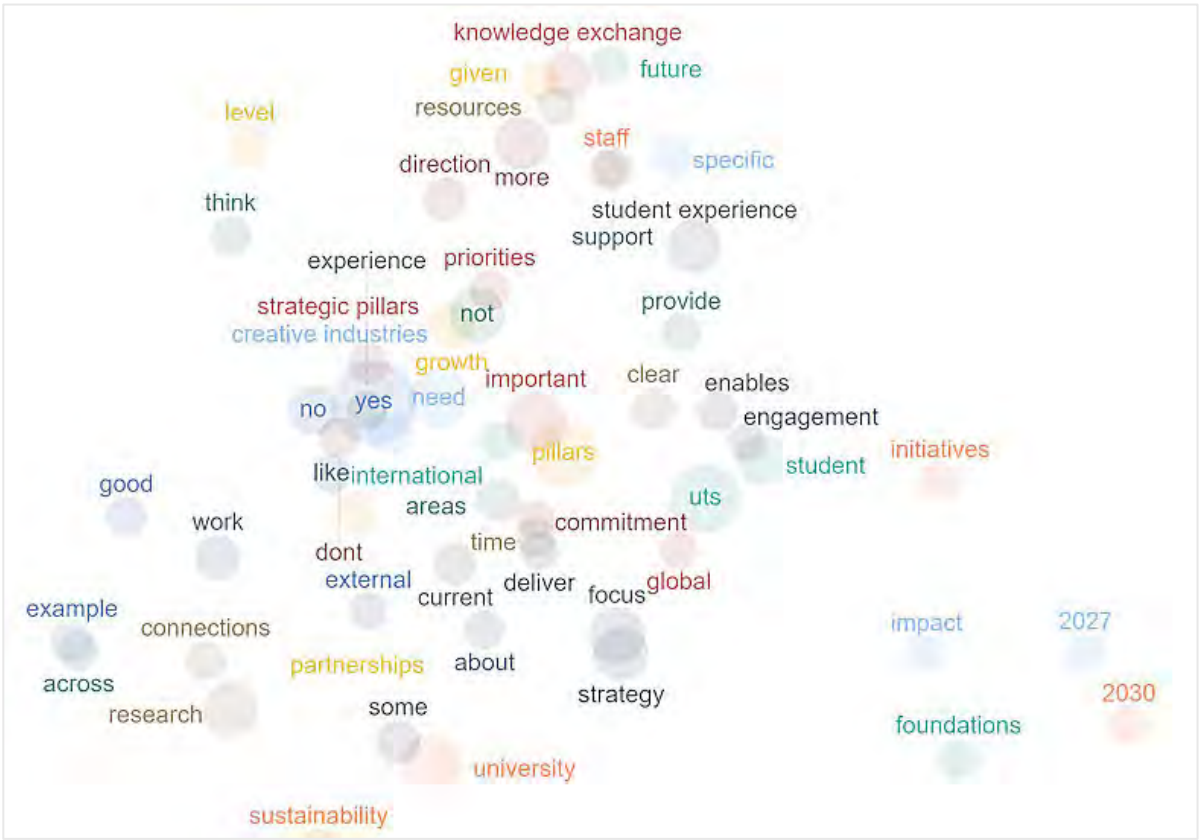
Concerns and Criticisms
- Current structure feels somewhat narrow.
- Lack of focus on core business areas like education and research.
- Strategic pillars are too high level and vague.
- Insufficient clarity and focus to convincingly extend UTS 2027.
- Lack of alignment with current realities of strained resources and proposed cuts to staffing.
- Over-emphasis on creative industries without strong evidence basis.
- Missing focus on sustainability.

Operational and Implementation Issues
- Need for clear metrics for success and accountability.
- Risk of spreading resources thinly.
- Importance of stakeholder engagement and buy-in.
- Need for adaptability to external changes.
- Resource allocation and feasibility concerns.
- Potential issues with interdependency and integration of pillars.

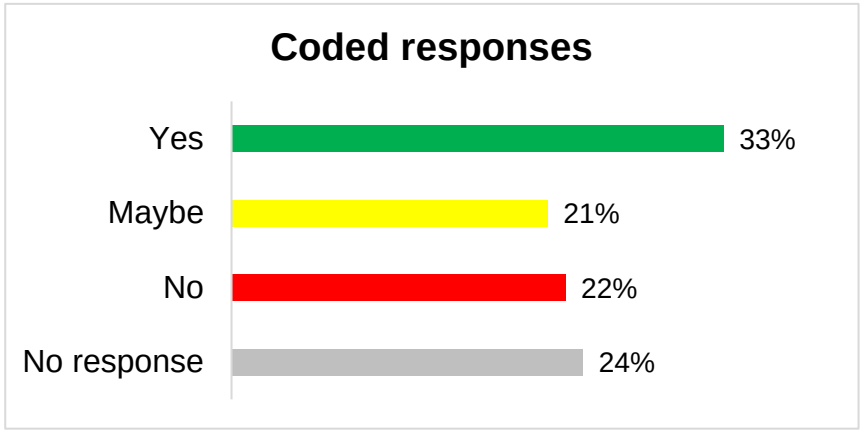
Specific Pillar Feedback
- Pathways and Participation: Should focus on equality of opportunity, not equity.
- Student Experience: Needs to align with sustainable teaching and learning priorities.
- Knowledge Exchange: Requires more information and clarification.
- Creative Industries: Concerns about cost-cutting and lack of real engagement with staff.

General Observations
- Pillars are too many and risk embedding a siloed mentality.
- Need for a clear definition of "industry" for collaboration.
- Importance of social justice, inclusion, and accessibility.
- Suggestions to reduce the number of pillars for a more cohesive strategy.





Do they capture the priorities that will help us achieve our vision?



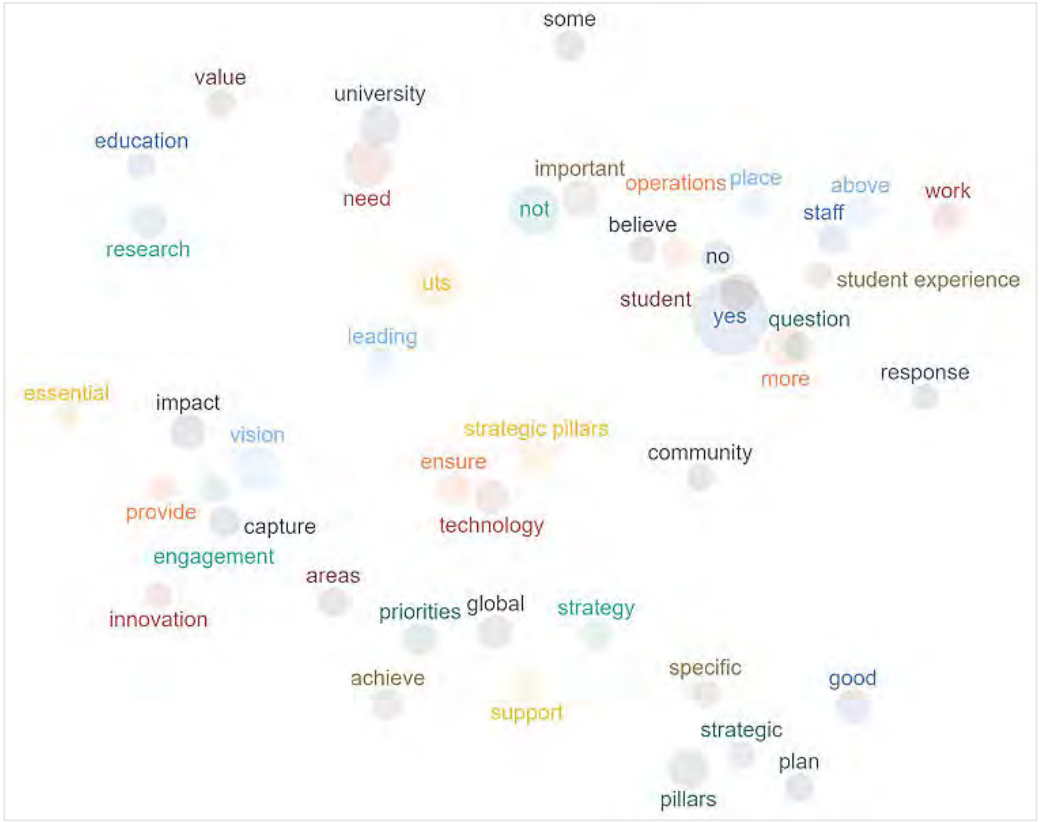
KEY THEMES:

Support for Strategic Pillars
- Yes
- Yes, largely in terms of broad direction
- Yes, although not clear if priorities are achievable given financial position
- Yes, but need more specificity, particularly regarding metrics of success or KPIs
- Yes, but pillars are high-level and need clear priorities and actionable strategies
- Yes, but need to ensure business enablers are well supported
- Yes, but need to balance focus on sustainability with future direction
- Yes, but need to incorporate social justice, inclusion, and accessibility

Concerns and Suggestions
- Pillars are too abstract or vague
- Need to focus on UTS's unique strengths and differentiation
- Need to address technology infrastructure and support
- Need to focus on research, particularly Indigenous education and research
- Need to simplify and ensure clear direction
- Need to address staff experience and support
- Need to ensure alignment with financial sustainability
- Need to address student employability and career prospects

Criticism and Disagreement
- No, pillars are too abstract
- No, pillars do not capture university priorities
- No, pillars are misaligned with the university's stated vision
- No, pillars prioritize cost-cutting and efficiency at the expense of staff
- No, pillars lack clear direction and actionable goals

Additional Themes
- Importance of student experience and academic rigor
- Need for clear articulation of UTS's competitive advantages
- Importance of community engagement and social impact
- Need for clear vision and mission statements
- Importance of addressing global education landscape and market priorities
- Need for clear steps to ensure the right people are in the right jobs
- Importance of addressing AI and technology advancements



Sustainable Teaching and Learning

KEY THEMES:

Course and Subject Optimization
- Reduce or discontinue subjects with lower enrollment.
- Address duplication of courses and subjects.
- Ensure technology used is fit for purpose and well-supported.
- Consider the overall portfolio of courses offered, including OPM, EL, and SFL.

Financial Sustainability
- Focus on cost-saving measures and reducing administrative and teaching delivery costs.
- Review and optimize the use of resources.
- Investigate the financial impact of external partnerships like Keypath.

Inclusivity and Diversity
- Embed inclusive teaching pedagogy and commitment to diversity and inclusion.
- Address the needs of neurodiverse students and ensure curriculum transformation prioritizes diverse needs.

Teaching Quality and Academic Integrity
- Maintain academic rigor and avoid compromising teaching quality for higher pass rates.
- Ensure teaching staff are well-trained and supported.
- Address the impact of larger class sizes on teaching quality and student experience.

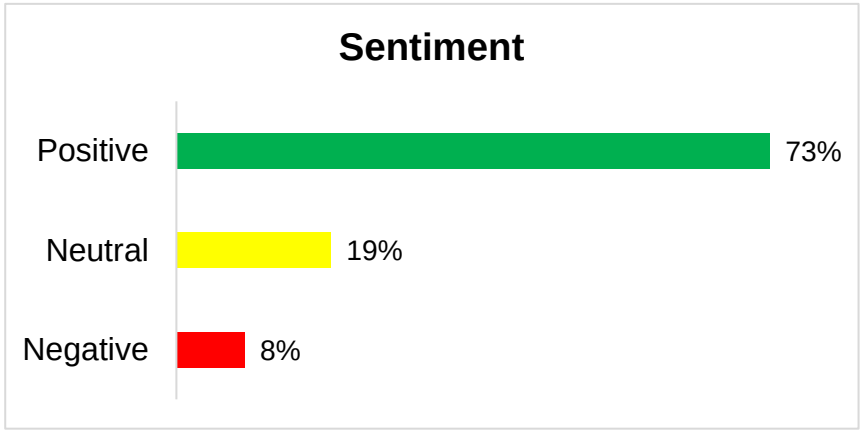
Staffing and Workload
- Review and optimize academic staff roles and workloads.
- Address the impact of staff cuts on teaching quality and student experience.
- Consider the role of casual staff and the need for sustainable teaching models.

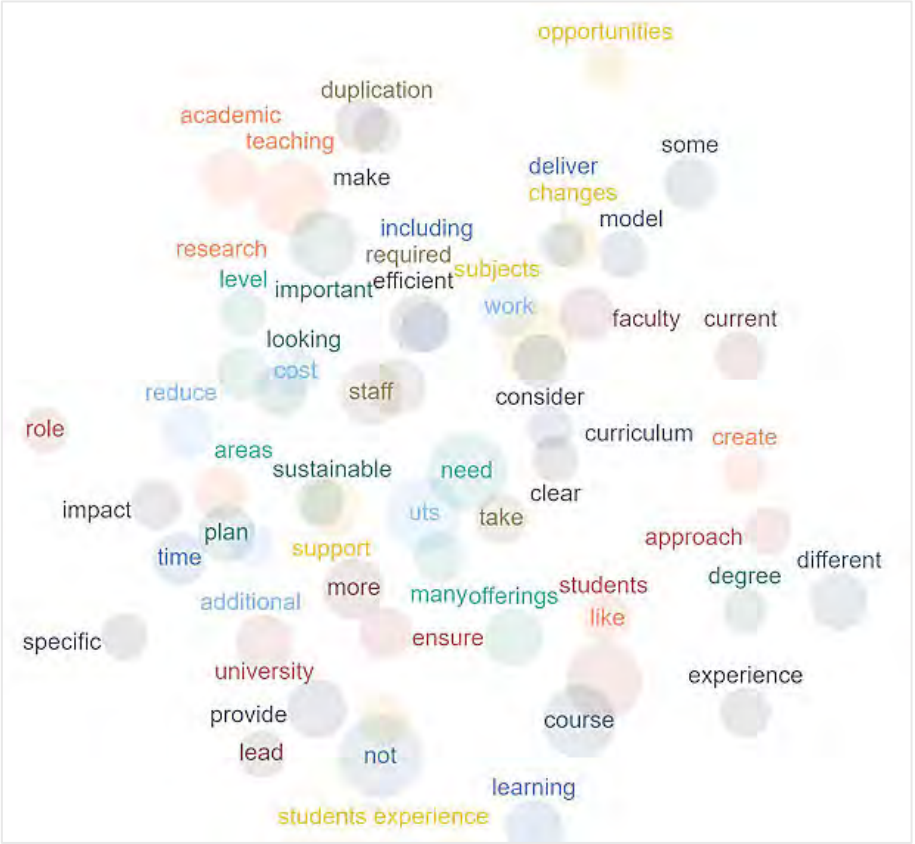
Student Experience and Engagement
- Enhance student engagement through practical, hands-on learning experiences.
- Ensure a balance between efficiency and quality in teaching and learning.
- Address the impact of changes on student satisfaction and retention.

Curriculum Transformation
- Focus on curriculum transformation to align with market needs and future job requirements.
- Consider the role of interdisciplinary and niche subjects in the curriculum.
- Ensure a holistic approach to curriculum design and delivery.

Operational Efficiency
- Streamline administrative processes and reduce duplication of roles.
- Optimize the use of teaching spaces and resources.
- Implement a centralized structure for administrative support.

Long-term Strategy and Vision
- Align teaching and learning initiatives with UTS's strategic goals.
- Foster closer relationships with industry to meet staffing needs and create research opportunities.
- Ensure a sustainable approach to teaching and learning that supports UTS's core mission.





Research Productivity and Investment

KEY THEMES:

Research Performance and Accountability
- Concerns about underperforming Level D and E academic staff.
- Need for clear performance metrics and accountability.
- Importance of addressing disparities in research productivity.

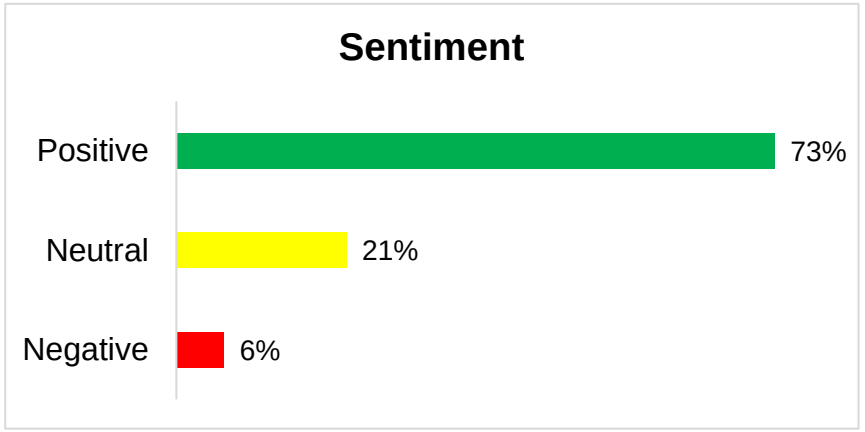
Resource Allocation and Support
- Strategic investment in high-impact research areas.
- Support for early-career researchers (ECRs) and mid-career researchers (MCRs).
- Equitable distribution of resources across disciplines.

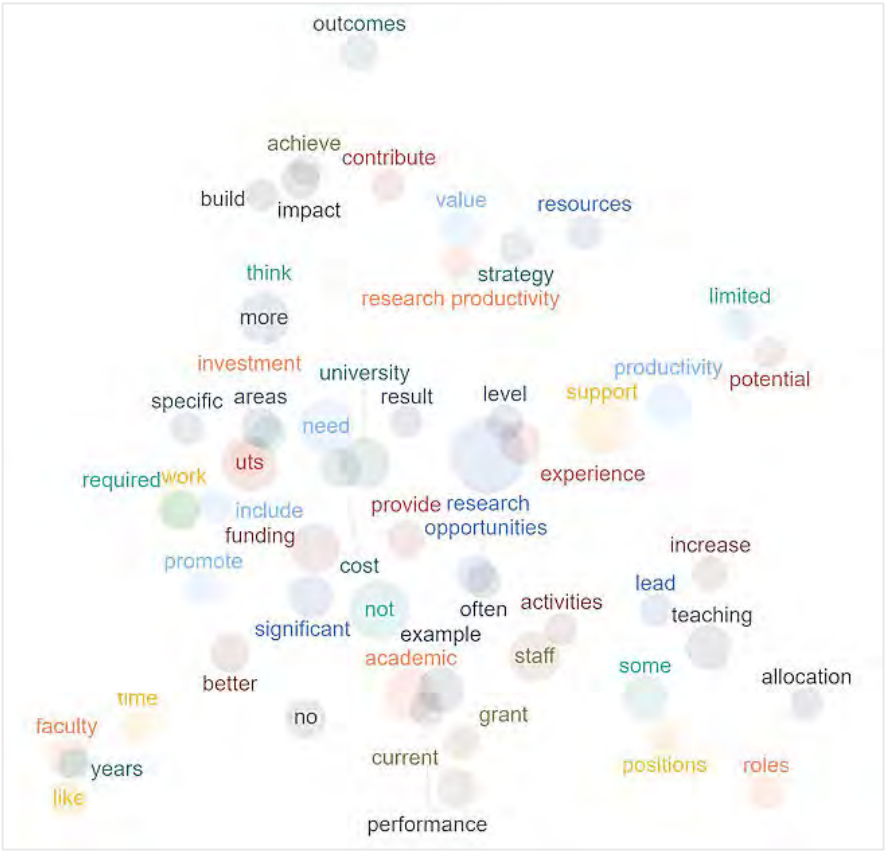
Research Funding and Income
- Ambitious goal to double external research income (ERI) to $200 million.
- Focus on securing high-value, high-yield funding opportunities.
- Importance of diverse funding sources, including Category 3 funding.

Research Culture and Collaboration
- Encouragement of interdisciplinary and collaborative research.
- Need for a supportive research culture and environment.
- Importance of mentorship and capacity building.

Administrative and Structural Challenges
- Streamlining administrative processes to reduce burden on researchers.
- Addressing inefficiencies in research support systems.
- Importance of clear and transparent research investment policies.

Impact and Engagement
- Emphasis on research impact and societal contributions.
- Importance of engagement with industry and external partners.
- Need for effective communication of research outcomes and benefits.





Operating Model

KEY THEMES:

Duplication and Inefficiency
- Duplication of roles and administrative tasks.
- Inefficient processes and systems.
- Need for streamlining and standardization.

Staffing and Management
- Overstaffing in certain areas, particularly professional staff.
- Ineffective performance reviews and management of underperforming staff.
- Need for better management structures and spans of control.

Cost and Resource Management
- High costs associated with redundancy and outsourcing.
- Inefficient use of resources and budget.
- Suggestions for cost-saving measures and better resource allocation.

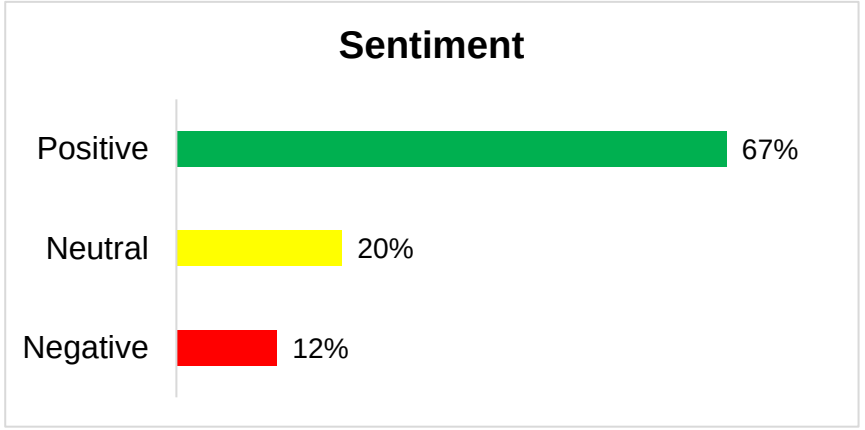
Technology and Automation
- Need for better technology and automation to reduce manual tasks.
- Issues with current systems and the need for integration.
- Potential benefits of AI and other technological solutions.

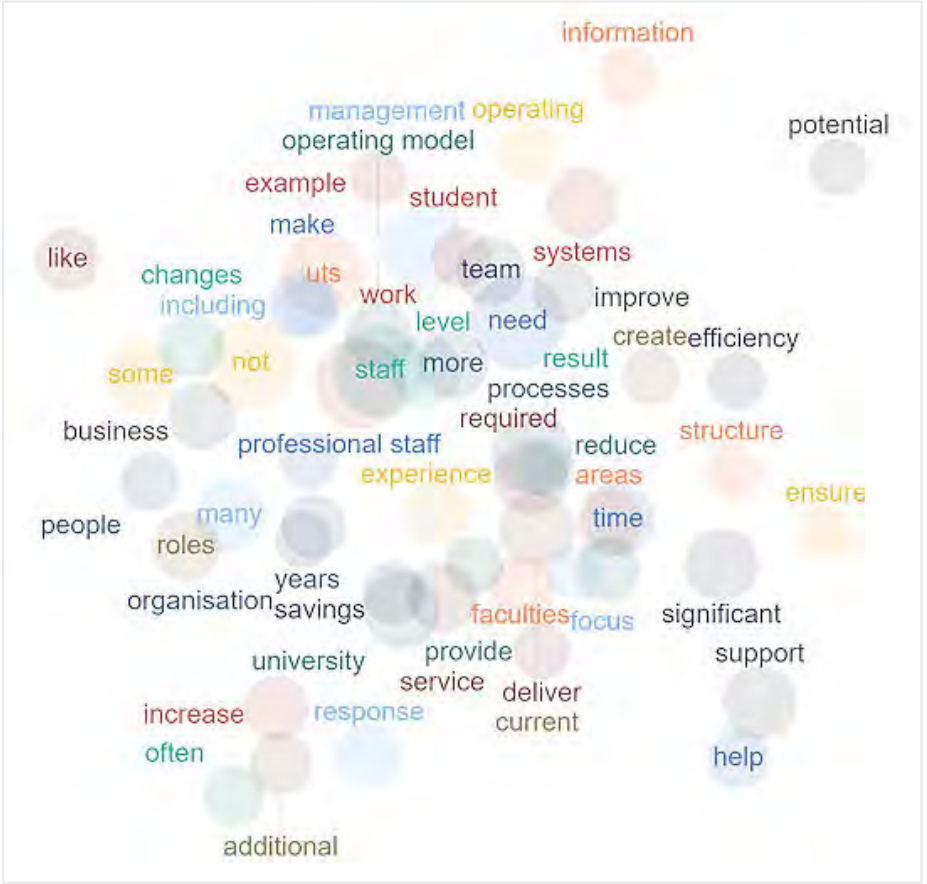
Student and Staff Experience
- Impact of inefficiencies on student and staff experience.
- Need for better support and communication.
- Concerns about the impact of changes on morale and productivity.

Governance and Decision-Making
- Issues with current governance structures and decision-making processes.
- Need for more transparent and effective decision-making.
- Suggestions for improving accountability and reducing bureaucracy.

Workload and Productivity
- High workloads and the impact on productivity.
- Need for better workload management and support.
- Concerns about the impact of changes on workload and staff well-being.

Training and Development
- Need for better training and development for staff.
- Importance of upskilling and continuous learning.
- Suggestions for improving training programs and support.





Procurement Practices

KEY THEMES:

General Feedback
- Need for fewer staff in faculty finance, clear guidelines, and approval processes.
- Importance of defining "supplier" relationships and avoiding the cheapest providers.
- Updated procurement policy and processes in early 2024.
- Suggestions for cost-saving in travel and centralizing gas purchasing.
- Issues with the current purchase order system and duplicate IT systems.
- Need for standard processes and panels, and reviewing key contracts with a commercial focus.
- Emphasis on measuring ROI on consultant engagements and simplifying procurement workflows.

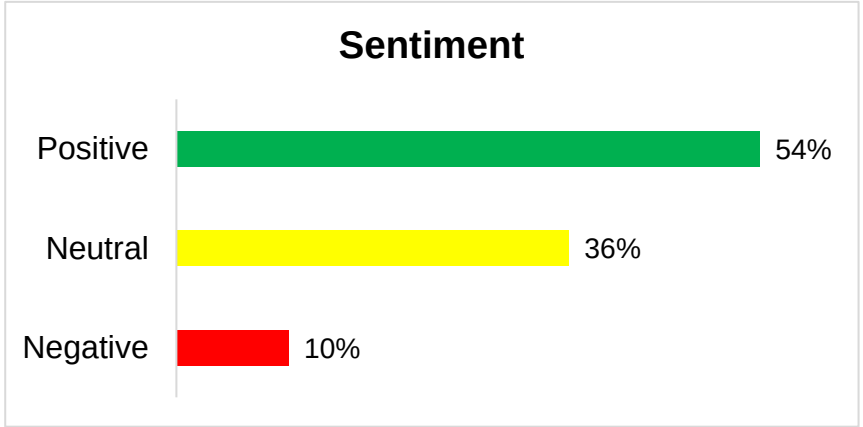
Specific Issues
- Inefficiencies in travel procurement through Concur and outdated NEO system.
- Delays in new ERP introduction and higher costs with AVS compared to external suppliers.
- Accessibility issues and over-reliance on consultants.
- Duplication of systems and underutilization of NSW Government procurement arrangements.
- Faculties and schools making side deals and the need for supply chain management strategies.

Suggestions for Improvement
- Aligning procurement thresholds with NSW Government arrangements and expanding authorizations.
- Promoting awareness and utilization of procurement arrangements.
- Implementing a simplified procurement process and recruiting sustainable procurement expertise.
- Ensuring savings are delivered and evaluating the cost of procurement exercises.
- Considering outsourcing and streamlining procurement practices through ERP systems.
- Establishing an incentive program for cost-saving initiatives and adopting accessible procurement practices.

Technology and Systems
- Outdated NEO system and delays in new ERP introduction.
- Higher costs with AVS and duplication of systems.
- Underutilization of NSW Government procurement arrangements.
- Faculties and schools making side deals and the need for supply chain management strategies.

Cost-Saving Initiatives
- Aligning procurement thresholds with NSW Government arrangements and expanding authorizations.
- Promoting awareness and utilization of procurement arrangements.
- Implementing a simplified procurement process and recruiting sustainable procurement expertise.
- Ensuring savings are delivered and evaluating the cost of procurement exercises.
- Considering outsourcing and streamlining procurement practices through ERP systems.
- Establishing an incentive program for cost-saving initiatives and adopting accessible procurement practices.

Compliance and Transparency
- Need for improvements in compliance and support for high-value purchases.
- Reductions in unnecessary new construction or refurbishment.
- Importance of transparency and speed in procurement.
- Evaluating current procurement practices for potential savings and measuring ROI on consultant engagements.
- Simplifying procurement workflows and introducing bulk purchasing agreements.
- Streamlining procurement practices with minimal job losses and rewarding cost-saving initiatives.





Faculty Structures

KEY THEMES:

Mergers and Efficiency
- Merging faculties to reduce staff numbers is common.
- Further mergers may cause disruption with minimal cost savings.
- Mergers could lead to efficiency and standardisation but may impact student experience and staff satisfaction.
- Merging faculties like Science and FEIT could foster collaboration and resource optimisation.

Centralisation vs. Decentralisation
- Centralising services could improve standardisation and efficiency.
- Decentralisation may maintain better service delivery and staff satisfaction.
- Centralised administrative roles could reduce duplication and improve coordination.

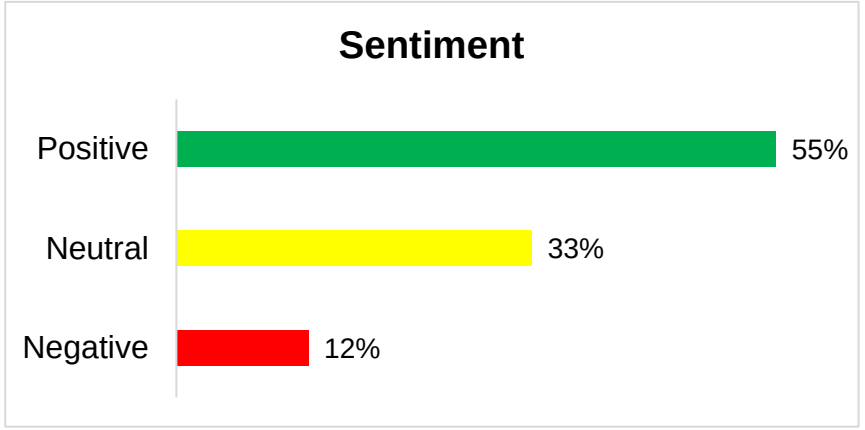
Impact on Staff and Students
- Mergers may cause anxiety and pressure on staff.
- Standardisation should not overlook unique needs of faculties.
- Centralisation could lead to dissatisfaction with service delivery.

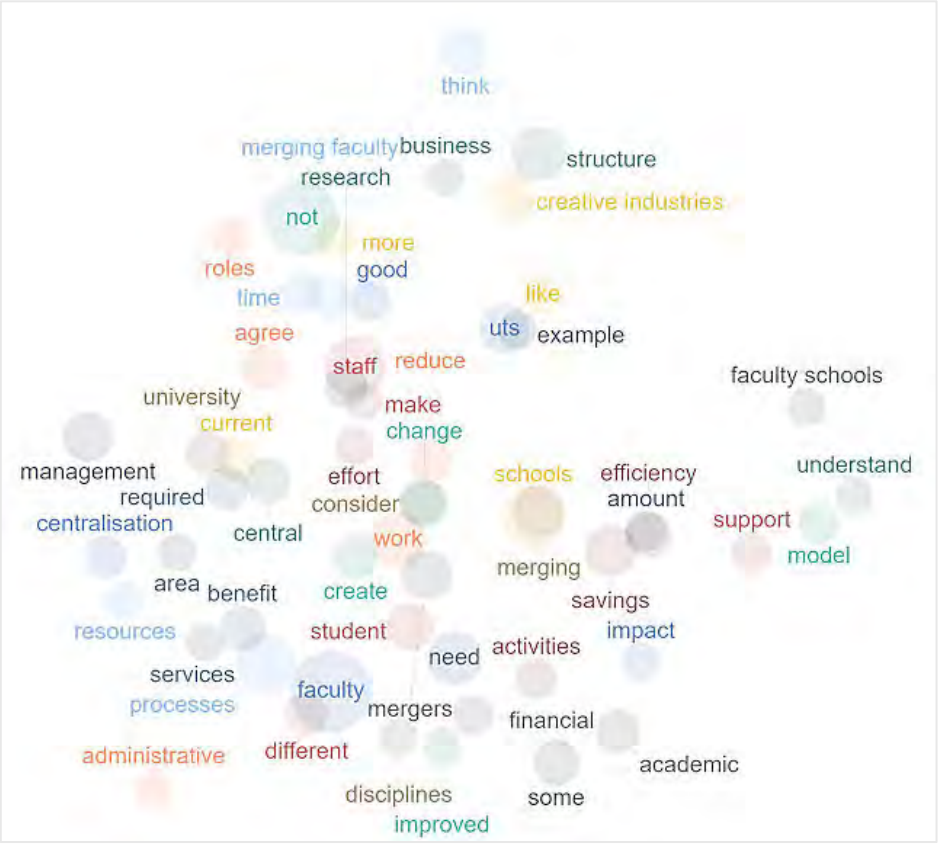
Operational and Financial Considerations
- Low financial returns from mergers may not justify the disruption.
- Standardising processes could lead to cost savings.
- Centralisation of common services could improve operational efficiency.

Collaboration and Innovation
- Mergers could enhance interdisciplinary collaboration.
- Centralised functions should support innovation and collaboration.
- Cross-disciplinary programs could benefit students and attract funding.

Governance and Leadership
- Inconsistencies in leadership structures should be addressed.
- Clear metrics and consultation with faculty leadership are essential.
- Standardisation should not impose a rigid, one-size-fits-all approach.

Feedback and Concerns
- Concerns about the effectiveness of some mergers.
- Need for clear communication and analysis of proposed changes.
- Importance of maintaining staff and student well-being during transitions.





Remuneration Strategies

KEY THEMES:

Performance Bonuses
- Performance bonuses should be earned with work that clearly exceeds job requirements.
- Bonuses should be based on measurable outcomes that benefit the university.
- There is a need for transparent criteria for awarding bonuses.
- Performance bonuses often disproportionately benefit senior staff and administrators.
- Discretionary bonuses have little impact for academics and professional staff.

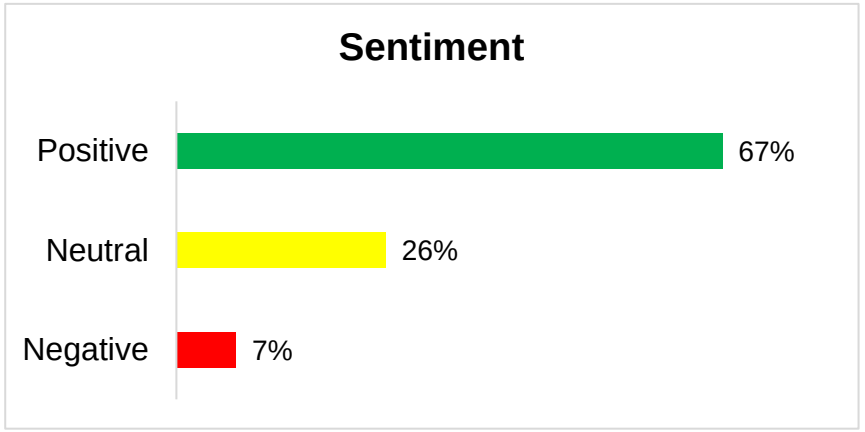
Transparency and Equity
- Greater transparency in remuneration strategies is essential.
- There is a need to address pay distortions and ensure equity across all staffing levels.
- Transparency in how remuneration elements are applied is crucial for building trust.
- Pay transparency and inconsistency across teams is a significant issue.

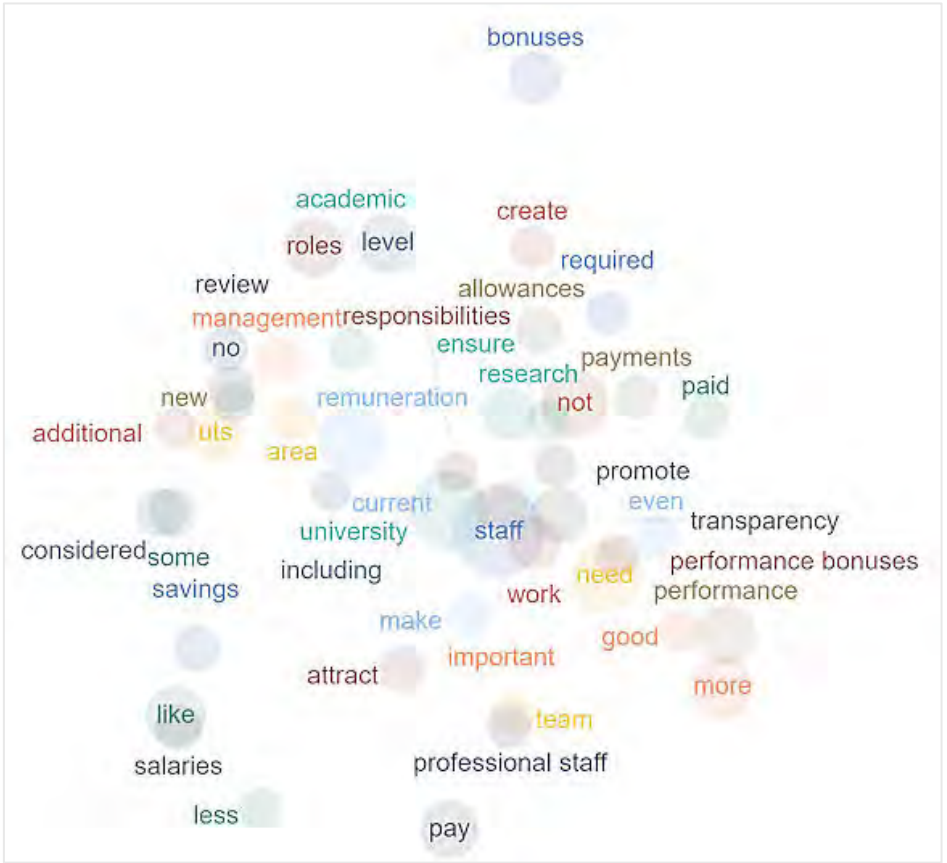
Loadings and Allowances
- Loadings and allowances should be reviewed and possibly eliminated.
- There is a disparity in salary levels within role bands.
- Loadings and allowances should reflect actual responsibilities and performance.

Senior Staff Remuneration
- Senior executive salaries should be reduced as a gesture of commitment and shared responsibility.
- Remuneration for senior staff should be set at appropriate levels for public universities.
- There is widespread resentment about salaries paid to executives at Australian universities.

Retention and Attraction of Staff
- Competitive remuneration is necessary to attract and retain high-quality staff.
- Remuneration should reflect market competitive rates.
- Removing allowances may make working at the university less attractive compared to other institutions.

General Comments
- Remuneration strategies should prioritize sustaining morale and acknowledging diverse contributions.
- There is a need for a standardized approach to remuneration.
- Discretionary remuneration is key to motivating and maximizing workforce efforts.





Facilities Management

KEY THEMES:

Maintenance and Upkeep
- Existing infrastructure should be well maintained for positive student and staff experience.
- Concerns about backlog maintenance and critical compliance or safety issues.
- Issues with the current maintenance request system and suggestions for improvement.
- Importance of maintaining good teaching and research facilities to stay competitive.

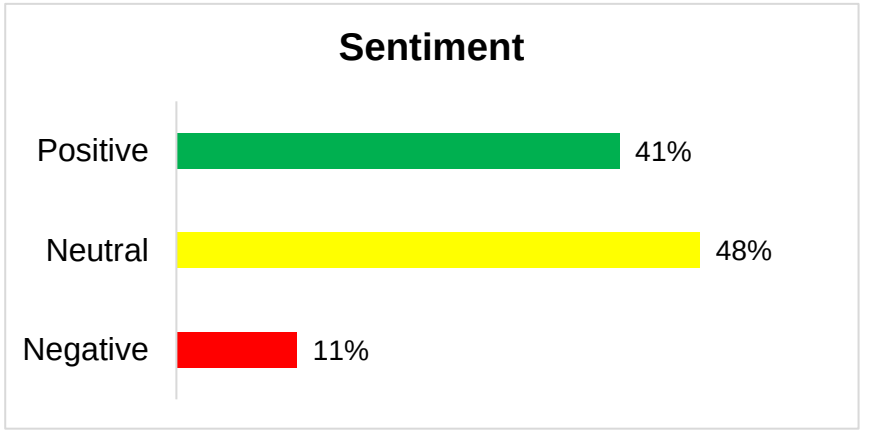
Resource Allocation and Efficiency
- Need for realistic ROI on facilities investments.
- Suggestions to repurpose staff-used space for student learning.
- Concerns about the cost and efficiency of facilities management operations.
- Suggestions for better resource utilization and integration with systems like ServiceNow.

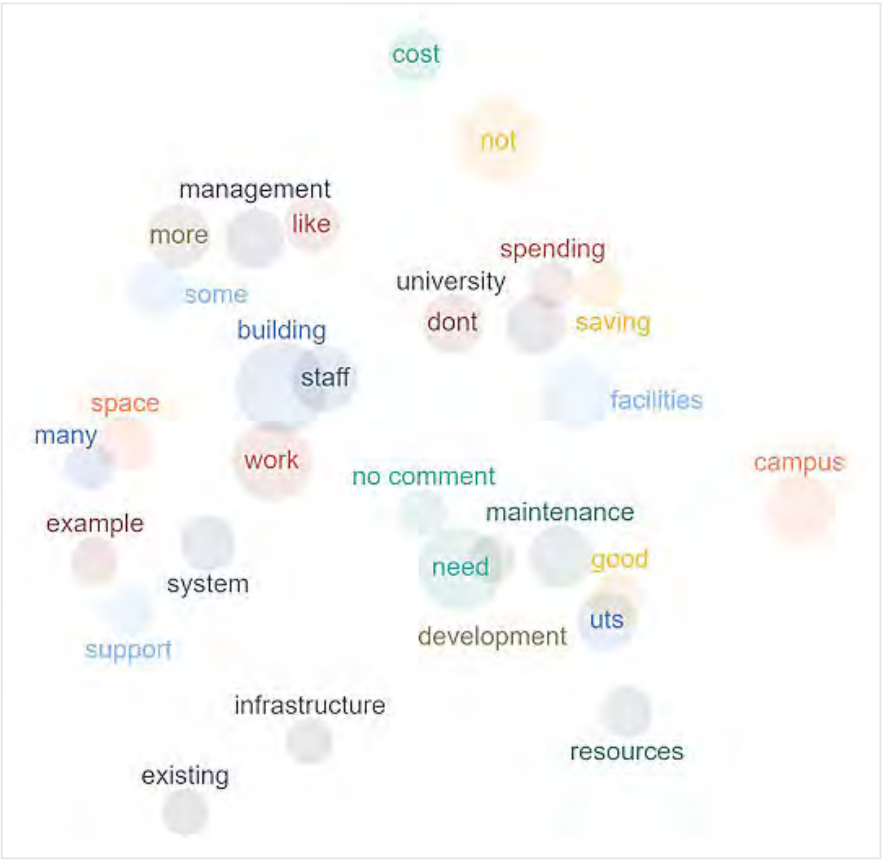
New and Existing Facilities
- Mixed opinions on the need for new buildings versus maintaining existing ones.
- Suggestions to re-evaluate the need for all facilities and their purposes.
- Concerns about the impact of new buildings on the university's financial situation.

Technology and Innovation
- Importance of integrating technology into classrooms and lecture halls.
- Suggestions to use AI for reduced energy and building maintenance costs.
- Need for better consultation and feedback on technology investments in teaching spaces.

Campus Experience
- Importance of campus presentation, building upkeep, and asset optimization.
- Suggestions to open facilities to commercial financial leases to benefit the university.
- Concerns about the impact of hybrid working models on campus facilities.

Safety and Compliance
- Importance of meeting compliance and health and safety obligations.
- Concerns about the impact of cost-saving measures on campus safety and usability.
- Suggestions for a priority-based maintenance scheduling system.





Centres

KEY THEMES:

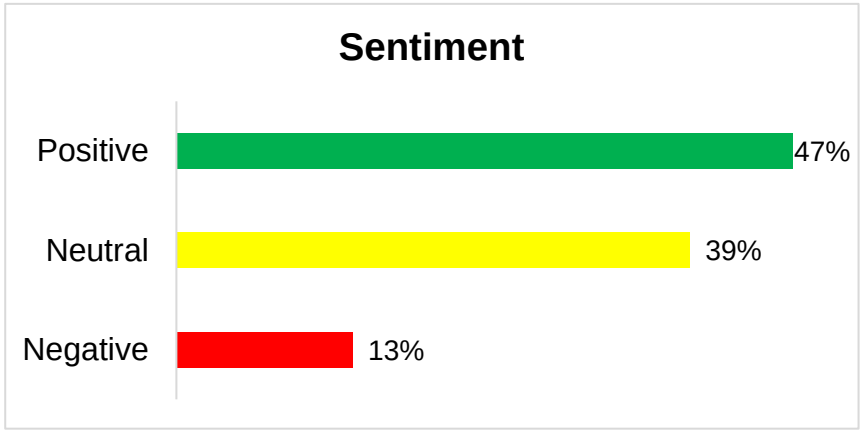
Performance and Funding
- Research centres with lower funding and publication outcomes should be discontinued.
- Centres should be reviewed in terms of performance and outputs.
- Centres that do not bring in at least 2:1 external funding to internal funding should be eliminated.
- Centres need to prove return on investment and be financially self-sufficient.

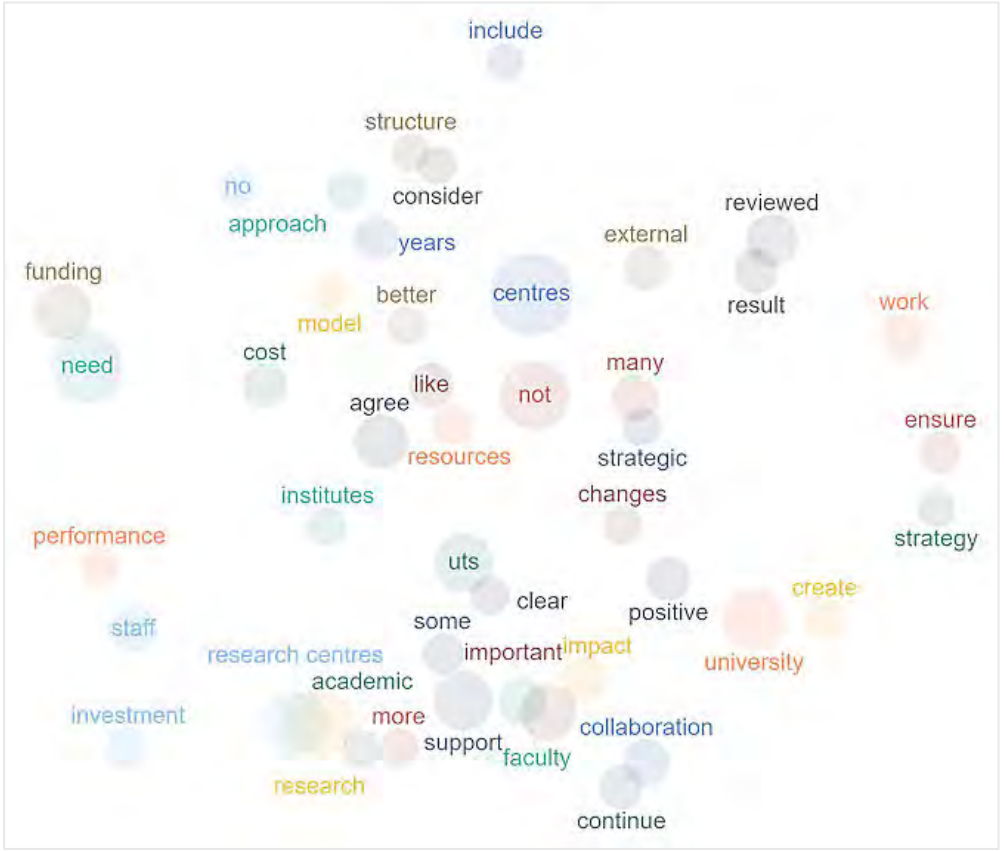
Collaboration and Integration
- Collaborative centres with clinical partners can split costs and facilitate engagement.
- Centres should align closely with teaching and learning, integrating into existing Faculty structures.
- Centres should be reviewed for potential consolidation to avoid duplication and improve efficiency.

Strategic Importance and Impact
- Centres should align with the university's strategic goals and contribute to its reputation.
- The Centre for Social Justice and Inclusion (CSJI) is unique and important for equity, diversity, and inclusion.
- Centres should focus on research commercialisation to become self-sustaining.

Operational Challenges
- The cost of maintaining research centres is high and should be reviewed.
- Centres should not have staff on 100% research positions; they should also teach.
- The administrative support for centres needs to be reviewed and potentially restructured.

Future Planning
- A transparent model for research investment is needed.
- Centres should be reviewed every 3-5 years to ensure they are financially sustainable and strategically aligned.
- Strategic decisions should be made about which centres to keep, off-load, or obtain based on a 3-5 year horizon.





Other Suggestions

KEY THEMES:

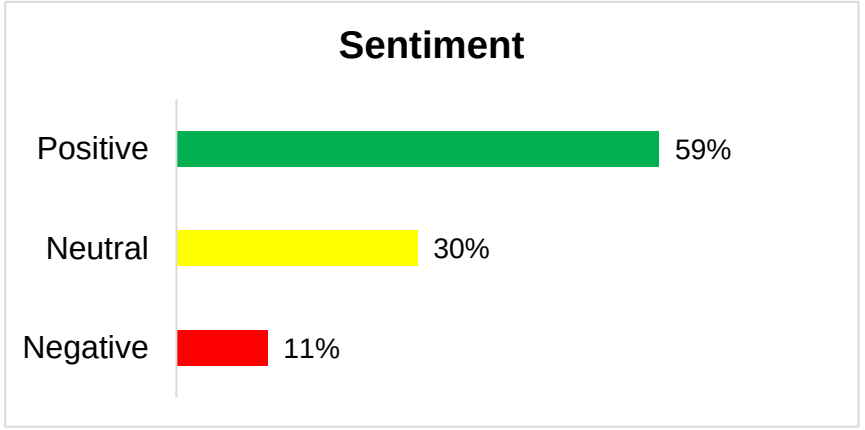
Cost Savings and Efficiency:
- Reduce top-heavy management and streamline leadership roles.
- Centralize operational services and administrative support.
- Review and renegotiate vendor and consultant contracts.
- Utilize internal expertise instead of hiring consultants.
- Implement energy-efficient systems and reduce utility costs.
- Outsource cleaning and security services.
- Reduce travel expenses and use virtual meetings.
- Bulk purchasing and shared services with other universities.
- Reduce marketing expenses and centralize marketing efforts.

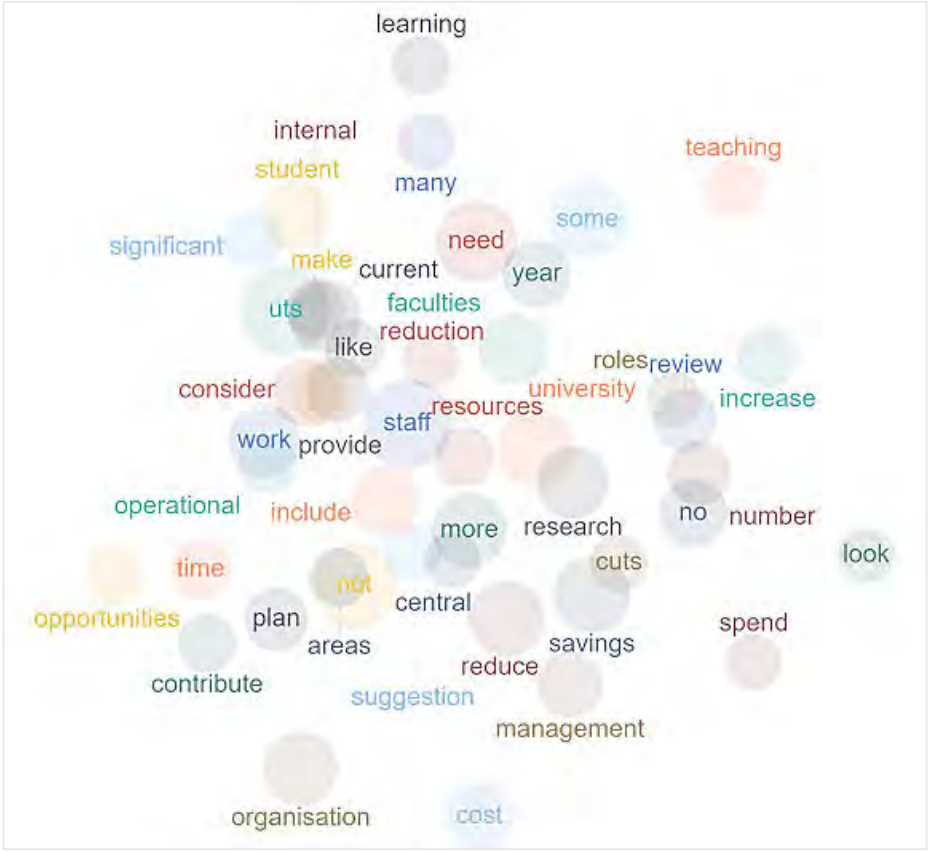
Revenue Generation:
- Offer consulting, testing, and laboratory services.
- Increase online and offshore teaching delivery.
- Monetize facilities and assets, such as renting spaces for retail shops.
- Establish partnerships for retrofitting buildings for high-density living.
- Lease high-density accommodation to students, staff, and the public.
- Raise rates for external parties renting university spaces.

Operational Improvements:
- Simplify the coursework suite and support student success.
- Streamline IT and reduce leadership in the IT department.
- Review and optimize the use of utilities and underutilized assets.
- Address organizational silos and improve accountability.
- Embrace remote and hybrid learning to reduce space needs.
- Invest in energy-efficient systems and reduce long-term costs.
- Improve procurement processes and negotiate better rates with suppliers.

Staff and Workforce Management:
- Promote the option of 'buying leave' for better work-life balance.
- Offer part-time or phased retirement options to senior staff.
- Reduce casual staff and redistribute teaching administration roles.
- Implement a program for departments to propose cost-saving ideas.
- Review and standardize academic workload policies.
- Address staff morale and provide clear goals for the next 12-24 months.

Strategic Initiatives:
- Focus on growing revenues alongside cost-cutting measures.
- Delay drastic measures to avoid damaging staff morale and reputation.
- Prioritize academic support services that impact student success.
- Review and standardize template documents for efficiency.
- Improve targeting of internal audit programs.
- Explore AI automation solutions for administrative tasks.





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In reply please quote: **RT:cj C10001203**

5 December 2024

Ms Aisling Hawkes
Workplace Relations Specialist
University of Technology, Sydney
15 Broadway
ULTIMO NSW 2007

By Email: Aisling.Hawkes@uts.edu.au

Dear Ms Hawkes,

Re: Feedback on Operational Sustainability Discussion Paper

The CPSU NSW acknowledges receipt of the Operational Sustainability Initiative Initial Consultation - Discussion paper, received on 7 November 2024.

We appreciate the opportunity to provide feedback, recommendations and concerns; and thank UTS for allowing the extension of time.

Please find feedback below:

Timing of the Paper's Release

CPSU NSW is concerned by the release of this discussion paper given it occurred only two months before the end of the Academic year. We are concerned that the UTS has not recognised the psychosocial risks associated with the timing of this notice. As staff now risk spending the closedown period worrying about the impact on their employment arrangements in 2025.

We request the University actively provide the support offered to staff through the Senior Leadership Group and through promoting access to TELUS Health support services as stated in the Discussion Paper.

The Consultation Process:

Town Hall Meetings and Q&A Sessions

CPSU NSW acknowledges the efforts of the University so far but has concerns about the future consultation process.

We appreciate the 3 zoom Q& A sessions and the recent publication of the 2024 UTS Council Meeting Minutes as they will give valuable insight into the Operational Sustainability discussions that have been held this year.

Moving into 2025, CPSU NSW requests that the university also offer in-person Town Hall

meetings to allow staff multiple means to engage in consultation. This will also ensure the University is seen to acknowledge their concerns and their dedication to contributing to this initiative to improve how the university operates.

Operational Sustainability Steering Committee

CPSU NSW notes that there is no Union representation on the Operational Steering Committee. It is essential that the University include this in 2025 to promote transparency when communicating between the parties, especially given how long the initiative is proposed to run.

Concerns Surrounding External Review

Engagement of KPMG

As the Operational Sustainability Initiative is a cost saving measure, CPSU NSW is concerned by continued use of external consultants to analyse UTS operations and expenses. CPSU NSW notes that the 2022 and 2023 Annual Reports respectfully identifies expenses of $615,358.69 incurred by engaging KPMG and then $897,730.95 in 2023.

We would also like to know what KPMG's consulting service is estimated for 2024 for this initiative.

Concerns with the KPMG Analysis

CPSU NSW is concerned by parts of KMPG's analysis of the university's current state. There are issues with the performance indicators raised under Sustainable Teaching and Learning, Research Productivity and Investment and Operating Model, as will be outlined below. Paying large sums of money to an outside consultant does not always produce a reliable picture of staff activity and performance.

It is essential that the Union be given access to the KPMG Analysis Report to inform further consultation and discussion. We also seek further meetings with the KMPG consultants in 2025.

Comments On the Three Main Streams of Operational Sustainability

Sustainable Teaching and Learning - CPSU NSW is concerned by the proposed culling of subjects offered at UTS, as it is the unique subject offerings provided which have placed UTS as a world leading University. If the sole consideration for all future subject offerings is turning a profit and reduce expenses in the budget, we are concerned that students will be pushed through their degrees rather than considering their academic progression. If there are degrees with specifically approved time frames, such as PhD's, we would not want to see UTS expelling students for not completing their studies during that specific time frame.

Research Productive and Investment - The 'Future State Options for Consideration' presented in the Discussion Paper seems to place the primary focus on the commercial aspects of UTS'

Academic Output and Research. CPSU NSW would like to know if the University will only support research that is defined and clearly funded to the detriment of other research.

Operating Model - CPSU NSW is concerned that much of the information provided is not new and in the public domain.

The Union looks forward to ongoing conversations on ways to make the Operating Model more efficient without job losses.

Enterprise Resource Planning spending will continue for a number of years and the NEO Oracle Finance software replacement is not expected till early 2026 with full implementation by mid to late 2026 and would like UTS to account for the fact that it will take time to train staff on the new systems.

Conclusion

In summary, our key concerns are.

- There is an urgent need for Union representation on the OS Steering Committee.
- Suggest that KMPG and the UTS Council front the UTS Community before deciding on any substantial actions in 2025.
- CPSU NSW must be provided with further information and documentation from the KPMG Analysis as part of the consultation process.

Please contact CPSU NSW A/Industrial Officer Rubi Tabuteau on 0407 132 598 or rtabuteau@psa.asn.au in relation to this matter.

Yours sincerely,



Rubi Tabuteau
A/Industrial Officer
for **Stewart Little**
STATE BRANCH SECRETARY

Cc: Ms Janelle Sheather, Workplace Relations Specialist E: Janelle.Sheather@uts.edu.au
E: staffquestions@uts.edu.au

National Tertiary Education Union

NTEU UTS Branch

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To: Professor Andrew Parfitt, Vice Chancellor
University of Technology Sydney

Via email: Andrew.Parfitt@uts.edu.au
Cc: Janelle.Sheather@uts.edu.au, staffquestions@uts.edu.au

06 December, 2024

Re: Foundations for 2030 and operational sustainability

Dear Professor Andrew Parfitt

We write in relation to UTS staff currently being consulted on the Operational Sustainability Initiative Initial Discussion Paper.

Our letter synthesises feedback under the Change Management process from impacted staff across UTS faculties and divisions. Through these collective responses, impacted staff have engaged to examine Management's proposals and to provide options, ideas, and suggestions. These individual responses are being collated and will be sent at a later date in light of today's extension to the feedback period. They demonstrate the strength of collective concern in: the claimed need to find savings of $100m, the corresponding lack of clear rationale for the proposals, the proposals themselves, and the proposed timeline for changes.

These concerns have been compounded by UTS' response to recent news that the Federal government has been unable to pass the legislation it requires to implement the planned international student caps. Given that these caps were the major reason cited for UTS initiating the Operational Sustainability Initiative, it is unclear why management is pushing ahead with the plan and all the pressure on staff that it creates.

The Discussion Paper purports to be an 'options' paper, providing information regarding options under consideration. We are concerned that the 'options' articulated are so abstracted as to make it impossible to meaningfully respond. This lack of information both contributes to failure to create a context for meaningful consultation, and compounds psychosocial harms arising from this process. Almost half (49%) of staff at UTS have a negative view of support for change at UTS, 55% lack confidence in the ULT to make the right decisions for UTS, 55% think UTS lacks open and honest communication (Pulse, 2024); UTS could address these weaknesses by following the clauses set out in the Staff Agreement, and improving the kind of consultation it conducts. The Pulse survey results compel the University to improve their consultation process; otherwise the survey has been a costly waste of staff time. Improvement entails addressing concerns regarding lack of transparency, a sense that leadership is not doing enough to advocate for the sector and understand the work undertaken by staff, and superficial engagement in consultation.

This collective response synthesises questions and requests for information from across UTS colleagues, that it is necessary for the University to give close consideration to, and to provide meaningful response to, prior to any future proposal. We also raise some concerns based on the information we do have available, which should be addressed before moving on to the next stage of consultation.

National Tertiary Education Union

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Issues and Concerns

With the underlying premise of the paper:

1. We do not think the provided rationale justifies further cuts further to those that have already been made (via recent change plans etc). The VC's modelling predicts a return to surplus regardless of any intervention. Why do you propose it is vital for UTS to return to surplus in 2026 instead of 2028? Provided cashflow can be maintained, we would expect UTS leadership to focus on the long-term stability of the institution and its ability to deliver on its purpose as a public education and research institution.
2. Regarding financial state and outlook, the primary information is encapsulated in the graph showing three trajectories. These are discussed as comparisons of three financial scenarios. As far as we understand they do not provide us with information that is useful for understanding the options available to the University. That is because as snap shots of different time points, they represent three incomparable financial positions, not models for three options we might take today.
3. We have not seen any visible public lobbying by the VC, ULT, or UTS Council around adequate public funding for public universities. Such requests of government to address structural problems with the sector should be prioritised and pursued before making cuts to staff. With a federal election looming, we want to see our Vice-Chancellor advocating to all parties about the adequate funding of public universities; this is not just about the survival of the university and its staff, but about the education of future generations of students and the preparation and sustainability of the Australian workforce. We do not believe that continued reliance on international student fees is tenable nor consistent with the University's stated commitment to social justice and equity. International students should be treated with respect and dignity, not as a revenue source. If UTS wants to project a commitment to social justice and attract future students on that basis, greater visibility of the University leaders' advocacy for it is needed.
4. Many of the issues cited as justifications for the poor budgetary situation may not manifest (e.g., international caps have not and may not pass into legislation) or may resolve as recommendations from the Universities Accord are implemented. In our eyes this negates any need to consider the extreme step of cuts to staff and the negative impacts the discussion paper acknowledges losing staff can and will have. Given the uncertainty around international student numbers and policy directions, it would be prudent to monitor student numbers and key political processes expected in early-to-mid 2025 (such as the federal election) before making substantial and irreversible changes to the university's capabilities.

With the approach proposed in the paper:

5. We feel the savings targets, particularly the $100 million reduction, are presented without sufficient detail on how they will be achieved. There is uncertainty about whether these targets are realistic or sustainable. Staff need clearer explanations and transparency about the specific measures in the next phase of the operational sustainability project. We are concerned that the costs of implementing the proposed changes are not fully and transparently accounted for. This discrepancy could significantly reduce the actual savings achieved. We are sceptical about reliance on efficiency gains through staff cuts, process improvement, and narrowing of curriculum offerings. Staff note that past initiatives did not deliver the expected benefits, and there is little evidence to suggest that similar measures will work now.

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6. We are concerned about the psycho-social impacts on staff, especially those who have already been subject to change proposals in the past 2 years. Change fatigue, especially after so many months of staff cuts being implied to be under consideration, but without any detail or clarity has taken a toll on UTS staff and their morale. We feel that so far, our rights to a safe workplace have not been adequately respected. The Discussion Paper makes it clear that the last round of major cuts in response to budget challenges that followed COVID border closures created long-terms costs for the university and certainly have had an ongoing, negative impact on staff morale and institutional knowledge.
7. The Creative Industries is listed as the first of seven strategic pillars. We are told that the new faculty is not about saving money, but we know that it will of course cost money, because all such organisational changes do. So, what is the rationale, and how can staff organise their work – including planning future education offerings – when the unit they may be working with lacks not only a narrative but even the most basic feature of a faculty name?
8. In the 2023 UTS Annual Report, UTS spent $34 M on external consultancies. Given the often publicised and championed breadth of expertise at UTS, Management needs to explain why it continues to rely upon outside private expertise.

Questions and information:

Regarding the rationale for change:

1. We seek more detail on the financial rationale for cost-saving measures.
2. We seek copies of the reports or parts of the reports, internal or external that may have informed the Operational Sustainability project so far (e.g., briefs or reports produced by KPMG).
3. We seek full details of the data, methodology and analysis underpinning the Change. We are seeking a transparent account of the research undertaken to support the claim that job cuts are necessary. We consider this to be a matter of procedural fairness for all NTEU members working at UTS. Transparent data and consultation processes are essential to align the work of staff with institutional goals while protecting research and teaching quality, curriculum relevance and student outcomes.
4. We seek further information regarding the need for why it is desirable for 100m to be saved in such a short period, and what modelling has been undertaken to demonstrate that this is achievable, alongside information regarding considered options for less risky paths to sustainability. A single year turn around for a 100m saving, at a cost of up to 200m, with the nature of the savings being highlighted, seems optimistic. In the short to medium term the proposal will make us financially worse off, not better, with a need to borrow money due to costs of change that could be spread over a longer period through a slower and more strategic programme of change (where necessary).

Regarding the proposed changes:

5. We seek modelling conducted to inform plans and risk management regarding those plans, including regarding:
    a. potential job loses (headcount and FTE) in SSG, professional and academic staff roles;
    b. the impact of changes on workload, stakeholder experience – particularly that of our students, institutional capacity, and staff wellbeing (including psychosocial). Given the

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centrality of job losses to the proposed savings, it is crucial to understand the impacts of these losses on education quality, research output, institutional reputation, and staff wellbeing and workload. The vision to maintain excellence in teaching, research, and global impact is at odds with significant workforce reductions being proposed;

c. how factors such as subject duplication and underutilisation of teaching loads have been calculated. What is the actual calculation of the financial viability of courses and subjects? The arbitrary choice of 10 EFTLS as a benchmark has caused a lot of anxiety and disbelief across the staff. Basing benchmarks purely on EFTLS is itself flawed given different types of subjects have different needs (e.g. in terms of physical and material requirements), and full-fee paying courses and courses with a large number of international students clearly bring in more income per student than courses based largely on CSP students.
d. the indirect Faculty/ UTS costs are included in the financial viability models.

6. The paper presents a set of programmes, presumably grounded in modelling of those programmes and comparison to alternative options, yet these options have not been shared with staff. Further information should include:
   a. Options considered that might be adopted today, and modelling of the costs of changes and impacts of these options including projected returns;
   b. Assumptions underpinning options and proposed strategies;
   c. The University cash position under different programme options, in addition to the P&L statement;
   d. Clear identification of the impact of existing changes made in relation to the new proposals, and where the 300m bond is factored in and whether the intent is to renew this facility (or some other debt facility) to finance the change, which is costed as 100-200m (p.10 options paper).
   e. Information regarding intended CAPEX, including where savings are required for investment in CAPEX beyond the 2030 period.
   f. Data regarding the calculation of savings across the three costed areas, the total for which ranges from 71-123m, with rationales for variance in savings, and associated risk analysis of these programmes.
7. Lessons from COVID were mentioned, but it is not clear they have informed planning. Of the reduced headcount from job losses in the 2020-21 period what is our headcount now? What was the cost and benefit achieved? At what cost (to institutional capacity, psychosocial wellbeing, and financial)?
8. How will faculties be directed regarding implementation, including specific targets, approaches to directing them, and associated managerial performance indicators? In a workplace such as a university, we should be able to expect more openness and transparency, and indeed debates, about the shape of the annual budget, at least in our local work areas. This is currently not the case, and the financial claims in the Operational Sustainability discussion paper just add another layer of opaqueness to the finances of the university.
9. Will the University senior management be withholding the payment of bonuses to the senior university executives? Such an initiative may be a well-received gesture and indication of good faith that could restore the trust in the senior management that has been eroded in recent times

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Opportunities for strengthening our university

1. The change process for the operational sustainability program presents an opportunity to address and improve the negative staff experiences with change management reported in the staff survey. By releasing the requested information, UTS Management can enable genuine consultation, fostering a collaborative environment where staff can collectively contribute options and ideas to strengthen the university while minimising harm and risk.
2. To date we have not seen any public lobbying by the VC or members of the ULT around funding for public universities. Such requests for governments to address structural problems with the sector should be pursued before making cuts to staff. It would also reassure staff that the University management are committed to public higher education, rather than a corporatised higher education.
3. We believe there is an innovative and viable alternative to the staff cuts. This could require a flattening of University hierarchy, reduction in bonuses for senior management and limitation of the use of inexperienced external consultants. Given the failure of the current corporate model to keep UTS in profit, we seek a review of UTS governance and an innovative reimagining of UTS role as a public education and research institution. Staff morale is at such a low level that some visible steps to restore trust that the leaders are working with us and not against us is needed.
4. Given no legislation has been passed to cap international students, the University should pause the Operational Sustainability change process. Instead, the university should use the time to enable staff to learn and understand more clearly the financial model of the university and the models that are determining indicators such as course and subject viability. There are experts across the university who, together, could design an engagement process that speaks to staff. It is difficult for staff to try to make sense of these complex matters when there is the threat of job losses hanging over them. A pause would create a conducive period of learning, as well as time for alternative proposals to emerge.

This information is sought, and concerns are raised by staff in accordance with our rights under our Agreement and so that we are sufficiently informed in order to provide information, feedback and to further engage with the discussion paper. We expect a genuinely considered written response from Management to each of the matters raised above. We look forward to your response being provided to staff, prior to any further consultation meetings with staff. In addition, we look forward to seeing staff questions and feedback acknowledged and incorporated into any subsequent change proposal.

Yours sincerely,

Dr. Simon Knight

UTS NTEU Branch Vice President (Academic)

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To Vice Chancellor Andrew Parfitt,
University of Technology Sydney

13/12/24

CC: Sarah Attfield (Branch President, NTEU), Ida Nursoo (Industrial Officer, NTEU), Trevor Murray (NTEU Divisional Organiser),
sattfield@nteu.org.au, inursoo@nteu.org.au, uts@nteu.org.au

Dear vice Chancellor

Re: Foundations for 2030 and operational sustainability

We write in relation to UTS staff currently being consulted on the Operational Sustainability Initiative Initial Discussion Paper.

As impacted staff in the **Faculty of Health** we are keen to engage with the Change Management process, and to examine Management's proposals and to provide options, ideas, and suggestions. However, we can already report a deep level of concern about the lack of clear rationale for the initiative and the need to find savings of $100m.

This concern has been compounded by UTS' response to recent news that the Federal government will be unable to pass the legislation it requires to implement the planned international student caps through the current parliament. Given that these caps were the major reason cited for UTS has initiating the Operational Sustainability Initiative, it is entirely unclear why management seems to be pushing ahead with the plan and all the pressure on staff that it creates.

As a group of UTS colleagues, we have drafted a list of questions and requests information that would be necessary to provide meaningful feedback on this discussion paper and any future proposal. Below these questions, we also raise some concerns based on the information we do have available, which should be addressed before moving on to the next stage of consultation.

At a busy time of year there has been little time to attend meetings or absorb any information on this and the information that has been shared has been vague.

Questions and information:

1. We seek more detail on the financial rationale for cost-saving measures.
2. We seek copies of the reports or parts of the reports, internal or external that may have informed the Operational Sustainability project so far.

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3. Staff seek full details of the data, methodology and analysis underpinning the Change. We are seeking a transparent account of the research undertaken to support the claim that job cuts are necessary. We consider this to be a matter of procedural fairness for all NTEU members working at UTS

Issues and Concerns:

1. We do not think the provided rationale justifies further cuts than those that have already been made. The VC's modelling predicts a return to surplus no matter with or without any intervention. Provided cashflow can be maintained, we would expect UTS leadership to focus on the long-term stability of the institution and its ability to deliver on its purpose as a public education and research institution.
2. We have not seen any public lobbying by the VC, ULT, or UTS Council around funding for public universities. Such requests of government to address structural problems with the sector should be pursued before making cuts to staff.
3. We are concerned about the psycho-social impacts on staff, especially those who have already been subject to change proposals in the past 2 years. Change fatigue, especially after so many months of staff cuts being implied to be under consideration, but without any detail or clarity has taken a toll on UTS staff and their morale. We feel that so far, our rights to a safe workplace have not been adequately respected. The Discussion Paper makes it clear that the last round of major cuts in response to budget challenges that followed COVID border closures created long-terms costs for the university and certainly have an ongoing, negative impact on staff morale and corporate knowledge.

This information is sought, and concerns are raised by staff in accordance with our rights under our Agreement and so that we are sufficiently informed in order to provide information, feedback and to further engage with the discussion paper. We expect a genuinely considered written response from Management to each of the matters raised above. We look forward to your response being provided to staff, prior to any further consultation meetings with staff. In addition, we look forward to seeing staff questions and feedback acknowledged and incorporated into any subsequent change proposal.

Yours sincerely,

Impacted staff in the **Faculty of Health**

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To Vice Chancellor Andrew Parfitt,
University of Technology Sydney

13/12/2024

CC: Sarah Attfield (Branch President, NTEU), Ida Nursoo (Industrial Officer, NTEU), Trevor Murray (NTEU Divisional Organiser),
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Dear Professor Parfitt,

Re: Foundations for 2030 and operational sustainability

We write in relation to UTS staff currently being consulted on the Operational Sustainability Initiative Initial Discussion Paper.

As impacted staff in the Provost **Portfolio** we are keen to engage with the Change Management process, and to examine Management's proposals and to provide options, ideas, and suggestions. However, we can already report a deep level of concern about the lack of clear rationale for the initiative and the need to find savings of $100m.

This concern has been compounded by UTS' response to recent news that the Federal government will be unable to pass the legislation it requires to implement the planned international student caps through the current parliament. Given that these caps were the major reason cited for UTS has initiating the Operational Sustainability Initiative, it is entirely unclear why management seems to be pushing ahead with the plan and all the pressure on staff that it creates.

As a group of UTS colleagues, we have drafted a list of questions and requests information that would be necessary to provide meaningful feedback on this discussion paper and any future proposal. Below these questions, we also raise some concerns based on the information we do have available, which should be addressed before moving on to the next stage of consultation.

Questions and information:

1. We seek more detail on the financial rationale for cost-saving measures.
2. We seek copies of the reports or parts of the reports, internal or external that may have informed the Operational Sustainability project so far.
3. Staff seek full details of the data, methodology and analysis underpinning the Change. We are seeking a transparent account of the research undertaken to support the claim that job cuts are necessary. We consider this to be a matter of procedural fairness for all NTEU members working at UTS

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Issues and Concerns:

1. We do not think the provided rationale justifies further cuts than those that have already been made. The VC's modelling predicts a return to surplus no matter with or without any intervention. Provided cashflow can be maintained, we would expect UTS leadership to focus on the long-term stability of the institution and its ability to deliver on its purpose as a public education and research institution.
2. We have not seen any public lobbying by the VC, ULT, or UTS Council around funding for public universities. Such requests of government to address structural problems with the sector should be pursued before making cuts to staff.
3. We are concerned about the psycho-social impacts on staff, especially those who have already been subject to change proposals in the past 2 years. Change fatigue, especially after so many months of staff cuts being implied to be under consideration, but without any detail or clarity has taken a toll on UTS staff and their morale. We feel that so far, our rights to a safe workplace have not been adequately respected. The Discussion Paper makes it clear that the last round of major cuts in response to budget challenges that followed COVID border closures created long-terms costs for the university and certainly have an ongoing, negative impact on staff morale and corporate knowledge.
4. There is a concerning lack of recognition of the substantial public benefits that can result from small courses that might not generate income and research that might not attract external funding. The paper presents the fact that courses and research do not generate income as clear justifications for why they should be cut. UTS is a public university and has a distinctive profile as a social justice university. One of the reasons that students and research partners engage with us is because of our important track record producing research with clear public benefits, including research that helps to address socio-economic inequalities. Addressing such inequalities also often requires specialist knowledge developed in courses that, precisely because they assist advance the position of minority groups, may not attract large numbers of enrolments. Any strategy for this future of this university needs to draw a clear distinction between educational value and financial value and provide reassurances that UTS remains committed to public interest teaching, learning and research independent of its commercial value.

This information is sought, and concerns are raised by staff in accordance with our rights under our Agreement and so that we are sufficiently informed in order to provide information, feedback and to further engage with the discussion paper. We expect a genuinely considered written response from Management to each of the matters raised above. We look forward to your response being provided to

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Yours sincerely,

Impacted staff in the Provost Portfolio

To Vice Chancellor Andrew Parfitt
University of Technology Sydney

11/12/24

CC: Sarah Attfield (Branch President, NTEU), Ida Nursoo (Industrial Officer, NTEU), Trevor Murray (NTEU Divisional Organiser),

sattfield@nteu.org.au, inursoo@nteu.org.au, uts@nteu.org.au

Dear Andrew,

We write in relation to UTS staff currently being consulted on the Operational Sustainability Initiative Initial Discussion Paper. As impacted staff in the **Faculty of Design, Architecture and Building,** we are willing to engage with the Change Management process, and to examine Management's proposals and to provide options, ideas, and suggestions. However, we can already report a deep level of concern about the lack of clear rationale for the initiative and the need to find savings of $100m.

This concern has been compounded by UTS' response to recent news that the Federal government will be unable to pass the legislation it requires to implement the planned international student caps through the current parliament. Given that these caps were the major reason cited for UTS has initiated the Operational Sustainability Initiative, it is unclear why management seems to be pushing ahead with the same plan creating increased pressure on staff. At the least, the cuts should be paused until the higher education landscape is clearer.

As a group of UTS colleagues, we have drafted a list of questions and requests for information that would be necessary to provide meaningful feedback on this discussion paper and any future proposal. Below these questions, we also raise some concerns based on the information we do have available, which should be addressed before moving on to the next stage of consultation.

Questions and information

1. **Can the financial rationale for cost-saving measures be explained more clearly and fully?** We need to understand the rationale for the proposed cuts given the caps on international students are not being legislated, at least in the immediate future. We need to understand what lessons have been learned by the University with their previous plans (the VSP and the redundancies associated with the UTS 2027

Blueprint) and how the current proposal can avoid the same mistakes. We need to also understand the specific initiatives that are earmarked when surplus is achieved.

2. **Can University management provide copies of the reports or parts of the reports, internal or external** that may have informed the Operational Sustainability project so far, and what brief the consultants, including KPMG were supplied? These would help staff better understand what the University is citing from these reports.

3. **Can the University provide full details of the data, methodology and analysis** underpinning the Change? We are seeking a transparent account of the research undertaken to support the claim that job cuts are necessary. We consider this to be a matter of procedural fairness for all NTEU members working at UTS.

4. **What directive will be sent to faculties about targets of savings and approaches to achieving them**? In a workplace such as a university, we should be able to expect more openness and transparency, and indeed debates, about the shape of the annual budget, at least in our local work areas. This is currently not the case, and the financial claims in the Operational Sustainability discussion paper just add another layer of opaqueness to the finances of the university.

5. **What is the actual calculation of the financial viability of courses and subjects?** Many of us have worked with the previous financial viability modelling tools for many years. The model introduced to us in 2024 contradicts what we have learnt and practised to achieve viability in our courses and subjects previously. For example, the arbitrary choice of 10 EFTSL subjects as a benchmark has caused a lot of anxiety and disbelief across the staff. Basing benchmarks purely on EFTSL is itself flawed given different types of subjects have different needs (e.g. in terms of physical and material requirements), and full-fee paying courses and courses with a large number of international students clearly bring in more income per student than courses based largely on CSP students. In a faculty such as DAB, one key benchmark as to the quality and distinctiveness of our educational offerings is studio-based, practical learning. Studio-based learning generally does not function at a scale of 10 EFTSL and requires a more nuanced viability and valuation model than the blunt instrument being used across the entire university.

6. **Also what indirect Faculty/ UTS costs are included in the financial viability models for courses and subjects?** How, for example, is space calculated into the costings for financial viability? Given the necessity of physical space (e.g. studios for building models, sewing and printing) for many DAB course offerings, we hold particular concerns about calculations that arbitrarily include spatial calculations without recourse to the essential teaching needs of particular discipline areas.

7. **Will the University senior management be withholding the payment of bonuses to the senior university executives?** Would the University senior management further consider a reduction of their salaries as a contribution to managing the costs at the university? Such an initiative may be a well-received gesture and indication of good faith that could restore the trust in the senior management that has been eroded in recent times.

8. Can the university clarify what they meant when they listed “childcare” in the list of possible “outsourcing” options – are they considering outsourcing UTS Childcare, and if so, how do they do that

when UTS Childcare is an independent organisation and UTS does not have authority over their operations?

Issues and Concerns:

1. We do not think the provided rationale justifies further cuts than those that have already been made. The VC's modelling predicts a return to surplus with or without any intervention. Provided cashflow can be maintained, we would expect UTS leadership to focus on the long-term stability of the institution and its ability to deliver on its purpose as a public education and research institution.
2. We have not seen any public lobbying by the VC, ULT, or UTS Council around adequate public funding for public universities. Such requests of the government to address structural problems with the sector should be pursued before making cuts to staff. With a federal election looming, we want to see our Vice-Chancellor advocating to all parties about the adequate funding of public universities; this is not just about the survival of the university and its staff, but about the education of future generations of students and the preparation and sustainability of the workforces in Australia and overseas.
3. We are concerned about the psycho-social impacts on staff, especially those who have already been subject to change proposals in the past 2 years as well as those who recently joined on casual-conversions. This is especially the case in the Faculties of DAB and FASS, which are also dealing with structural change in relation to the Creative Industries strategy, IT divisional restructuring, and the DAB-FASS faculty merger.

   Change fatigue, especially after so many months of staff cuts being implied to be under consideration, but without any detail or clarity, has taken a toll on UTS staff and their morale. We feel that so far, our rights to a safe workplace have not been adequately respected. There is also a high level of 'feedback fatigue', as well as workload intensification, due to multiple top-down changes and initiatives, in addition to the core business to which all staff are committed.

   DAB staff feel, for example, that during 2024 they went to great lengths to provide feedback in good faith, on issues such as the Creative Industries strategy and workload guidelines, among other matters, and yet once feedback is delivered, there is little evidence that anything substantive changes, or that requested information is forthcoming.
4. Staff lack of trust across the University regarding the University's handling of change processes has clearly been apparent in repeated Staff/ Pulse surveys. Yet we continue to see an apparent disregard of the severe emotional impact this has on staff. Staff are not even given the benefit of responses to specific questions and feedback that they take the time to provide in the 'consultation' processes of these changes.
5. **Communication is one key space for improvement:** Within DAB, a recent Focus Group addressing the 2024 Pulse Survey (comprising professional and academic staff, and focusing on the issue of communication) recommended that:

> *DAB staff seek communications from ULT … that are: **simple, honest and straightforward**, clearly reasoned, not a 'sales pitch'. We expect communications that respect staff knowledge and experience and foster mutual trust*

and that DAB staff see "**communication as a two-way process, not a 'broadcast'** from high up." The Focus Group also reported that: staff experienced problems accessing Town Hall meetings online, with:

> *many staff unable to join, or were 'bumped off,' the recent VC's Town Hall online webinar. Q&A sessions at Town Halls do not feel meaningful, as many questions are dodged with as much ease as a politician avoids journalists' questions. A Town Hall is a place for discussion and debate.*

Further, the DAB Focus Group reported that:

> *There is a sense that you need to 'decode' emails from ULT – to move past the corporate language and acronyms, to try to find a substantive factual message. This is exhausting and time-consuming. Pertinent parts of documents are often hidden well within documents.*

and that: "important communications sent at inappropriate times, e.g., during Week 12 or 13, right at the end of the week – when they will easily be missed / or too overwhelming to get across in time for the feedback deadline." (Source: "Recommendations" from DAB Pulse Survey Response Working Group - Communication, 29/11/24)

6. Information is sought, and concerns are raised by staff in accordance with our rights under our Agreement and so that we are sufficiently informed in order to provide information as staff working at the coalface, feedback and to further engage with the discussion paper. **We seek a genuinely considered written response from Management to each of the matters raised above. Consultation processes in recent change processes have been extremely short,** almost always requiring us to seek an extension; we seek the next round of consultation to allow for at least a month and be supported by detailed information about what has informed the proposal so that staff can provide informed and considered feedback. In addition, we look forward to seeing staff questions and feedback acknowledged and incorporated into any subsequent change proposal. **Finally, we seek your confirmation that redundancy would only be as the very last resort.**

Sincerely,

NTEU Members within **the Faculty of DAB**

Law Faculty Response: UTS Operational Sustainability Paper

Please add your name below by <u>5pm Wednesday 4th December 2024</u> if you wish to support the joint Law Faculty Response to the Operational Sustainability Discussion Paper.
- Your name will not be visible to the Vice Chancellor or members of the University Leadership Team
- By adding your name you are indicating your support for the collective Faculty response.
- When the response is submitted we will include the total number (but not names) of Law Faculty members in support of the statement.

Law Faculty Response
UTS has released a consultation paper, Operational Sustainability Initiative: Initial consultation - Discussion Paper (Nov 2024). It presents the notion that UTS is not currently financially sustainable, and invites UTS staff to consider proposed options.

The current financial circumstances of UTS are the result of actions and omissions by UTS senior leadership. It would seem appropriate for some reflection and accountability to be a part of the Discussion Paper. It would also seem appropriate to acknowledge that UTS staff demonstrate considerable care, competence and hard work, especially in light of ongoing financial austerity measures.

The Faculty of Law would like to respond collectively. Our Faculty is financially stable, sustainable and profitable. Our Faculty operates with calm and competent leadership. We work collegially and have achieved a very high record of success in education, research, impact and engagement.

The majority of your Discussion Paper contains background information about the current external and internal environment, and the 'strategic context as we evolve UTS 2027 to build our 2030 Foundations'. The paper purports to present "options" to address this need for 'operational sustainability'. The options are articulated at a very generalised level making it impossible to respond in a meaningful way. A much more detailed and clear articulation and justification of the options currently being considered needs to be provided.

Effective 'consultation' involves far more than the release of a document and the holding of a Town Hall meeting. It necessarily involves the provision of detailed and easily understood information so that those who wish to engage in the process can understand the proposals, their rationale, their likely effects and consequences. The failure to provide clarity is exacerbating the stress and anxiety that many staff members may be feeling at this time. It also fails to acknowledge how this process is itself form of workload intensification for staff.

We are concerned by the tone of some sections of the document which appear to be

suggesting that there is widespread under-performance by staff (eg p16 ‘UTS is not fully utilising existing teaching capacity’, p17 ‘There are a number of Level D and E academic staff…who have not published, received research income or supervised an HDR student in the last three years’, p. 18 which alleges that ‘poor processes and unnecessary work’ are performed by professional staff). These statements are based upon data which is not meaningful without context, and are hard to reconcile with other elements of the document which gesture vaguely towards reducing inefficiencies rather than performance-based dismissal. The statements appear to rely on work by KPMG commissioned by UTS which has not been disclosed to staff. The lack of transparency and details about options being considered by the university further exacerbate insecurity and anxiety amongst staff and sends the message that their very considerable efforts to maintain quality of teaching and research in the difficult Covid years and beyond are not appreciated by management.

We are concerned that a response to this document will be considered ‘consultation’ in a sense that authorises the approaches set out, including future detail that may be added. We want to be clear that this response should not count as consultation unless the changes to process that we suggest are adopted.

Impacted staff in the **Faculty of Law**

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13/12/2024

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Dear Andrew,

Re: Foundations for 2030 and operational sustainability

We write in relation to UTS staff currently being consulted on the Operational Sustainability Initiative Initial Discussion Paper.

As **impacted staff in ITU** we are keen to engage with the Change Management process, and to examine Management's proposals and to provide options, ideas, and suggestions. However, we can already report a deep level of concern about the lack of clear rationale for the initiative and the need to find savings of $100m.

This concern has been compounded by UTS' response to recent news that the Federal government will be unable to pass the legislation it requires to implement the planned international student caps through the current parliament. Given that these caps were the major reason cited for UTS has initiating the Operational Sustainability Initiative, it is entirely unclear why management seems to be pushing ahead with the plan and all the pressure on staff that it creates.

As a group of UTS colleagues, we have drafted a list of questions and requests information that would be necessary to provide meaningful feedback on this discussion paper and any future proposal. Below these questions, we also raise some concerns based on the information we do have available, which should be addressed before moving on to the next stage of consultation.

Questions and information:

1. Can UTS ensure that ITU staff impacted by ITOM will not be further affected by this process?
2. We seek more detail on the financial rationale for cost-saving measures.
3. We seek copies of the reports or parts of the reports, internal or external that may have informed the Operational Sustainability project so far.
4. Staff seek full details of the data, methodology and analysis underpinning the Change. We are seeking a transparent account of the research undertaken to support the claim that job cuts are necessary. We consider this to be a matter of procedural fairness for all NTEU members working at UTS

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Issues and Concerns:

1. Having recently gone through a lengthy and troubling change process, ITU staff are concerned about further negative impacts being brought about by this process including; continuation of the ongoing psychosocial impacts of an insecure workplace, work load intensification, loss of institutional knowledge and a continuation of the talent drain we have witnessed in recent months.
2. We do not think the provided rationale justifies further cuts than those that have already been made. The VC's modelling predicts a return to surplus no matter with or without any intervention. Provided cashflow can be maintained, we would expect UTS leadership to focus on the long-term stability of the institution and its ability to deliver on its purpose as a public education and research institution.
3. We have not seen any public lobbying by the VC, ULT, or UTS Council around funding for public universities. Such requests of government to address structural problems with the sector should be pursued before making cuts to staff.
4. We are concerned about the psycho-social impacts on staff, especially those who have already been subject to change proposals in the past 2 years. Change fatigue, especially after so many months of staff cuts being implied to be under consideration, but without any detail or clarity has taken a toll on UTS staff and their morale. We feel that so far, our rights to a safe workplace have not been adequately respected. The Discussion Paper makes it clear that the last round of major cuts in response to budget challenges that followed COVID border closures created long-terms costs for the university and certainly have an ongoing, negative impact on staff morale and corporate knowledge.

This information is sought, and concerns are raised by staff in accordance with our rights under our Agreement and so that we are sufficiently informed in order to provide information, feedback and to further engage with the discussion paper. We expect a genuinely considered written response from Management to each of the matters raised above. We look forward to your response being provided to staff, prior to any further consultation meetings with staff. In addition, we look forward to seeing staff questions and feedback acknowledged and incorporated into any subsequent change proposal.

Yours sincerely,

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To Vice Chancellor Andrew Parfitt,
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4 December, 2024

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Dear Vice-Chancellor,

Re: Foundations for 2030 and operational sustainability

We write in relation to UTS staff currently being consulted on the Operational Sustainability Initiative Initial Discussion Paper.

As impacted staff in the **School of International Studies and Education** we are keen to engage with the Change Management process, and to examine Management's proposals and to provide options, ideas, and suggestions. However, we can already report a deep level of concern about the lack of clear rationale for the initiative and the need to find savings of $100m.

This concern has been compounded by UTS' response to recent news that the Federal government will be unable to pass the legislation it requires to implement the planned international student caps through the current parliament. Given that these caps were the major reason cited for UTS has initiating the Operational Sustainability Initiative, it is entirely unclear why management seems to be pushing ahead with the plan and all the pressure on staff that it creates. At the least, the cuts should be paused until the higher education landscape is clearer.

As a group of UTS colleagues, we have drafted a list of questions and requests for information that would be necessary to provide meaningful feedback on this discussion paper and any future proposal. Below these questions, we also raise some concerns based on the information we do have available, which should be addressed before moving on to the next stage of consultation.

1. *Questions and information* Can the financial rationale for cost-saving measures be explained more clearly and fully? We need to understand the rationale for the proposed cuts given the caps on international students are not being legislated, at least in the immediate future. We need to understand what lessons have been learned by the University when their previous

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plans (the VSP and the redundancies associated with the UTS 2027 Blueprint) and how the current proposal can avoid the same mistakes. We need to also understand the specific initiatives that are earmarked when surplus is achieved.

2. Can University management provide copies of the reports or parts of the reports, internal or external that may have informed the Operational Sustainability project so far, and what brief the consultants, including KPMG were supplied? These would help staff better understand what the University is citing from these reports.

3. Can the University provide full details of the data, methodology and analysis underpinning the Change? We are seeking a transparent account of the research undertaken to support the claim that job cuts are necessary. We consider this to be a matter of procedural fairness for all NTEU members working at UTS.

4. What directive will be sent to faculties about targets of savings and approaches to achieving them? In a workplace such as a university, we should be able to expect more openness and transparency, and indeed debates, about the shape of the annual budget, at least in our local work areas. This is currently not the case, and the financial claims in the Operational Sustainability discussion paper just add another layer of opaqueness to the finances of the university.

5. What is the actual calculation of the financial viability of courses and subjects? The arbitrary choice of 10 EFTLS as a benchmark has caused a lot of anxiety and disbelief across the staff. Basing benchmarks purely on EFTLS is itself flawed given different types of subjects have different needs (e.g. in terms of physical and material requirements), and full-fee paying courses and courses with a large number of international students clearly bring in more income per student than courses based largely on CSP students. Also what indirect Faculty/ UTS costs are included in the financial viability models?

6. Is the distribution of the 'pie' between the centre and the faculties being reviewed?

7. Will the University senior management be withholding the payment of bonuses to the senior university executives? Such an initiative may be a well-received gesture and indication of good faith that could restore the trust in the senior management that has been eroded in recent times.

Issues and Concerns:

1. We do not think the provided rationale justifies further cuts than those that have already been made. The VC's modelling predicts a return to surplus no matter with or without any intervention. Provided cashflow can be maintained, we would expect UTS leadership to focus on the long-term stability of the institution and its ability to deliver on its purpose as a public education and research institution.

2. We have not seen any public lobbying by the VC, ULT, or UTS Council around adequate public funding for public universities. Such requests of government to address structural problems with the sector should be pursued before making cuts to staff. With a federal election looming, we want to see our Vice-Chancellor advocating to all parties about the adequate funding of

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public universities; this is not just about the survival of the university and its staff, but about the education of future generations of students and the preparation and sustainability of the Australian workforce. We do not believe that continued reliance on international student fees is tenable nor consistent with the University's stated commitment to social justice and equity. International students should be treated with respect and dignity, not as a revenue source.

3. We are concerned about the psycho-social impacts on staff, especially those who have already been subject to change proposals in the past 2 years. Change fatigue, especially after so many months of staff cuts being implied to be under consideration, but without any detail or clarity, has taken a toll on UTS staff and their morale. We feel that so far, our rights to a safe workplace have not been adequately respected. The Discussion Paper makes it clear that the last round of major cuts in response to budget challenges that followed COVID border closures created long-terms costs for the university and certainly have an ongoing, negative impact on staff morale and corporate knowledge.
4. There is a high level of change and feedback fatigue as well as workload intensification due to multiple top-down changes and initiatives, in addition to the core business to which all staff are committed. For example, staff in this work area have recently experienced:
    - Job losses through the VSP, the redundancies associated with the Blueprint, and the lack of backfilling of vacancies;
    - Workload pressures due to -

        i. a reduction in staff numbers,
        ii. the University pausing and then discontinuing the Primary Teacher Education degree that had been newly accredited by the University,
        iii. the design and creation of new and complex Primary Teacher education programs in a short period of time after point ii above
        iv. the disestablishment of our faculty and the directive to be part of the yet to be named and identified new faculty
        v. the unplanned (and poorly communicated) CMM project in the middle of the year where CILOS, course and subject descriptions and learning outcomes had to be revised for all subjects
        vi. the introduction of Courseloop and associated training, challenges and implementation problems
        vii. the numerous ongoing/current reaccreditations of existing courses
        viii. the admission of many 'non-genuine' international students into our programs and the amount of pastoral care and administration that has been involved in trying to support and retain them before they disappeared
        ix. the identification of the increased and inappropriate use of AI in students' assessment without the provision of basic detection tools despite the additional workload management of the detection and response to AI use in assessment has created
        x. the requirements an ever-increasing number of intra-university stakeholders for our teaching programs and subjects without justification nor consultation – and at times contradictory.

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5. Staff's lack of trust across the University regarding the University's handling of change processes has clearly been apparent in repeated Staff/ Pulse surveys. Yet we continue to see an apparent disregard of the severe emotional impact this has on staff. Staff are not even given the benefit of responses to specific questions and feedback that they take the time to provide in the 'consultation' processes of these changes.

Information is sought, and concerns are raised by staff in accordance with our rights under our Agreement and so that we are sufficiently informed in order to provide information as staff working at the coalface, feedback and to further engage with the discussion paper. We seek a genuinely considered written response from Management to each of the matters raised above. Consultation processes in recent change processes have been extremely short, almost always requiring us to seek an extension; we seek the next round of consultation to allow for at least a month and be supported by detailed information about what has informed the proposal was so that staff could provide informed and considered feedback. We look forward to your response being provided to staff, prior to any further consultation meetings with staff. In addition, we look forward to seeing staff questions and feedback acknowledged and incorporated into any subsequent change proposal. Finally, we seek your confirmation that redundancy would only be as the very last resort.

Yours sincerely,

Impacted staff in the **School of International Studies and Education, FASS**

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To Vice Chancellor Andrew Parfitt,
University of Technology Sydney

4/12/2024

CC: Sarah Attfield (Branch President, NTEU), Ida Nursoo (Industrial Officer, NTEU), Trevor Murray (NTEU Divisional Organiser),
sattfield@nteu.org.au, inursoo@nteu.org.au, uts@nteu.org.au

Dear Professor Parfitt,

Re: Foundations for 2030 and operational sustainability

We write in relation to UTS staff currently being consulted on the Operational Sustainability Initiative Initial Discussion Paper.

As impacted staff in **the Faculty of Engineering & IT** we are keen to engage with the Change Management process, and to examine Management's proposals and to provide options, ideas, and suggestions. However, we can already report a deep level of concern about the lack of clear rationale for the initiative and the need to find savings of $100m.

This concern has been compounded by UTS' response to recent news that the Federal government will be unable to pass the legislation it requires to implement the planned international student caps through the current parliament. Given that these caps were the major reason cited for UTS has initiating the Operational Sustainability Initiative, it is entirely unclear why management seems to be pushing ahead with the plan and all the pressure on staff that it creates.

As a group of UTS colleagues, we have drafted a list of questions and requests information that would be necessary to provide meaningful feedback on this discussion paper and any future proposal. Below these questions, we also raise some concerns based on the information we do have available, which should be addressed before moving on to the next stage of consultation.

Questions and information:

1. We seek more detail on the financial rationale for cost-saving measures.
2. We seek copies of the reports or parts of the reports, internal or external that may have informed the Operational Sustainability project so far.
3. Staff seek full details of the data, methodology and analysis underpinning the Change. We are seeking a transparent account of the research undertaken to support the claim that job cuts are necessary. We consider this to be a matter of procedural fairness for all NTEU members working at UTS

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Issues and Concerns:

1. We do not think the provided rationale justifies further cuts than those that have already been made. The VC's modelling predicts a return to surplus no matter with or without any intervention. Provided cashflow can be maintained, we would expect UTS leadership to focus on the long-term stability of the institution and its ability to deliver on its purpose as a public education and research institution.
2. We have not seen any public lobbying by the VC, ULT, or UTS Council around funding for public universities. Such requests of government to address structural problems with the sector should be pursued before making cuts to staff.
3. We are concerned about the psycho-social impacts on staff, especially those who have already been subject to change proposals in the past 2 years. Change fatigue, especially after so many months of staff cuts being implied to be under consideration, but without any detail or clarity has taken a toll on UTS staff and their morale. We feel that so far, our rights to a safe workplace have not been adequately respected. The Discussion Paper makes it clear that the last round of major cuts in response to budget challenges that followed COVID border closures created long-terms costs for the university and certainly have an ongoing, negative impact on staff morale and corporate knowledge.

This information is sought, and concerns are raised by staff in accordance with our rights under our Agreement and so that we are sufficiently informed in order to provide information, feedback and to further engage with the discussion paper. We expect a genuinely considered written response from Management to each of the matters raised above. We look forward to your response being provided to staff, prior to any further consultation meetings with staff. In addition, we look forward to seeing staff questions and feedback acknowledged and incorporated into any subsequent change proposal.

Yours sincerely

Impacted staff in **the Faculty of Engineering & IT**

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Thursday, 5 December 2024

To Vice Chancellor Andrew Parfitt, University of Technology Sydney

CC: Sarah Attfield (Branch President, NTEU, sattfield@nteu.org.au), Ida Nursoo (Industrial Officer, NTEU, inursoo@nteu.org.au), Trevor Murray (NTEU Divisional Organiser, uts@nteu.org.au

Dear Professor Parfit,

Re: Foundations for 2030 and operational sustainability

We write concerning the Operational Sustainability Program discussion paper. As impacted staff from the **Faculty of Science**, we are keen to engage with the change management process, examine Management's proposals, and provide options, ideas, and suggestions.

As to the latter, we already possess a deep level of concern about the details of the discussion paper and accompanying presentations and resources. We have concerns about the rationale, the lack of clarity and detail provided by UTS Management to date, and the limited time with which to address such a wide-reaching and complicated proposal. We are concerned about the impacts on our roles as researchers and education, the student experience of our teaching, our job security, and the future viability of our public university if UTS pursues a substantial program of forced redundancies to reach its proposed savings targets.

As a group of UTS colleagues, we have split our feedback into:

- Concerns with the discussion paper, rationale, and process
- Alternatives to staff cuts
- Additional feedback

Questions and requested information

1. We seek more explanation and details on proposed cuts in UTS spending. Specifically
    - The financial modelling provided proposes a strategy where *the revised financial plan, … eliminates $100 million in expenditures in a sustainable manner from 2026 and generates a surplus that allows us to invest in strategic priorities*. Given that the swingeing reduction in expenditure will inevitably necessitate a new round of redundancies, it is hard to reconcile the aspiration to meet strategic goals with a dramatically reduced workforce. One in which the burden of teaching will undoubtedly increase for those remaining staff at the expense of contributions they would otherwise make in different areas.
    - On p3, there is a mention of *maintaining these expenditure reductions for future years*. How many years are such spending cuts proposed?

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- Doubts exist regarding the passage of the legislation to cap the number of places for international students. Why has not the proposal been paused until the fate of that legislation is known?
- How have the specific amounts of p15 of the Discussion Paper been determined, and what is the rationale for the spread of the savings?
- What are the predicted costs to UTS regarding the redundancies, not only in terms of remuneration packages but also in terms of losses of corporate knowledge and external partnerships and relationships?

2. We expect greater transparency regarding the consultants' report. In particular, why is a copy of confidential material—such as comparisons with other institutions—either redacted or anonymised and not available to staff?
3. In the 2023 UTS Annual Report, UTS spent $34 M on external consultancies. Given the often publicised and championed breadth of expertise at UTS, Management needs to explain why it continues to rely upon outside private expertise.
4. We seek more information about the extent to which voluntary redundancies, redeployment for remaining staff from teams made redundant, or forced redundancies would be components of any proposed cost cuttings.
5. We are deeply concerned about the current rationale regarding subject closure or amalgamation. The principal criterion is enrollment numbers, seemingly in the absence of other factors. One such factor could be that the provision of subjects makes a UTS course stand out from similar subjects in courses at other campuses. Another example could be subjects within a defined major that enhance and build upon student learning from a subject common to several majors. Combining similar cohorts

We expect a genuinely considered and written response from Management to each issue.

Alternatives to Staff Cuts

- A freeze on discretionary spending on "strategic priorities" until the financial position of UTS approaches surplus.
- A hiring freeze until the financial position of UTS approaches surplus.
- A freeze on staff pay increments until the financial position of UTS approaches surplus.
- Any restructuring should include senior Management. It should also include a review of the number of individual appointments at the DVC and PVC levels. This is in light of an expectation that the individual workloads of less senior staff will increase as part of any revised Strategic Plan. Any decisions regarding a review of the number would include an honest appraisal of the performance of senior staff in their respective portfolios.

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- Senior staff should accept salary cuts where this exceeds the same for comparable positions in the public and private sectors. Notably, the discussion paper mentions savings of $10 M a year due to changing our procurement practices. This figure is matched with current discretionary remuneration (bonuses, loadings, and allowances) provided to senior staff.
- Alternative sources of income should include fixed-term leasing of what remains underutilised spaces across the campus.
- There needs to be an honest and transparent review of the Institute's suite of overseas campuses.

We judge these to be viable alternatives to forced redundancies. Management remains responsible for explicitly stating which, if any, are being considered and providing sound arguments as to why any individual alternative could not be part of any savings proposal.

Additional feedback

- If redundancies must remain part of any savings package, then, as with the response to previous income reductions with the closure of international borders in response to the COVID-19 pandemic, any program of redundancies should commence with a round of voluntary redundancies.
- Honesty, transparency, and duty of care must be foremost in implementing any revised financial plan undertaken by UTS.
- Where the passage of any legislation regarding international student caps is not certain: Management must be seen to use the weight of expertise and contribution to the Australian economy provided by the higher education sector to lobby our parliamentary representatives effectively. The Australian Vice-Chancellors must have the courage to highlight to these representatives the weaknesses in using caps in international student places as part of a strategy to improve the financial security and quality of life for all Australian citizens and residents.

We welcome the opportunity to participate in a robust, transparent and collegial review of the Institute's financial planning.

Yours sincerely,

Impacted staff from **the Faculty of Science**

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To Vice Chancellor Andrew Parfitt,
University of Technology Sydney

5th December 2024

CC: Sarah Attfield (Branch President, NTEU), Ida Nursoo (Industrial Officer, NTEU), Trevor Murray (NTEU Divisional Organiser), sattfield@nteu.org.au, inursoo@nteu.org.au, uts@nteu.org.au

Dear Professor Andrew Parfitt

Re: Foundations for 2030 and operational sustainability

We write in relation to UTS staff currently being consulted on the Operational Sustainability Initiative Initial Discussion Paper.

As impacted staff in **the Transdisciplinary School** we are keen to engage with the Change Management process, and to examine Management's proposals and to provide options, ideas, and suggestions. However, we can already report a deep level of concern about the lack of clear rationale for the initiative and the need to find savings of $100m.

As a group of UTS colleagues, we have drafted a list of questions and requests for information that would be necessary to provide meaningful feedback on this discussion paper and any future proposal.

Outlined below are these questions and our list of concerns, based on the information you have provided, which should be addressed before moving on to the next stage of consultation.

Request for information:

1. We seek more detail on the financial rationale for cost-saving measures, given the strong position of UTS core cash flows.
2. We seek copies of the reports or parts of the reports, internal or external that may have informed the Operational Sustainability program thus far (e.g. briefs or reports produced by KPMG, budget discussion papers, procurement documents related to engagement with KPMG).
3. We seek details of the data, methodology, and analysis underpinning the project so far and justifying the suggestions that are being made as part of it

Issues and concerns:

1. We do not believe the provided rationale justifies further cuts than those that have already been made. The VC's modelling predicts a return to surplus no matter with or without any

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intervention. Provided cash flow can be maintained, we would expect UTS leadership to focus on the long-term stability of the institution and its ability to deliver on its purpose as a public education and research institution.

2. Many of the issues cited as justifications for the poor budgetary situation may not manifest (e.g., international caps have not and may not pass into legislation) or may resolve as recommendations from the universities accord are implemented. In our eyes this negates any need to consider the extreme step of cuts to staff and the negative impacts the discussion paper acknowledges losing staff can and will have. Given the uncertainty around international student numbers and policy directions, it would be prudent to monitor student numbers and key political processes expected in early-to-mid 2025 (such as the federal election) before making substantial and irreversible changes to the university's capabilities.

3. We are concerned about the psycho-social impacts on staff, especially those who have already been subject to multiple change proposals in the past 2 years. Change fatigue, especially after so many months of staff cuts being implied to be under consideration, but without any detail or clarity has taken a toll on UTS staff, our wellbeing, and morale. We feel that so far, our rights to a safe workplace have not been adequately respected.

4. We feel the savings targets, particularly the $100 million reduction, are presented without sufficient detail on how they may reasonably be achieved. There is uncertainty about whether these targets are realistic or sustainable, and staff need clearer explanations and transparency about the specific measures in the next phase of the operational sustainability project. We request further details on how factors such as subject duplication and underutilisation of teaching loads have been calculated, as this is lacking from the discussion paper. It is not clear the extent to which the proposed reductions are to pay for projects and initiatives which are not core to UTS activities. Further information is required on the justification for and build up of these non-core expenses.

5. We are concerned that the costs of implementing the proposed changes, such as curriculum redesign, IT system overhauls, and staff retraining, are not fully accounted for. These could significantly reduce the actual savings achieved, and this hasn't been adequately addressed.

6. We are sceptical about the reliance on efficiency gains through staff cuts, process improvement, and reducing teaching delivery. Staff note that past initiatives, like Fit for 2027, did not deliver the expected benefits, and there is little evidence to suggest that similar measures will work now.

7. Staff reductions are central to the proposed savings, but their broader impacts on education quality, research output, and staff wellbeing and morale are not fully explored. The vision to maintain excellence in teaching, research, and global impact is at odds with significant workforce reductions being proposed.

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Opportunities for strengthening our university:

1. We want to support and enhance UTS's international student enrollment while also exploring ways to reduce the associated risks. We are worried that not enough attention has been paid to advocating for revenue streams, nor to reflecting the value of international students as a vibrant part of our university community and broader society.

2. The change process for the operational sustainability program presents an opportunity to address and improve the negative staff experiences with change management reported in the staff survey. By releasing the requested information, UTS Management can enable genuine consultation, fostering a collaborative environment where staff can collectively contribute options and ideas to strengthen the university while minimising harm and risk.
3. To date we have not seen any public lobbying by the VC or members of the ULT around funding for public universities. Such requests for governments to address structural problems with the sector should be pursued before making cuts to staff.
4. Consider developing an innovative financial measurement and auditing model that authentically values the role of transdisciplinary collaboration as critical to integration, innovation, knowledge exchange, and impact as a public university.

This request for information and concerns raised by staff is in accordance with our rights under our Agreement and so that we are sufficiently informed in order to provide information, feedback and to further engage with the discussion paper.

We expect a genuinely considered written response from Management to each of the matters raised above. We look forward to your response being provided to staff, prior to any further consultation meetings with staff. In addition, we look forward to seeing staff questions and feedback acknowledged and incorporated into any subsequent change proposal.

Yours sincerely,

Impacted staff in **the Transdisciplinary School**

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To Vice Chancellor Andrew Parfitt,
University of Technology Sydney

4/12/24

CC: Sarah Attfield (Branch President, NTEU), Ida Nursoo (Industrial Officer, NTEU), Trevor Murray (NTEU Divisional Organiser),
sattfield@nteu.org.au, inursoo@nteu.org.au, uts@nteu.org.au

Dear Andrew,

Re: Foundations for 2030 and operational sustainability

We write in relation to UTS staff currently being consulted on the Operational Sustainability Initiative Initial Discussion Paper.

As impacted staff in the **Office of the DVC Education and Students (DVC:ES)** we are keen to engage with the Change Management process, and to examine Management's proposals and to provide options, ideas, and suggestions. However, we can already report a deep level of concern about the lack of clear rationale for the initiative and the need to find savings of $100m.

This concern has been compounded by UTS' response to recent news that the Federal government will be unable to pass the legislation it requires to implement the planned international student caps through the current parliament. Given that these caps were the major reason cited for UTS initiating the Operational Sustainability Initiative, it is entirely unclear why management seems to be pushing ahead with the plan and all the pressure on staff that it creates.

As a group of UTS colleagues, we have drafted a list of questions and requests for information that would be necessary to provide meaningful feedback on this discussion paper and any future proposal. Below these questions, we also raise some concerns based on the information we do have available, which should be addressed before moving on to the next stage of consultation.

Questions and Information:

1. We seek more detail on the financial rationale for cost-saving measures.
2. We seek copies of the reports or parts of the reports, internal or external that may have informed the Operational Sustainability project so far.

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3. Staff seek full details of the data, methodology and analysis underpinning the Change. We are seeking a transparent account of the research undertaken to support the claim that job cuts are necessary. We consider this to be a matter of procedural fairness for all NTEU members working at UTS. Transparent data and consultation processes are essential to align the portfolio's priorities with institutional goals while protecting teaching quality, curriculum relevance and student outcomes.
4. Parts of the portfolio went through a major change process in May 2024. No change manager was appointed for that process due to lack of funding and this resulted in ongoing negative impacts on staff morale. How much funding is being allocated to Operational Sustainability, and will an experienced change manager be appointed?
5. The portfolio provides vital services to the university that are core to the student experience. Staff currently feel spread thin by previous mergers and restructures. Any cuts to staff would significantly impact the services we provide to students. Our workload is only growing, not declining. For example, the number of erequests for SPM in peak periods has increased by 20% from last year. Cuts would not only distress staff left with significant workloads, they would also cause stress to students who rely on our services. Cuts would have negative impacts to every moment of the student experience from our engagement with future students, to enrolment, to study plan changes, exams and graduation.
6. Even if the portfolio is not directly impacted by job cuts, any job cuts to Faculty based professional staff would significantly impact workloads and response times. The compounded impact of cuts will significantly undermine the service we provide to students.
7. How does UTS plan to improve student experience while downgrading staff work conditions and limiting institutional knowledge?
8. Many of the percentage benefits in the discussion paper have extremely imprecise figures. How have these benefits been calculated and why was there no percentage of risk presented in the paper?
9. The Creative Industries is listed as the first of seven strategic pillars. Faculty have expressed concern that the outline of this new faculty is vague and insufficient to allow them to plan future course offerings. If this strategic pillar is already crumbling, how are we expected to support it as part of Foundations for 2030?

Issues and Concerns:

1. We do not think the provided rationale justifies further cuts than those that have already been made. The VC's modelling predicts a return to surplus no matter with or without any intervention. Why do you propose it is vital for UTS to return to surplus in 2026 instead of 2028? Provided cashflow can be maintained, we would expect UTS leadership to focus on the long-term stability of the institution and its ability to deliver on its purpose as a public education and research institution.

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2. We have not seen any public lobbying by the VC, ULT, or UTS Council around funding for public universities. Such requests of government to address structural problems with the sector should be pursued before making cuts to staff.
3. We are concerned about the psycho-social impacts on staff, especially those who have already been subject to change proposals in the past 2 years. Change fatigue, especially after so many months of staff cuts being implied to be under consideration, but without any detail or clarity has taken a toll on UTS staff and their morale. We feel that so far, our rights to a safe workplace have not been adequately respected. The Discussion Paper makes it clear that the last round of major cuts in response to budget challenges that followed COVID border closures created long-terms costs for the university and certainly have an ongoing, negative impact on staff morale and institutional knowledge.
4. Resource cuts pose significant risks to the Education Portfolio's ability to lead in innovative curricula, AI integration, and digital transformation, potentially undermining UTS's reputation. Reductions in academics and teaching and learning support (both centrally and within faculty) may compromise educational quality and the student learning experience.
5. Collaboration with key units, is vital for achieving institutional goals. Poorly considered cuts could disrupt these efforts, slowing progress on critical projects and weakening the Education Portfolio's ability to support innovative teaching and faculty-wide alignment.
6. Investment in sustainable teaching models and digital tools, including those managed by the LX Lab, is crucial for enhancing curriculum alignment, streamlining assessments, and leveraging technology. Without adequate support, UTS risks falling behind sector needs and delaying impactful innovations.
7. We believe there is an innovative and viable alternative to the staff cuts. This could require a flattening of University hierarchy, reduction in bonuses for senior management and limitation of the use of inexperienced external consultants. Given the failure of the current corporate model to keep UTS in profit, we seek a review of UTS governance and an innovative reimagining of UTS role as a public education and research institution.

This information is sought, and concerns are raised by staff in accordance with our rights under our Agreement and so that we are sufficiently informed in order to provide information, feedback and to further engage with the discussion paper. We expect a genuinely considered written response from Management to each of the matters raised above. We look forward to your response being provided to staff, prior to any further consultation meetings with staff. In addition, we look forward to seeing staff questions and feedback acknowledged and incorporated into any subsequent change proposal.

Yours sincerely,

Impacted staff in the **Office of the DVC Education and Students (DVC:ES)**

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To Vice Chancellor Andrew Parfitt,
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13/12/2024

CC: Sarah Attfield (Branch President, NTEU), Ida Nursoo (Industrial Officer, NTEU), Trevor Murray (NTEU Divisional Organiser),
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Dear Professor Parfitt

Re: Foundations for 2030 and operational sustainability

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[GIPA - s.3.4 suggested addition] This concern has been compounded by UTS' response to recent news that the Federal government will be unable to pass the legislation it requires to implement the planned international student caps through the current parliament. Given that these caps were the major reason cited for UTS has initiating the Operational Sustainability Initiative, it is entirely unclear why management seems to be pushing ahead with the plan and all the pressure on staff that it creates.

As a group of UTS colleagues, we have drafted a list of questions and requests information that would be necessary to provide meaningful feedback on this discussion paper and any future proposal. Below these questions, we also raise some concerns based on the information we do have available, which should be addressed before moving on to the next stage of consultation.

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2. We seek copies of the reports or parts of the reports, internal or external that may have informed the Operational Sustainability project so far.
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Issues and Concerns:

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This information is sought, and concerns are raised by staff in accordance with our rights under our Agreement and so that we are sufficiently informed in order to provide information, feedback and to further engage with the discussion paper. We expect a genuinely considered written response from Management to each of the matters raised above. We look forward to your response being provided to staff, prior to any further consultation meetings with staff. In addition, we look forward to seeing staff questions and feedback acknowledged and incorporated into any subsequent change proposal.

Yours sincerely,

Impacted staff in the **UTS Business School**

Do the seven Strategic Pillars sufficiently build on and extend UTS 2027 to provide clear focus and direction as our Foundations for 2030?
Yes they do
Yes but external (public) engagement needs to be highlighted. We are making pooor liks wit private investers in research for instance
Yes
yes
The current structure feels somewhat narrow. Global Partnership Strategy, Global Growth Strategy, and International Pathways could be combined under a single pillar, as they all contribute to international program development and revenue generation. At present, these functions are handled by separate teams within different DVCs, leading to significant overlap and some duplication of resources, with each team tackling initiatives from different perspectives. Ideally, all of these functions would be housed within the International portfolio (DVCI), creating a unified approach that reduces this excessive resourcing and facilitates cohesive knowledge sharing across teams. This would optimise resources, allowing for better alignment in strategy implementation and potentially enabling a smaller team to handle broader initiatives by streamlining stakeholder consultation. This work could be packaged as a single pillar focused on "Globalization and International Partnerships" across both Teaching & Learning and maybe also some involvement in Research, led by the DVCI. Since international recruitment and admissions moved to LLE in the last restructure, the DVCI portfolio has seen limited revenue-generating activity. Expanding its capacity to develop revenue through offshore delivery and through the establishment of resource hubs (academic teaching teams procured from overseas) would strengthen UTS' focus on international revenue growth, which is a must in this environment. Equity and Diversity could be integrated into the broader student experience framework. Although the student experience framework is relatively new, I haven't observed any concrete implementation or impact within our division, as it appears largely cyclical with minimal visible effect in the International division. The DVCES portfolio might better focus on optimising curriculum rather than global digital strategy (which I think better suited to sit under DVCI portfolio) and if there's potential for such significant cost reduction by optimising subject offerings, DVCES portfolio can leverage its resources and expertise in market validation and learning design to this end. For example, the PG OPM curriculum's shared pool of elective subjects enables students across faculties to optimise subject costs and revenue. OPM curriculum also limits electives and make the overall course delivery more self-sustaining. These good examples could be applied to other university-wide offerings. Such efforts could be organised under a new pillar focused on Academic Excellence and Curriculum Innovation and scaffolded/guided by DVCES portfolio as a primary focus. Additionally, the existing pillars are predominantly centralised initiatives, with limited faculty-level contributions outside of the Creative Industries initiative. Greater faculty involvement could be valuable here, and some standardisation across faculty operations might enhance efficiency. A new pillar on "Revenue Generation for Research Funding, Alumni Donations, and Enterprise Learning" could address revenue growth directly. Currently, enterprise delivery capacity is not well streamlined, and and it has a lot to do with the fact that faculty engagement in non-traditional teaching (such as enterprise learning or TNE/offshore initiatives) is low due to administrative barriers and the "tower tax" that reduces little to no incentives for additional effort. Exempting innovative pilot projects, EL and TNE/offshore initiatives from this tax would give faculties more motivation to participate in the establishment of scalable, revenue-generating activities and diversification. Also overheads of many of these initiatives are much lower compared to regular programs so this should also be catered into the faculty margins. Lastly, I would like to respectfully suggest a small reduction in senior executive/ULT salaries as a gesture of commitment and shared responsibility.

I don't believe so - we are a university that provides education, research facilities and supervision. These should be our priority areas, they are what we do well and in financially constrained times, it is advisable to focus on what we do best to realise positive revenue and profitable margins. We need to move back to basics, focus and prioritise a strategy that creates and captures value sustainably. Simplifying and consolidating our focus on our core business will resonate with staff and external parties, will be something everyone will understand and get on board to achieve. It is important for staff to feel they are contributing to our strategy success, to do this we need to use language and set goals that they connect with and can see we are achieving. I don't see many of these pillars as being strategic - as an example student experience is a consequence of delivering on our core business. Our focus needs to be on recruiting a diverse cohort of quality students who will become lifetime learners with UTS, cultivating and enhancing our partnerships to provide teaching and research opportunities and developing innovative offerings that will be attractive for their content and delivery modes. Some of these pillars will form the foundations of achieving our objectives but will not in themselves bring us the value we need at this time.
yes
No. We never talk about them in ITU. They mean little to staff day to day.
No. While the strategic pillars have a focus on student experience this does not align with and/or in any way support the sustainable teaching and learning priority of reducing subject offerings based on number of students enrolled. In fact what is happening is that enrolment numbers are being used as the ONLY guide to cutting subjects with no heed to student experience, graduate employability pathways or employer demand/satisfaction
Assuming these play to UTS strengths and align with where demand/investment will most likely come from based on data/evidence, and that we have enough resources to competitively deliver, then I hope so.
Yes, I think they do, however it would be good to align values and principles more directly to the seven pillars. They read as outward focused - which is important - but perhaps tying in values and culture, which does set UTS apart from others.
The strategic pillars of UTS serve as vital foundations that align with the university's broader vision and commitment to innovation, inclusivity, and societal impact as outlined in UTS 2030. Each pillar reflects UTS's goals of fostering a vibrant learning community, driving impactful research, and engaging meaningfully with society. These pillars emphasize adaptability and scalability, ensuring that UTS can respond to evolving student needs, embrace technological advancements, and address global challenges such as sustainability and social justice. Furthermore, they promote cross-disciplinary collaboration, partnerships, and community engagement, essential for widening participation and building lasting connections with local and international communities and industry. With a focus on operational feasibility, the pillars need to translate the university's strategy into clear, actionable steps for students and staff, creating measurable outcomes and pathways for achieving UTS 2030 goals. Together, these pillars can establish a robust framework that not only supports UTS's immediate priorities but also strengthens its long-term vision through a culture of continuous improvement.
Yes
I'm not sure what this question is supposed to mean
Yes
No.
Yes. These are suitable priorities for us to focus on in the future.
In general, yes
Too high level to say
Seven two- or three-word "strategic pillars" mean little to nothing to my work. The only one I can make a direct impact on is student experience, and even then I am constrained by the lack of resources and suitable technology to do my job, which is a situation I have no control over. The situation with resources and technology is only going to get worse as we try to find areas to make savings.
I believe they do, however they are not in the right priority. We are in the business of education - every decision needs to be about the student experience and pathways and participation. When you apply "Take an economic view" as a UTS principle then Global Digital Growth and Business Enablers and Improvement follow. Decisions that enhance the UTS product drive growth.
Yes but I do wonder where local and communitiy partnerships fit into these pillars.

On the surface yes, however as written in the initiative document and framed within Context and Background section much more work needs to be done.

The analysis and actions provided are unfortunately limited by the immediacy of the inflationary and visa cap challenges. Further the details presented under the 7 pillars are almost exclusively written from a cost and traditional academic perspective. They fail to adequately recognise the larger and inter-related issues of government educational policy and materially different external world in which higher interest rates, de-globalisation, and alternative-offerings challenge the existing university operating model. Cutting costs and focusing on traditional researcher, teaching, and learning as proposed - even with the Creative Industries initiate - may result in savings to costs but in so doing render UTS as just another university and doomed to irrelevance with students, researchers, and industry partners alike.

Pathways and participation pillar:
I agree 100% that UTS should aim for equality of opportunity for students, including creating the conditions for students from all backgrounds and experiences to have equal access to learning at UTS. However, equality of opportunity is not the same as 'equity', which implies equality in outcomes and is at odds with the idea of fairness, meritocracy, and reward for individual striving. In today's parlance, "equity" is inextricably connected to social justice and inclusion (currently a UTS strategic commitment). When we say we want to promote "access and inclusion", we need to make clear that this refers to enabling equality of opportunity (NOT EQUITY).
Relatedly, as a university that aims for and rewards excellence across all its operating areas, I believe that our Pathways and Participation pillar cannot be "underpined by our focus on ensuring student retention". This is because student retention could easily be uncoupled from student achievement and seen as an end in itself. This might be a good short-term ploy to maintain income from enrolments, but would soon lead to the erosion in the standard (and value) of UTS qualifications, along with a rapid decline in our reputation among employers. This is not a winning long-term strategy.

The 7 Strategic Pillars effectively seem to build on the foundation of UTS 2027 by providing a more focused and actionable direction. Each pillar does address key areas of growth and improvement, aligning with our long-term objectives while sharpening our strategic efforts. By emphasising critical areas like Creative Industries, Global Partnerships, and Knowledge Exchange, the pillars capture both established strengths and emerging priorities, ensuring UTS is well-positioned for future success.

Additionally, the emphasis on Pathways and Participation, Student Experience, and Business Enablers reflects a commitment to accessibility, student-centered growth, and operational efficiency—vital components for adapting to the evolving educational landscape.

However, While the seven Strategic Pillars offer a comprehensive framework, there are potential issues to consider for ensuring their effective implementation and alignment with UTS's long-term vision:

Balance Between Breadth and Focus: The strategy covers a broad range of areas—Creative Industries, Global Partnerships, Knowledge Exchange, and more. While this breadth is beneficial, there's a risk of spreading resources thinly, leading to a lack of deep focus in any one area. Prioritising specific initiatives within each pillar or setting short-term focus areas may help ensure impact and resource alignment.

Interdependency and Integration: The pillars address diverse goals, from digital growth to student experience. It's crucial to define how these pillars will work together and avoid silos, especially when implementing initiatives that overlap (e.g., digital growth and student experience). A lack of integration might dilute the impact of cross-cutting initiatives or lead to duplicated efforts.

Measurement and Accountability: Clear metrics for success are essential to gauge progress within each pillar. Without specific, measurable goals, it may be challenging to track the impact of each initiative or pivot when necessary. Regular progress reviews and accountability mechanisms will ensure each pillar moves forward effectively.

Adaptability to External Changes: The strategy aims for 2030, but the external environment is dynamic, especially with rapid digital changes and evolving global partnerships. Building flexibility into the plan allows us to adapt the pillars in response to new developments, ensuring continued relevance.

Resource Allocation and Feasibility: Ambitious goals require substantial investment in terms of time, talent, and funding. It's essential to assess whether UTS has the capacity to fully support each pillar, especially given the potential for competing priorities. Misalignment between resources and goals could hinder progress, particularly in areas like global digital growth and business improvement.

Stakeholder Engagement: Successful implementation depends on buy-in from both internal and external stakeholders. If staff and students are not fully engaged with each pillar or lack clarity on how these areas impact them directly, it could weaken support and reduce the effectiveness of the strategy.

The Pillars appear to be of very unequal size and importance, in my opinion, which risks excessive focus on smaller Pillars and insufficient focus on larger/critical Pillars. Would be better as roughly equal size Pillars. For example Knowledge Exchange and Student Experience are very big areas, while Pathways and Participation appears much smaller (and probably should be part of Student Experience).

The description of Global Digital Growth suggests it should be part of the Business Enablers. The titles of some Pillars are not clear in what they cover, for example Pathways and Participation is far from clear. One title Creative Industries reflects a broad area of expertise, but other broad areas of expertise are excluded, for example our sciences and engineering which are far larger. And the title Knowledge Exchange remains poorly understood both within the broader university and external to UTS.

If I step back and think of the big pieces, I believe they are more like Student Experience, Staff Experience, Research, and Partnerships. Smaller number, all critical. Everything else supports these.

Unfortunately I don't. While strategic statements have developed as important since late last century, it occurs to me UTS generally does not know who it's customers are. At every level the vertically integrated nature supports and then encourages a 'silo' mentality. Most seniors, think they are seniors and that their importance is not to be questioned. There is little evidence that management functionaries (above school leadership level) actually know what their function is and lack a complete understanding of accountability. That group are largely responsible for feeding information fed further up the chain, prettified, from more senior management (Faculty washing to above faculty level) consumption. There is a competence gap between SMG levels, upwards and the coal face as it were. Do you trust information not sourced from this staff who actually need to do the doing to improve business? Are the consultants listening? Personal ambition has replaced sound management and accountabilities at 'senior management' level. I business it seems they thrive not because of a senior skite but good people.
Yes
OK
Yes.
No. Why can't we partner with TAFE NSW to deliver Diplomas and Advanced Diplomas as alternatives to Bachelor degrees that are expensive, very long and cost a lot.
Yes
yes
Yes
Yes. Business Enablers and Improvement will be important going forward.
I don't know. They're just a collection of words. Do they really distinguish us from any other institution? We're already doing great - top 50 young universities and so on. How much better can we really expect to become? How has it gone so wrong? Who's making poor decisions at the top? Yes, the Gvnt decisions have not helped but ALL Au universities should be in the same boat in that respect...but they're apparently not. The UTS boat is sinking faster than the others, it seems. We should stop spinning words, but the bs and do things well and properly. We do NOT need 2 in 3 or more people in the org. to be in roles that are not core business (academic) - what are we doing?
The Foundations for 2030 are both familiar and inspiring. It's clear where UTS is headed, though more communication is needed on what this translates to towards innovative, groundbreaking, and time-saving operationalisation.
The seven Strategic Pillars lack sufficient clarity and focus to convincingly extend UTS 2027 into a meaningful foundation for 2030. While they cover broad areas, they are vague and fail to outline tangible actions or measurable outcomes, making it difficult to evaluate their feasibility. The language used is aspirational but provides little assurance that these strategies will effectively address the pressing challenges outlined in the discussion paper. The pillars are also disconnected from the current realities of strained resources and the proposed cuts to staffing, raising concerns about whether they can be implemented without undermining the university’s operational capacity. Staff redundancies and increased workloads risk sabotaging the very goals these pillars aim to achieve.
yes

Yes but missing: Industry partnerships. We train great engineers but where are the partnerships with big engineering, mining and tech companies that are linked to research and commercialtisation of research? I have spoken to several friends who are senior managers in oil and gas, construction and infrastructure engineering firms and they are all keen for partnerships but we don't provide this. Commercial sustainability. We leave so much money on the table by not having effective commercial relationships with vendors as there are no commercial owners of contracts and management do not have the right skills or accountability to manage these contracts and the ongoing relationships. We try and screw down on price and then set and forget the contract. An example of thisa is Workday. We are going to pay GIPA s.3.6 in license costs, yet it work will not start until the end of next year. Another component is the accountability for cost savings. We have identified millions in savings yet there is no drive to really get it done. Working together. From an IT perspective we are not looking at systems that can work across the board - management work in silos and what they feel is right for them. Some examples: We have heavily invested in service connect but property are going to use another system. This doubles the cost and the complexity. We have gone all in on Salesforce for CASS but yet we have 6 other CRM's. We need an architecture strategy based on products. An example of this is Microsoft. We have one of the best deals on earth through CAUDIT for Microsoft licensing yet we put in things like OKTA and Sailpoint.
The seven strategic pillars—Creative Industries, Knowledge Exchange, Global Partnership Strategy, Global Digital Growth, Pathways and Participation, Student Experience, and Business Enablers and Improvement—offer a focused approach to aligning UTS's strategic direction with the evolving challenges and opportunities leading up to 2030. These pillars effectively extend the UTS 2027 strategy by: Addressing emerging priorities: By incorporating areas like Global Digital Growth and Pathways and Participation, they adapt to changes in education delivery and inclusivity, ensuring the university remains competitive and relevant. Strengthening core values: They reinforce commitments to student success, innovation, and global engagement while enabling operational efficiencies through Business Enablers and Improvement. Fostering adaptability: The focus on interdisciplinary opportunities through Creative Industries and Knowledge Exchange positions UTS to tackle complex global challenges and deliver measurable societal impacts. However, the pillars are quite generic and risk losing their practical impact unless championed by experts in each field who can provide detailed plans, set specific objectives, and guide their implementation. Without such expertise, these broad pillars may lack the focus and depth required to drive actionable results and effectively align with the university's long-term strategic goals. To ensure success, UTS should identify and empower champions with the relevant expertise to lead and operationalize each pillar, translating them into tangible initiatives that resonate with staff, students, and stakeholders.
Pillars 2 - 7, yes. I think pillar 1 for all its good intentions will be hard to achieve to its fullest at a time when the University is saving $$$ and has the ongoing issues with the Federal Govt on IS Caps to deal with. But best wishes for the new faculty.
In short, no. Without alignment to the work and goals that key academic staff are already doing in these areas (for many years in most cases), these 'pillars' are just words that won't go anywhere. Academic staff are here because we believe in the role of universities in society and enjoy teaching and research, we're not here to waste our time in meetings. Any 'pillars' that are formed without discussion and input from senior academic staff will not go anywhere. As just one example of the bad decisions made by leadership over the last few years, research leaders and professors were not consulted when all internal grant support for level Ds and Es was removed by Faculty of Science. How am I supposed to fund the gap between the UTS RTP rate and the ARC RTP rate without any funding support? How am I supposed to travel to conferences in the periods between grants? Why am I expected to mentor and develop everyone else when I don't receive any support myself? Am I really expected to do my job as well as help others in my team without any support or funding?
As long as they are soundly established on relevant academic and research fields and existing and emerging (innovative) epistemologies of knowledge.
Yes

No
No, the proposed pillars lack a sufficient focus on sustainability and over-emphasise 'creative industries' without a strong basis in evidence. As a university that has been recognised for our research in sustainability, and given the urgency of compounding environmental crises, this should remain at the forefront of our focus and investment. On the other hand, creative industries, while an important component of a flourishing society, is arguably given too much focus in these pillars. The research commissioned by the university on demand for creative industries, and research elsewhere, demonstrates that employment prospects for creative industries (especially in difficult economic times) are not sufficient to warrant an entire new faculty or as a strategic pillar for the university. This misleads students and arguably distracts the university's focus away from continuing its impressive work in building a sustainable society.
Yes
Yes
yes
These are consistent and provide a clear understanding of and by themselves but have limited relevance to my feedback.
Yes and no. The way the linkages and foundations are articulated are a little clumsy and could be better represented to our community visually. What overlaps/complements can be better strucutred in a matrix approach showing how the pieces work together as opposed to silo.
The stratgeic pillars extend aspects of UTS2027 (our internal process enablers, greater inclusion and diversity , global partnerships and the focus on research with social imapct - enchanced through konowledge exchange) , but also represent a reorientation about other aspects of University life (the nature of the student experience, and the creative industries strategy and the related creation of a new Faculty). There are aspects to these latter two pillars that have the potential to diverge from the direction being set by the previous University strategy. These changes are a resulr of changing student expecations (post Covid) and the new financial realities faced by the instituation but I do think we need to be clear eyed about why these aspects could change the nature of the University: 1. Student experience - the new paper builds on the lifetime of learning orinetation of UTS 2027, but it also now needs to respond to the pressure students are under regarding cost of living and so the resulting pressure for greater flexibility in how they study (online, asynchronous offers - potnetially even for undergrads). In contemplating this evolution are we still going to be a campus based institution ? Or will we embrace other learning methods and pedagoies ? This will impact how we concieve, design and implement course and how students engage with the institution both in the short term as they undertake their "current" course, but longer terms as they potentially return more frequently in the future. However if the student doesn't have the initial campus experience and memories, will the intent of lifelong leaning be as releveant - they may embrace the idea of returnig to tertiary study throughout their careers, but why do so at UTS ih preference to any other institution. Without the campus and the face to face engagement with staff - does UTS become less destinctive and special ? If we want to imporve the student experience and get better scores on this measure we will have to ensure that experience of studying at UTS as a special/ unique quality and its not obvious what that would be without the campus as a focus. 2. Creative Industries Strategy. This is a new and potentially exciting revitalisation of one of UTS' historic strengths but it provides a new focus for how the University delivers in social and political sciences, international studies and education, which are all areas that are being subsumed into the new faculty but which aren't naturally or intuitively "creative industries" as such - although they might be academic inputs into the theories which are used by more obviously "creative " disciplines. This creates a potential disconnect between some of these disciplines and the direction which is being set by this new initiative. The question of the name of the new facukty might seem to be a small point, but it's hugely indicative about how this disconnect is being resolved and how the scholarship represented by those disciplines is being woven into our new creatively driven foundations. This question is unresolved and so the new Foundations for 2030 don't seem to clearly embrace those areas of the current university - that has significant opportunities to change the University but the basis of how and why that would happen is being clouded by being part of this broader "creative insutriues stratgey" which necesarilty leaves many questions unanswered for now. So I believe that the discussion paper continues many of the meta-themes form UTS 2027 abd evolves them for the next stage of evolution but it also opens up new areas of change that have significsant potental to evolve away from UTS 2027 introduces new uncertainties which continue to be unresolved by the initial discussions on this new strategy
Research is not front-and-center in the current framing of the 7 pillars. There are references to research under knowledge exchange and global partnerships but these are dimensions of (some) research not the totality of research as an endeavour.
Yes

I believe these pillars have not been carefully considered. They seem more like a collection of loosely connected priorities rather than a coherent framework to build upon. Additionally, the level of specificity varies significantly between pillars. For instance, Creative Industries clearly represents a well-developed project with tangible outcomes, whereas Knowledge Exchange refers more broadly to overarching values and principles that apply across the organisation. I recommend consolidating some of these pillars to create a smaller, more logical, and cohesive set that aligns better with the overall vision.
Yes
yes
Yes
yes. The 7 pillars are visualised as silos when there are horizontal connections amongst them and this needs to be acknowledged, visually. The “connecting work” between them and especially the common theme of partnerships across research and T+L is what makes our brilliant work at UTS sustainable. Silos and narrow views are no longer sustainable in times of relentless disruptions.
yes
Yes
The way UTS Strategy 2027 was developed and carried on could already a thing of the past. There is an opportunity for UTS to forge a new strategy that is built on its strengths, values and beliefs. The seven pillars presented to support the foundations for 2030 are a much better reflection of what UTS is about. So yes, these pillars are so much better, perhaps clearer than the initiatives in UTS 2027.
I think so.
Yes however the articulation of action plan will be really important
Yes
The Strategic pillars would benefit from a clear definition of "industry" to avoid ambiguity and provide guidance on which sectors or types of organisations are prioritised for collaboration. For example, does "industry" include only private corporations, or does it also encompass government agencies, not-for-profits, and start-ups? Additionally, specific guidance on engagement strategies, expected outcomes, and resource allocation would help staff and faculties align their efforts.
The core business of a university is teaching and research. Teaching is clearly reflected in the title by 'Student Experience'; however, excellence in research is not clearly indicated in the titles.
sure
Yes
The pillars do align well together and provide a clear focus for how the university will move forward. The minor issue is that the visualisation and rhetoric around the pillar indicate that they are silos, when in fact there is greater strength in the showing the connection between the pillars. I.e. pathways an participation, should be informed by both the partnerships strategy and the social impact framework, the student experience is informed by who our students are and where they come from (equity and diversity, transnational education).
Yes, particularly as HELPS is a major contributor towards creating positive student experiences. This is achieved by supporting and developing English and study skills leading to increased retention and academic success. (Please see response sent to staffquestions@uts.edu.au from HELPS dated 05/12/24)
-
Where is improving and cultivating staff experience / cultivating the (physical and virtual) UTS community in these pillars?
Somewhat
Yes
Personal feedback - To some degree. They are very high level and it is hard to see how they will translate into actionable change. In particular it is hard to see how the digital growth and business enablers pillars will relate to the changes proposed given the apparent lack of funding for ICT projects to date and short timeframe for change (we have existing proposed changes which are on hold due to lack of funding - hence the volume of manual workarounds).
The seven strategic pillars cover most thing however I think there should also be a commitment/strategy/incentive to foster more local research collaborations at the faculty and school level as that is where most collaborations and synergies form naturally in order to go for bigger grants.

• The seven pillars of the UTS2027 strategy lack clarity on what activities UTS will discontinue to "right size" operations. Given anticipated reductions in students and academic staff, it is imperative to identify what we will stop doing to ensure sustainability.
Yes. We are pleased to see that Student Experience is one of the seven strategic pillars. As a key contributor to creating a positive student experience, we believe that HELPS can play an even greater role in this area. In the following comments, we will outline our current contributions and future initiatives and explore how we can collaborate to ensure the sustainability of our operations and strengthen our position.
* 'Creative Industries' does not seem a particularly innovative space, or a high growth (revenue-rich) area. It's not well aligned with industry or government priorities or planned investment. I'm not sure how that will help UTS deliver on it's revenue objectives through this framing. * With the other areas it's difficult to understand where specific focus areas sit, as they seem to be situated within multiple areas i.e. Enterprise Learning, SFOL which will make it difficult to manage and drive growth if resources as to be arranged across these pillars * knowledge exchange is a good priority - opens up a lot of opportunity, and reframes the approach (internally) to working with industry on research. * It's disappointing that sustainability has been removed. This is not going to be BAU until we reach net zero, and UTS is well placed to lead in this space particularly with a new pan-university program in sustainability and innovation likely to be launched in 2025 * The strategic pillars are generic, making them on the one hand rather hard to argue with (who could disagree with a commitment to ensuring enhanced business enablers and improvement?), but on the other providing little confidence in their potential to deliver change, or indeed the need for this. Given the paper itself notes we are already competitive, it may not matter if the pillars are not particularly distinctive, but on the terms of the options paper it certainly does matter that they appear not to be financially transformative. How much of the saving is required for investment in these pillars, and what is the anticipated return? What other strategies have been modelled for revenue or/and savings? In the case of Creative Industries, the process to date has been utterly devoid of real engagement with staff, or concerns regarding the lack of narrative – and even of name – for the proposed new unit. We are told that the new faculty is not about saving money, but we know that it will of course cost money, because all such organisational changes do. So what is the rationale, and what kind of person will apply to lead this nameless entity? And why have staff not been provided with the documented rationales for this that must have been produced within the University's Corporate Governance framework. On issues relating to other pillars, little data has been provided to staff but from the drip feed of information given it appears that external consultants have been used – no doubt at significant cost – to identify savings with little understanding of a university operating model. We are told that 10 EFTSL was just picked as a starting number, but how? And why has this number been reproduced by university leaders without any further context of consideration of how staff might interpret the implications of this decision for their work and lives? Similar concerns have been raised across issues raised with little detail in the options paper and since, including re: professional staff number benchmarking, teaching capacity, and level D/E staff outcomes (with a back of the envelop calculation indicating the number of staff that particular claim refers to would be ~20) – university structures differ and this makes comparisons of headcounts challenging, information regarding teaching capacity is lacking, and concerns around performance are an issue for performance management not restructures.
One concern is that the pillars are lacking a focus on research as a core pillar of universities. This needs to be clearer in our commitments to being a leading university across both teaching and research.
Sustainability, encompassing environmental, social and economic impacts is a huge strength for UTS but is absent from UTS 2027 and as we move towards the Foundations for 2030 it would be very shortsighted to not include it as a focus for the university moving forward. Climate change will have an enormous social impact on the world going forward not just an environmental one and to not explicitly respond to this existential crisis that we face is a terrible omission - for professional and academic staff and for students, future students and graduates.

I'm going to give feedback on Figure 1:UTS Vision and Commitments here as there is no location in this form to do so. As we evolve UTS 2027 to build our 2030 Foundations, Sustainability is again not explicitly mentioned as a strategic commitment of the university. UTS is a signatory to several global Sustainability commitments, including to the UN SDGs, Race to Zero, UN PRME, and UN Global Compact to name a few. Sustainability, including its three pillars of social justice and inclusion, environmental integrity and economic viability, is a journey of continuous improvement where our commitment needs to be emphasised out loud and its importance needs to be clearly articulated and continually reinforced to our community and stakeholders. Every Australian university that is above UTS in the Times Higher Education Impact Rankings and QS Sustainability Rankings has explicitly stated Sustainability as a commitment in their university Strategic Plan. I find it very disappointing that UTS does not. My suggestion would be to state Sustainability in Our Commitments alongside Social Justice and Inclusion, so the top line would read Sustainability, Social Justice and Inclusion. This also works well with Our Vision to be recognised for our global impact.
I find the 7 pillars to be worded so enigmatically that it is really difficult to answer this question. They could mean anything and everything. A University if basically a fairly simple operation - it does tertiary teaching and research. I think UTS need to refocus around this and make all decisions based on - "How can we make sure our teaching and research is as good as it can possibly be, and we don't spend more than we have?". Governments will always have changing policies. We need to focus around what we can control, which is our own teaching and research. Many of these pillars seem to distract rather than enhance our focus on what really matters and what we can control.
Generally the pillars have a clear focus and build on UTS 2027. From discussions with colleagues, the knowledge exchange pillar is the one that needs more information and clarification as, different mid level managers have different understanding of the framework or intent.
The Strategic pillars would benefit from a clear definition of "industry" to avoid ambiguity and provide guidance on which sectors or types of organisations are prioritised for collaboration. For example, does "industry" include only private corporations, or does it also encompass government agencies, not-for-profits, and start-ups? Additionally, specific guidance on engagement strategies, expected outcomes, and resource allocation would help staff and faculties align their efforts
I think the seven pillars are good and cover the key areas for future development of UTS. I would like to see some more recognition that there is synergies between the pillars. The dot points on pg 7 & 8 dont fully reflect the points in the table on pg 8. For example Lifetime of learning and distinctive identity appears under more than one pillar, as does connected research & sustainable partnerships. But reading the dot points on pg 7 & 8 you dont see those connections between the pillars. It would be good to reflect this in the text. I also think we should be including Leveraging the campus & industry connections across all/majority of the pillars.
The seven Strategic Pillars build on and extend UTS 2027, providing clear focus and direction as our Foundations for 2030. However, it is crucial to explicitly mention social justice, inclusion, and accessibility to ensure these values are at the core of our strategic initiatives.
The pillars are too many and will continue to embed siloed mentality where strategy and implementation and sustainability are not aligned. We need to reduce the number of pillars and have research ideas consolidated and all those relating to student experience consolidated into larger more cohesive pillars. This is particularly important for student experience as we need to integrate new markets in international with the systems, processes and experiences required to deliver these activities ongoing. The differentiation at the high level of international and domestic, pathways and OPM, TNE, LSES etc is no longer feasible when the pipeline converges to demand streamlined processes and systems, services and experiences for ALL students. If we need to minimise duplication and be on the same mission, this mission needs to be simple and clear and force alignment between what are now turf disputes that undermine the holistic and monumental change required.
The Strategic pillars would benefit from a clear definition of "industry" to avoid ambiguity and provide guidance on which sectors or types of organisations are prioritised for collaboration. For example, does "industry" include only private corporations, or does it also encompass government agencies, not-for-profits, and start-ups? Additionally, specific guidance on engagement strategies, expected outcomes, and resource allocation would help staff and faculties align their efforts.

After reading the pillars, I asked 10 people who do not work at UTS to look at them and our vision. They all asked how these statements where uniquely UTS.

“If UTS was not mentioned it could be applicable to any number of Businesses or Higher Education Providers.”

I agree that the number of pillars should be reduced. A concise set of pillars would enable a clearer focus and support the simplicity design approach the COO spoke to at the ERP Launch. The addition of strategy to Global partnership is unnecessary.

We feel that the projects identified under the pillars are too broad and unfocused, specifically the Creative Industries and Global Digital Growth. We also feel that the student experience should be more front and centre, rather than the last item.

Could the pillars be more clearly linked to the UTS Corporate plan to increase transparency for staff regarding past and future objectives.

Do they capture the priorities that will help us achieve our vision?

NA

Some of the strategic pillars are clearer than others. There seems to be a big focus on the use of "global" as a buzz word, but what do we actually mean? Should we be leveraging on our local, national and international connections in community and partnerships, rather than just global?

For example the University of Manchester has carved out a point of difference by focussing on their local community, within their region, nationally and internationally, with social responsibility and civic engagement underpinning their strategic plan and everything they do - what is this university good for? https://www.manchester.ac.uk/about/social-responsibility/

Societal impact needs to underpin our research, our teaching, and our engagement, so rather than the Social Impact Framework sitting under the "Knowledge Exchange" pillar it should be a foundational stone underpinning all our strategic pillars.

The section on "what success will look like" has been well articulated at large, but there are gaps. For example, the reference to “Community of Alumni and Friends” - these are only a small section of our community and industry partnerships and yet, we don't call out these important relationships. One thing UTS is known for is it's links with the community precincts and it's ability to engage with industry - for research and teaching. This should be more explicit in how we measure our success.

Finally, it's great to see the strong commitment to "Pathways and Participation" as one of our strategic pillars.

Yes.

Sustainability as a Part of the Strategy
There is a significant amount of foundational work needed across the Operational Sustainability program that on top of the core pillars will require balance. Establishing sustainable foundations is critical to enable the university to develop and enhance the strategic vision and would be wise to reflect in the enabling functions or pillars of the strategy. Ongoing sustainability should be a key element of the strategy and be embedded in everything we do now and into the future.
Knowledge Exchange
We do a lot of this already and one of the biggest challenges or potential first steps is to be clear in what we are currently doing and the associated responsibilities for these activities (RACI), whilst thinking about how we connect all the data to promote the work that is occurring at UTS across this area. It isn’t clear if internal knowledge exchange is a part of this program but there is work to be done internally to show these connections as a precursor to an external focus.
Strong Data Interconnectivity is required
Sustainability will need some internal expertise to analysis and drive the insights needed for data driven decisions, KPMG have done some good work articulating the extent of the problem and opportunities to explore and I think there is a need for data expertise across the Operational Sustainable program to ensure the interconnectivity of data, insights and recommendations, some of these actions and data points will need to be regularly monitored to maintain the work that is delivered into the future.

The 7 strategic pillars capture important development areas that are key drivers for future growth. They also interlink and can empower each other. For example, Global Digital Growth can play a key role for curriculum areas of focus for Creative Industries, strengthen and enhance Global Partnerships by diversifying the areas of interaction with global university or corporate partners, enable digital pathways and contribute to student experience. It's important not to look at each pillar in isolation but how they jointly enable us in achieving our vision.

No, they represent an ethereal conception without addressing in any way the concerns staff have as to their employment future, increases in the workload and the impacts on the quality of their research and teaching

Yes
The UTS 2027 priorities had clear linkages to the core competencies of the university, namely Education through “Lifetime of learning” and Research through “Connected Research”. “Sustainable Partnerships” highlighted how we brought the outside in across our core competencies of Lifetime of Learning and Research. “Our Distinctive Identity” articulated what it is about UTS that is special, unique and recognisable in who we are, what we do and how we deliver. “Working Together” wrapped up the criticality of our staff to make all this happen. - The 7 strategic pillars seem to be less connected and more independent of one another. E.g. “Creative Industries” is described as a “bold, whole of university initiative” yet appears to have primarily manifested as the merge of FASS and DAB. I don't get the sense this is a pan-university initiative. I thought the creation of the new faculty was going to set the blueprint for how a faculty’s org structure could be reimagined, with greater efficiency and effectiveness, and this would have had a pan-university impact with respect to structure. But so far all academic and professional positions appear to have been picked up and moved into one new org structure, except at the Dean’s Mgmt Team. In terms of ensuring creativity and innovation across each of the faculties I thought this was partially the role of TD School, through their TD elective subjects. Yet TD School was left out since it serves a broad range of industries and sectors beyond just the creative industries. - “Knowledge Exchange” appears to be a framework to represent everything we do. i.e. it doesn't appear to have a specific research focus. As a result, Research as a strategic pillar appears to have been removed in the UTS 2030 strategy compared with the UTS 2027 strategy. - I think the framing of “Global Partnership” is a clear extension of “Sustainable Partnerships” and a better articulation of this priority. I'm concerned that the way the “Global Digital Growth” pillar is stated in that it appears to be focused on “Future revenue growth”, which may be at the expense of profit. I would prefer this to be stated as “Profitable future revenue growth”. Some of the messaging is around the number of courses & subjects that are unprofitable on a fully burdened basis. i.e. while they contribute revenue they run at a loss. However new global partnerships such as CinLearn appear to have been modelled on an incremental cost basis with no allocation of university overheads nor academic research costs. Further, the assumption of zero course development costs appears significantly understated. As such, I'm concerned that the focus is on revenue growth versus profitability, which will not contribute to solving the $100M gap once the revenue is fully costed. And the revenue drivers appear built on optimistic assumptions, including number and timing of courses to market and premium tuition fees. In the original assumptions, it had been determined that UTS should not be priced >75% of the dom. Aust. tuition fee in China. However, the new proposition has assumed a flat $40K tuition/course regardless of discipline. This places the fees in the ~78%/80% range for FEIT & Business degrees and priced > than the Aust. fees for disciplines such as Edu. and Strat Comm. (108%). I had understood that the China market for non-MOE recognised degrees would need to be priced lower than the dom. degrees to be competitive. Net, if the revenue is represented at an optimistic estimate then the direct margin will also be represented at the high side and carry greater risk of being delivered. - The “Pathways and Participation” strategic pillar seems like it could fit under an umbrella of an Education focused pillar such as the UTS 2027 “Lifetime of Learning” priority. Similarly, “Student Experience” could fit within the same umbrella. - “Business enablers and improvement” I would see better described as "Our People and Business Enablers"
Generally yes. although "Knowledge Exchange" has the feeling of a piece that has been cut and paste in from somewhere else I expect it will become included holistically over time. A key hypothesis of financial sustainability is the possibility to increase external research funding. where does that fit?
I don't have a strong view about the strategic pillars.
I really don't know as I'm not sure what the titles of the pillars mean exactly - how do they correspond to actual on-the-ground work?
I find the strategic pillars to be informed and applicable to the future of UTS over the strategic period.
Student Experience should be our first and most important pillar. These pillars are good for outlining general strategic direction, but these pillars shouldn't be viewed as equal priorities when it comes to our university resourcing needs and future directions. I detail more in the later point of my submission. We also don't use the word 'Education' as a pillar. I'd rather something akin to 'Education for the Future' than 'Knowledge Exchange'
There was an intention to simplify the strategy, there is significant overlap between the two global elements and there would be benefits in articulating both the digital growth and partnership as an overall global ambition that is linked to knowledge exchange. Creative Industries is an identity element and not aligned to the accepted definitions of Creative Industry - consideration should be given to looking at this as a identity consolidation stream "creativity, technology, innovation" or simply a clear creative ambition e.g. creative culture/UTS. Student experience is a value and not necessarily a strategic intent.
It's hard to answer this as insufficient detail is given on how this will work and what are the causal relations. Moreover - this rests on the assumption that UTS 2027 is the right strategy - which is very contestable.

They continue on with our strategy and focus on growth in research, student experience and creative industries. There does seem overlap between knowledge exchange and global partnership strategy and wonder if these could be combined. The heading Global digital growth is not clear to me what it is referring to without reading the detail. Is it Think Global and Digital first?
Yes, however the detail and decisions about where to focus effort and resourcing will be important. At the organisational level UTS needs to provide clarity about this.
Out of the seven strategic pillars, the 'Knowledge Exchange' pillar provides clear and compelling direction. It is well-focused in terms of direction and purpose, whilst being inclusive and relevant to the broader UTS community/staff. The Knowledge Exchange paper, which was included in the link for further reading articulated this very well. There is room for improvement for the other pillars in terms of providing clarity and direction. Without a clear indication of our current state within the context of the strategic goals and/or pillars, the path to attaining the strategic outcomes [ideal future state] appears vague and intangible. The link between the 'Creative Industries' pillar and UTS's strategic outcomes is particularly unclear with the which seems to be a sentiment that is shared by some staff members that participated in the strategy consultations. “There is still concern that this project is a cost-cutting exercise for the university, so staff would like to see tangible investment in staffing, facilities, research and curriculum as part of the implementation phase of the project.” - from Creative Industries Project, Key Themes Feedback, Suggestions for implementation section.
No. The technology pillar is missing. As a University of Technology, we need to build on our name and find our niche and unique selling point. The digital growth is a given, and will never distinguish us from becoming unique. The creative industry, as it was, is dead internationally. Many have tried, with short-term gains, but have never been successful in the long term. As such, it needs to be woven together as creative technology innovation, with a focus on experimental start-ups, spin-outs, and markets promoting local and bespoke manufacturing from a sustainable lens.
Yes
The strategic pillars still seem somewhat vague, jargonistic (e.g. business enablers, knowledge exchange) and don't seem to apply to on the ground strategy.
Yes
Yes
I am clear about six of them but the creative industries pillar is still a bit fuzzy. I suppose this will be clearer after the faculties have merged (which looks like a good first step) and the establishment of the new faculty and its direction
Yes
Yes, although I'd like some clarity on what digital-first means for teaching and learning.
Yes but still too high level
I think knowledge exchange in combination with global partnerships are key to both teaching and research. Given Australia's remote location, international networks are key to stay up-to-date and keep a competitive edge. Student Experience is important but a double-edge sword: often, student surveys do not depict student reality: often, they state a need for specific things that are actually not appreciated in daily student live (similar to consumers stating that they want to buy more organic and quality food but then end up selecting based on low prices). The other issue is that UTS does not always provide the necessary resources to do our jobs properly (e.g. I had a student increase 30% in my subject but nobody seemed to care that 50 students had no lab spot). This is a bit sad as most of us are highly motivated and want to do a great job but then hindered by such obstacles.
In one way yes but my feeling is the operational category is being dealt with too vaguely without sufficient consideration as to what is working well and why and what the work is that supposedly will stop and what will still be required.
Yes, pillars are good but don't address the financial & business acumen required across the university to continue achieving success

Yes and no. There is a sense that it is overly ambitious given some conflicting messaging and, for some, a lack of faith in 'the rhetoric'. E.g. Many have commented that the enablers call out ERP but not the systems ([redacted]) and tools those is [redacted] need to deliver what is being asked of them now (with inadequate resources) and into the future (with even fewer resources). Many feel they have embraced Ways or Working and not been rewarded for their efforts and, perhaps consequently, most simply dismiss the EVP as some sort of hollow promise.

To quote some staff [redacted] and provide a flavour of the concerns in relation to the seven pillars [redacted]

Finally, staff who are trying to engage with the seven pillars are struggling to see where they fit in because (I suspect) the pillars (and statements within) are quite generic and, in turn, they fit in everywhere, but no one standout pillar in particular. Moreover, the 'Enablers' pillar (not really a pillar) does not reflect what they feel they need to 'enable' them to deliver a better student experience. Another quote - [redacted]

[redacted] there are too many pillars and they smack of our current structure as opposed to a different future (and, if we're not prepared to rethink how UTS is organised from the very top, why should staff get on board with being reorganised from below). They should be reduced to Four Strategic Pillars with the Enablers being demoted (plinths, footing, scaffolding, base, etc.) and more all-encompassing of what is needed to 'enable' change and support delivery.

1. Creative UTS
2. Knowledge Exchange
3. Global Futures (partnerships and growth together)
4. Student Futures (encompasses pathways, participation and student experience together)

Enablers (headings under which to place various initiatives such as those in currently listed in the discussion paper)

1. Ways of Working
2. Structural Realignment
3. Technology
4. People and Culture
5. Community

I've added community because the gap (as I see it) is how we work with others (partners, local community, alumni, donors, etc.) which is a) lost in the pillars (though mentioned earlier in the 'What will success look like? section of the '; and b) really an enabler versus a strategic pillar.

Yes

Yes

The discussion paper makes clear that "Social Justice and Inclusion remain at the core of UTS". This is a critically important, cross cutting commitment that CSJI supports. Consultation through the Social Impact Framework review, conducted just in the last few weeks, has found that:

- 90% of respondents say it's important to prioritise social justice
- 76% agree UTS has sig social impact
- 85% think having a SIF is important

In terms of the pillars themselves, having Pathways and Participation as a strategic pillar is extremely important for achieving success in this area. While CSJI will continue to play a leadership role and drive activity and commitment, it is only through cross-UTS collaboration and effort that results will be achieved. Having a strategic pillar will absolutely help with these efforts.

Societal impact needs to underpin our research, our teaching, and our engagement, so rather than the Social Impact Framework sitting under the "Knowledge Exchange" pillar it could be a foundational stone underpinning all our strategic pillars as it cuts across research/knowledge exchange, student experience, pathways and participation and business enablers. That being said, the PVC Social Justice and Inclusion and the PVC Research are already talking about ways to ensure alignment between knowledge exchange and the SIF.

I think there is a need to have some type of concentric circles showing the way these interrelate not only with each other but the broader activities of teaching and research. I like that there is an emphasis on Engaged and Open for Partnerships in the commitment section. However, I think it could be called out as a business enabler as well. This is because we only have engagements and partnerships to further our work in terms of teaching and research, whether it be specific activities (such as WIL or contract research) or amplification (eg SXSW sydney)
Some seem ambiguous

Do they capture the priorities that will help us achieve our vision?
Not sure how Creative Industries will add value
see above
Yes
yes
partly, kindly see above
'Delivering quality education to students, undertaking excellent research with impact will deliver our vision of being a leading public university of technology with global impact'. The priorities are moving away from our core and we no longer have the luxury of expending time and resources on what are essentially low sustainable value initiatives in some cases. To achieve our vision we need to be able to track measures such as lead conversion, retention metrics, rankings, research investment, staff turnover etc. Some of the priorities mentioned would be hard to measure and track for success.
yes
No. They are too abstract.
Cannot achieve strategic pillars or vision if the resources to support these are not provided. E.g., how is it possible to enhance and or maintain knowledge exchange, global partnerships etc if UTS doesn't support and/or value research?
If increasing revenue/profit is the goal then UTS priorities need to reflect market priorities and we need to improve cost management so as to ensure reasonable profit margins.
Largely, in terms of a broad direction. My only concern is that they read as reactive and responsive to our situation. The future for our students and researchers and the world they inherit seems to be a topic of growing discussion both in my interactions with them, and within media discourse. It would be good to acknowledge somewhere how we plan to prepare them for this. Perhaps, instead of Global Partnership AND Global Digital Growth, maybe this could be consolidated and address something that speaks to how we continually equip ourselves and our students to deal with this uncertainty - while contributing to shaping outcomes? Nothing major...just solving world problems.
While these strategic pillars do capture essential priorities for UTS to achieve its 2030 Vision, they fall short in clearly defining what differentiates UTS from other public institutions. The pillars align well with broad goals like inclusivity, adaptability, and impactful research, but they lack a distinct emphasis on what makes UTS uniquely positioned to lead in these areas. Notably, there is limited focus on UTS's sector-leading strengths in innovative widening participation—an area where the university has pioneered accessible pathways and diverse community engagement strategies. Without a clear articulation of these unique strengths—such as industry integration, practical engagement, and cutting-edge approaches to widening participation—the strategy risks blending in with those of other universities pursuing similar goals. For the pillars to fully drive UTS's vision, they should highlight these distinctive qualities that set UTS apart, especially in providing transformative, accessible education. Defining this differentiation would strengthen the strategy, making it not only aspirational but also uniquely reflective of UTS's competitive advantages and leadership in widening participation.
Yes
I'm not sure what this question is supposed to mean
Yes
No.
Yes, although it's not clear whether these specific priorities will be achievable given our apparent financial position and financial objectives.
In general, yes. However, they are based on assumptions that the bases at UTS are already working perfectly with no need for review. Could be reviewed: - Internal process across Faculties, Departments, Units and cross-units: sometimes very complex with extensive layers of approvals, different approval processes depending on the staff or unit; some units/teams are willing to work well together, others are hard to liaise with; - Equivalency of workload per level across the university; - Investment in staff knowledge to be able to keep up to date with modern technologies, changes, etc to be able to perform at their best.
The seven strategic pillars are far to vauge to be meaningful. They should be reduced to two strategic pillars: "Student experience" and "Academic rigour". Student experience should be obvious, and academic rigour means that we go back to requiring objective evidence of competence in a topic to pass a subject. Such as requiring formal examinations, where it is possible to ensure the student in question is responsible for the submitted work.
UTS is in the business of education, thus operational sustainability.

Indigenous education and research does not seem to be targeted in the strategic pillars, but is included in the vision
Unfortunately UTS's vision "to be a leading public university of technology recognised for our global impact" is bland, self-serving, and aspirational. It does not set it apart from other universities. It does not inspire. It is the university talking to itself not to its constituents and stakeholders. It is clearly loosely modelled on the Oxford Universities statement "To be a global centre of excellence for lifelong learning, which is also uninspiring. Vision statements should paint a picture of better future that creates value for stakeholders that an organisation strives to bring into existence. The organisation's mission statement should provide a framework for the actions it will take to make that vision a reality. Placing this rant aside, the 7 pillars have the potential to create value that will benefit UTS, however, they need to grounded in the realities of substantially changed global education landscape. Many employers, especially Australian ones, look down upon Universities as no longer able to provide skilled staff necessary to their needs. Online content and AI have also improved to the point where an independent learner can attain the basic knowledge if sufficiently motivated or a credential from a global institution brand. People are increasingly questioning the value of a university education. UTS, and indeed all universities, must provide a reason for its stakeholders - students, researchers, and industry partners - to engage. UTS should not throw out its research, teaching, and learning, nor shy away from its values. What it should do is lean in to providing relevant experience, access to networks, and access to opportunity for its stakeholders.
This comment relates to the current strategic commitment to "Social Justice and Inclusion": I believe that the wording of this commitment should be changed to something like "fairness and pluralism". Today, Social Justice and Inclusion are terms that are closely associated with cultural marxism (identity politics, the DEI movement), which engages a social constructivist ontology, proposes a social hierarchy of identity groups, asserts that power alone dominates social interactions, and sees the repression of "oppressor" identity groups as the only way to uplift the historically marginalised. This is a reductive, divisive philosophy that is irreconcilable with other values that I think are vitally important at UTS, namely freedom of expression, respect for the individual, and collegial exchange across diverse perspectives.
The vision aims for UTS to be a leading public university of technology recognised for global impact. However, despite this technology-driven vision, our current technology infrastructure is under-resourced, outdated, and often relies on subpar systems. With the new strategic pillars in place, it's unclear how we can achieve this vision, especially as we face reductions in staffing, funding, and operational support. How can we collectively become a global leader in technology with these limitations? The path put forward feels unclear and lacks the necessary depth to support this ambitious goal.
Not in my opinion, see my previous answer. Further, the content of each box is just a title of a broad area, not an action or goal; without defining what is to be achieved, instead only listing out areas, I believe they do not help as achieve any vision since there is no clear direction.
Priority? How do i read the following from the strategy documents dealt out over the last so many years? 1./ who are our customers internal. external. 2./ who are our good people discipline experts people charged with customer interaction I don't see steps to ensure the right people are in the right jobs, instead there are ideals, quoters and any non-accountable fashion that is flavour of the day...
Yes
OK

Yes.
No. As above.
Yes, however it is not clear what is meant by knowledge exchange. This is very vague and could be clearer.
yes
Would be great to see social justice/impact and community engagement to support grassroot community organization and walk the talk of being an institution of public good. "Social justice is core to our DNA" gets used very often...
As long as the connection with staff and students isn't compromised as this is a vital part of standing out compared to other universities. Customers/stakeholders want human interaction, and this could be what separates the UTS service. Obviously, some processes will need to be automated but if there is still some personal connection it will set UTS apart.
Yes.
As above. E.g. what university doesn't write Student Experience in that list?? If it''s not a USP, it doesn't need to be there. Do students really have an exceptional experience at UTS - I don't think so? They certainly won't after we've been thro' the place and cut a lot more staff at the coal face.
Imagining from an external lens, it's clear that working and studying at UTS, based on these priorities, is both nurturing, co-operative, and future focused.
The priorities reflected in the Strategic Pillars are misaligned with the university's stated vision. They prioritise cost-cutting and efficiency at the expense of academic and professional staff, which directly undermines UTS's claims of leadership in education and research. The focus on sustainability and global growth, while good in theory, seems poorly grounded in the current financial and policy context, particularly with the external constraints on international student numbers. The omission of any robust plan to protect and support staff contradicts UTS's commitments to social justice and inclusion, further calling into question the integrity of this framework. The pillars seem more like a justification for downsizing than a credible path to achieving the university's vision.
yes
Yes
The seven strategic pillars do broadly capture priorities that align with UTS's vision to be a leading public university of technology with global impact. They address critical areas such as digital transformation, global engagement, innovation, and inclusivity, which are essential for maintaining competitiveness and relevance in the rapidly evolving higher education landscape. Additionally, they align well with the university's strengths in creativity, technology, and social impact. However, while these pillars are relevant and forward-looking, they remain somewhat high-level and generic. To ensure they effectively help achieve the vision, they need to be supported by clear priorities, specific objectives, and actionable strategies. This requires dedicated champions with expertise in each area to guide implementation, track progress, and ensure alignment with the university's strategic goals. Without this focused approach, there is a risk that these pillars may not fully translate into the transformative actions needed to achieve UTS's ambitious vision for 2030. Therefore, while they provide a solid foundation, they will need further refinement and detailed planning to maximize their impact.
Yes for the concern about budget and time of Pillar 1, yes. All good moving forward.
See previous answer.
Frankly they do not necessarily capture development of or security for the conditions for innovation
Yes
No
Per my last response, the current strategic pillars do not recognise our growing global impact in sustainability research and our leading inter- and transdisciplinary approaches.
In a broad sense, yes
Yes
yes
Yes, but there are more pillars we shouldnt forget in the articulation. Excellence is a word missing, technology is not explicit, yet CI is...

This pillars certainly capture the operation priorities for UTS to evolve into a more efficent institution and raises questions about the sort of institution it will therefore evolve into - so it doesn't yet set the vision in tangible terms. There are loft goals which are very exciting and the unresolved tensions discussed in 4 which will have a sigificant effect of the vision for the institution going forward.
There needs to be more of a focus on research, per the above.
Yes
Partially, as they don’t sufficiently connect to the vision of making a global impact. Additionally, they seem to overlook the specific needs and characteristics of today’s students.
Yes these 7 areas are foundational to excellence in higher education so are befitting to plan for the years ahead.
yes
Yes
Yes as long as they are interdependent
yes
Yes
I believe they will help achieve our vision, provided that we ensure that the business enablers are well supported, clear in their direction and mandate, and consistent with high quality service and delivery.
Yes I think so. In particular the links to industry and external partnerships and engagement are fundamental to the success of UTS. If anything this could be articulated more. Business enablers are important as currently the amount of time spent on doing both research and teaching related admin is stopping us from doing the work we need to do. The overlapping and redundant processes and over the top administration and auditing for little purpose needs to be reduced.
Yes , Student Experience, keeping the customers happy and Business Enablers and Improvement I believe will be key
Yes
The implementation of the pillars may need more specificity, particularly regarding metrics of success or KPIs. For example, in Global Partnership strategy, what defines a successful partnership? Is the priority generating revenue, increasing research collaborations? Also, in ‘Pathways and Participation’, it is unclear whether this includes extending opportunities to underserved communities, particularly Indigenous and remote populations.
Yes.
unsure of it
Yes
The priorities are well aligned and captured.
Yes (Please see response sent to staffquestions@uts.edu.au from HELPS dated 05/12/24)
-
UN Global Sustainability Goals must be integrated into each pillar, along with local partnerships and community participation/cultivation, and research integrity/impact monitoring.
Mostly, however an area that is vague/limited is student employability.
Yes
Personal feedback - To some extent. It is disappointing to not see anything here around staff experience -making UTS a great place to work and attracting high-caliber people.
• The seven pillars of the UTS2027 strategy lack clarity on what activities UTS will discontinue to "right size" operations. Given anticipated reductions in students and academic staff, it is imperative to identify what we will stop doing to ensure sustainability.
Yes, we agree with the priorities.
not entirely, although in some areas yes
At the moment, with a lack of focus on research, the strategic pillars are currently not capturing university priorities.
More concerned that the vision itself is not strategically future focused.

The Social Impact Framework looks a bit out of place under the Knowledge Exchange pillar - it's broader than this. As strategic documents the Indigenous Education and Research strategy, Wingara Indigenous Employment Strategy, Social Impact Framework and Sustainability Strategy (not Plan as noted) run across all of these pillars. Our distinctive identity also runs across these pillars. I don't see how the Knowledge Exchange and Global Partnership Strategy pillars are distinctly different - there seems to be a lot of duplication. Shouldn't Pathways and Participation be part of the Student Experience? Business enablers and improvement looks good.
As above, I don't think so, as they seem to be here, there and everywhere. We need to simplify and remember what we do, while not overspending. We can't do everything.
They can, but the key is to ensure that we don't loose sight of the fundermentals, that have got us to being a top 100 university. It is important that we don't loose that which is an important enabler of what we do.
The implementation of the pillars may need more specificity, particularly regarding metrics of success or KPIs. For example, in Global Partnership strategy, what defines a successful partnership? Is the priority generating revenue, increasing research collaborations? Also, in 'Pathways and Participation', it is unclear whether this includes extending opportunities to underserved communities, particularly Indigenous and remote populations
Under What will success look like, the paper talks about societal impact and we also mention the Social Impact Framework. There is also an emphasis on Global leadership, partnerships etc but there doesnt seem to be much about our local communities. There certainly isnt anything specific about the indigenous community. The paper does talk about of our diverse community and mentions the pillars have been informed by our indigenous policies but it would be good for this to be included more specifically in Figure 2 (pg 8)
Yes, the seven Strategic Pillars capture the priorities that will help us achieve our vision. However, to fully align with our vision, it is essential to explicitly incorporate social justice, inclusion, and accessibility, ensuring these values are integral to all strategic initiatives, especially improving the student experience.
The enabling pillar is missing the need to consolidate and uplift our student support systems (i.e. CASS Optimisation) which will be critical to creating a streamlined and consistent high quality student experience . Without this, the pillars will be built on quick sand. We need to address that the policy, systems and processes we have are built on the ideas of the late 1990s and are no longer viable. Without this work, we will not be able to achieve the goals. We know what needs to change but have been hampered by existing processes and systems.
The implementation of the pillars may need more specificity, particularly regarding metrics of success or KPIs. For example, in Global Partnership strategy, what defines a successful partnership? Is the priority generating revenue, increasing research collaborations? Also, in 'Pathways and Participation', it is unclear whether this includes extending opportunities to underserved communities, particularly Indigenous and remote populations
Our strategic commitments are clear. It would be good to indicate in the Social Justice and Inclusion commitment that it also underpins how we operate. What success looks like could be more ambitious. For example. Working with intellectual agility and the capability to lead and respond to the big global challenges.
This is difficult to answer because none of the pillars have identified which strategic initiatives will be prioritised.
NA
For the most part - refer to comments in Q4.
Yes.
Yes, they will, but it will be important to balance the focus on sustainability with the future direction, too far either way could have significant impacts on the achievement of UTS 2030 or our sustainability goals
Overall, I think it's critical for our vision and brand identity that we always incorporate the technology aspect in each strategic priority. I'd like to see that highlighted as a distinctive feature of our identity. For example - our focus on and application of technology could be a key differentiator for our Creative Industries offerings from a course portfolio and research priority area. Technology partnerships with Microsoft, Adobe or Canva could elevate our profile as an innovative and industry aligned university.
This is impossible to evaluate until the substantial set of concerns staff have about the implementation of the operation sustainability plan
Yes
I feel that Education and Research each need to be drawn out more clearly as the core business areas/core competencies of what it means to be a university, which are needed to achieve our vision.
They could be clearer about financial sustainability as a fundamental that enables the rest.

As above
They could if they translate to actual action.
They are broad enough that they will help achieve the vision. The vision however, would benefit from refinement to ensure it is unique and relatable. The vision as it stands now could apply to any ATN university. For example, could we not lead in leveraging and applying technology in study, innovation in business, and betterment of society; or lead in industry integration into our teaching with advanced use of technology that benefits society?
Yes, but see above.
To a large degree yes. That said, it would be good to ensure that the Technology element to our unique identity is carried through.
Given how poor our vision is I am not sure this is very meaningful.
AI will be incredibly disruptive over the next few years. As a university are seen as being leaders in AI acorss operations, teaching and learning and research. Given how disruptive it will be in the coming years we could emphasise this more in our strategy. It is the perfect time to ensure that we build on efficiencies already gained across the whole workforce, we need to continue to invest in technology, provide training to everyone, and ensure that people know how to appropriately use the technology so they can be more creative, productive and produce higher quality outputs. It could be a differentiator for staff experience, attraction and retention. We also need to as part of the operating model consider what roles are likely to change and where they can be supplemented by AI. We need to prepare our students for roles where they are job ready which will be with AI capabilities so they can be productive when they take their first job. We need to also consider that the entry level jobs are now in part being replaced by AI so ensuring that our students are equipped to enter the workforce at a higher level that they would have previously.
Yes
They capture our vision and commitments from the perspective of research and innovation. However, it does not adequately address this from an education and employability perspective. It neglects one of the key value offerings of a university for non-research students – improved career prospects, and social mobility. This directly impacts the UTS student community, especially with the cost-of-living crisis, and the impact it has on young adults.
This question is a yes/no answer. What good will that help you? Please consider your competition and what others haven't done before with a vision of where and what those opportunities can lead to. Leveraging on our strengths as a technology and creative university. We (the community at UTS) are, at best, a bunch of mishaps with egos the size of elephants, but our saving grace is that we attract good ideas and aren't necessarily out to be toxic or political. The culture at UTS will eat any strategy that you put forward, unless you take into consideration their strengths and what they are good at.
Yes
In some ways yes, in regards to creative industries, global focus. In other ways they ring a little bit hollow.
I believe they do
Yes
Generally yes
Yes
Yes, though surprised not to see social justice included more prominently.
Yes but need details on what's executive willing or have in mind. It will only be a vision forever if there is no actions or details.
Mostly, although it would be helpful to see more explicit connections between Our Commitments and the Strategic Pillars. How did the commitments inform the pillars?
I think so but the rationale for the required cost savings is still fuzzy, so I need to trust senior leadership in this respect.
Not sure they do from an operations perspective. I believe more saving could be generated by consolidation of faculties and schools (overheads of running schools and faculties are high) and then streamlining processes rather than simply culling a high volume of lower level admin roles without understanding what the work actually is being done, how much of that will prevail and how academics and faculty functionality will be impacted. Work will still need to be done in a focused and client centric way.
Yes

For the most part, staff agree the priorities align with the University's vision (but are not sure they will help deliver it). Quotes GIPA s.3.4 [redacted] GIPA s.3.4 [redacted] - there are two critical pieces are missing in my view - Community and our impact story. On Community - this from my response to the previous question (to save you finding it again)... Enablers (headings under which to place various initiatives such as those in currently listed in the discussion paper) 1. Ways of Working 2. Structural Realignment 3. Technology 4. People and Culture 5. Community I've added community because the gap (as I see it) is how we work with others (partners, local community, alumni, donors, colleagues, etc.) which is a) lost in the pillars; and b) really an enabler versus a strategic pillar. On our impact story - while this does feature to a degree in the section 'What does success look like?' it is not concrete and doesn't, when missing for the enablers, give staff (in particular) something tangible to grasp. As we know from the Staff Pulse survey (and previous Voice surveys), many at UTS find energy, pride and motivation in our core commitment to social justice, inclusion, student outcomes, etc. Without that anchor being at the core of the strategic plan and the foundation upon which we are building a future (in a very obvious and overt way), UTS will lose the hearts and minds of the people who, on a daily basis, go above and beyond (and UTS is going to need those people most next year).
Yes
Yes
Yes
Yes
The seven strategic pillars appear to be a timely response to specific issues that are now critical to success, including student retention in the context of widening participation, and the digital ecosystem to support both students and staff.
Some seem ambiguous and without clear direction

Is our current financial state and outlook clear?
Its not clear
Yes, but VC recently indicated no issues at a Prof funciton, now there are big issues!
Yes
Yes
yes
Yes
Yes
Yes, however it is now evident that the reduction of $100m in 2026 will need to be maintained in future years - why? Do we not see any improvement in generating revenue in future years? We seem to implement savings which are quickly negated by spend on achieving the savings. Apart from selling assets we are not focusing enough on generating additional revenue streams which the university needs for future success. The investments we are making (which I know are necessary) are internally focused - a more balanced investment spend needs to be considered.
yes - it is not unexpected and is good to have some clarity now
Yes
No
No, it is unclear why the break even point needs to be brought forward. The 100 million entirely depend on this timeframe and a change process like the one proposed needs a much more solid justification than the one presented.
yes
Yes, it makes sense on paper. Given we are in a period of continuous disruption...but given the facts as we now have them, it is clear.
Yes, o the current financial state and outlook are clear. Given the unknowns around federal government funding and the managed growth of domestic caps, the forecast provides a reasonable scenario. While we face some uncertainties, particularly with funding policies and enrollment caps, the financial planning accounts for these variables effectively .
Yes
Not particularly. It would be good to see actual numbers and current vs previous forecasts rather than just e.g. 'it is anticipated that we will lose around $200 million in revenue over our previous pre-capped projections'. This would include the breakdown of income e.g. from domestic vs international enrolments and the breakdown of costs, including the bond repayment and staff and executive salaries.
Yes
It's important to note that UTS has been led by its Chancellor since 2016. While COVID and, to a lesser extent, the international student caps were unexpected, the lack of acknowledgement from the University Leadership Team and Council is disappointing.
My understanding is that we require a surplus in order to invest in activities. It would be clearer if we had more detail regarding how much investment is part of our BAU financial model. Even in very crude terms would be useful e.g. 1000 students on 5 courses, 10 fellowships, 100 small internal research grants, etc.
Yes - the overall situation is clear.
No. Too high level to see benefits. Many ideas on efficiency in the Research Office have been ignored. Focus on a software program that makes seeking proposal and project approvals easier.
Yes
Yes
Yes
Very much so.
For the most part, yes.
Honestly, it feels as though the financial burden of UTS has and continues to fall disproportionately on FEIT. As the largest and most successful faculty, we seem to be supporting other faculties that under perform, miss their KPIs, and have low student numbers. Is the financial situation and outlook truly transparent? I'm not sure. It seems that once again, forecasting may be driven more by targeted savings and planned cuts than by a clear financial picture and a sustainable future.

Yes, the problem is clear. Although the difference between the black and red lines is not so clear. Why is the Do Nothing line different from the existing plan that has adjustments for international students; what is the difference?
I am appalled you think you can admit to budget incompetence and then find blame that is not you? How does this work, rhetorical... You have expensive non production demanders: These are pretending to cause significance in the life of the budget... IML IXL CIC L&T teams in Faculties 9above school level) are wasteful, inflationary and not worth the penny you spend on them. You have identified reversals of your own expenditures , when does your strategy get counselled? So far it has been a failing strategy, find something to blame and then excrete staff (they have livelihoods you know) as a 'modus operandi' UTS chancellory exemplar...
Yes
NO
Yes.
No. I don't know what any of the financial information means.
Yes
yes
Yes, it is.
Current financial state is available, but we can't predict the future. Also take lessons from overestimating previously.
Yes.
Yes. We need to save $100m pa for five years from an operational budget of around $1.2bn. What is not yet clear is how that operational budget is divided up. Where does it go? And what value proposition do each of the cost centres generate. It's quite simple to look at what stacks up and what doesn't and stop doing the latter.
The upcoming milestone for payment of the long-term liabilities is startingly clear.
The financial state and outlook presented are not clear. While the discussion paper outlines various financial pressures, such as caps on international student numbers and inflationary costs, it fails to provide sufficient detail about how these challenges translate into the proposed $100 million savings target. The explanation is overly reliant on general statements and lacks transparency about the assumptions underpinning the projected financial shortfall. There is minimal breakdown of the financial plans from 2023, 2024, and 2025, making it difficult to critically assess the urgency or validity of the proposed solutions. The narrative feels selective, focusing more on justifying cuts than on presenting a holistic and transparent financial picture.
mostly
Yes

The financial state and outlook presented in the discussion paper are detailed and provide a comprehensive overview of UTS's current challenges and constraints. The identification of key financial factors, such as the international student caps, reduced domestic per-student funding, and inflationary pressures, makes the case for operational sustainability clear and urgent. The inclusion of financial projections and the breakdown of revenue versus expenditure trends strengthens the transparency of the outlook. However, the outlook could be further improved by: Highlighting Contingency Plans: While the paper outlines potential savings and operational changes, it lacks clear contingency plans in case projected savings or revenue growth targets are not fully realized. Including these would increase confidence in the feasibility of achieving financial sustainability. Providing More Specific Data: The financial projections are clear, but providing more granular data—such as detailed breakdowns of expected savings by initiative or cost reductions by operational area—would make the outlook more actionable and allow stakeholders to evaluate the effectiveness of proposed measures. Contextualizing Benchmarks: Comparisons with other universities or sectors (e.g., ratios of staff to students, research funding success rates) are valuable but could be expanded to provide better context on UTS's relative position and the plausibility of achieving outlined financial goals. Addressing Risks in Implementation: The outlook could address potential risks associated with restructuring, such as the impact on staff morale, potential disruptions to teaching and research quality, and how these risks will be managed. Overall, the financial state and outlook are presented clearly and convincingly, but incorporating these additional elements would enhance strategic planning and stakeholder buy-in. This would ensure the university's approach is not only transparent but also resilient and adaptive to unforeseen changes.
Yes, unfortunately. Hopefully the Federal Government will come to its senses and realize the folly of IS Caps.
No, it's terribly unclear, and I have no doubt that the picture will change again next year when the sustainability process gets underway. Are any of our senior executive talking to people in government? If so, they are not doing so very effectively.
A number of variables may vary which forestalls clarity.
Yes
No
No, further transparency is needed on university spending especially in administration and business strategy development, particularly in regard to spending on external consultant fees. Furthermore, the current savings plan has substantial categories in 'other' which do not seem to have been sufficiently explored and the methodology for achieving savings in the 'sustainable learning and teaching' area has not been provided.
Not entirely now that International caps have not been passed in parliament
Yes
No, there is a clear lack of clarity, of financial transparency.
Yes.
I have provided the same answer to both question 6 and 7 as these are directly linked to each other and cannot be separated as they are based on the same scenario. I believe that this proposal is shortsighted and based on reactive policymaking rather than taking the time needed to make longlasting and sustainable changes to the way our university works. I understand that the circumstances may require additional cuts beyond those already planned (although this does not appear to be an immediate case given that there was actually no law at the time of the release of this policy and – as is clear now – there won't be a law affecting next years numbers. This time should be taken to consider this proposal in more depths and genuinely work with the university community about how we can solve potential problems in the future. Even if this new law would have taken place as planned, it is beyond me why this would requires us to not only abandon the old plan generally but also why we now need to be in surplus 2 years earlier than previously planned and then drastically go into the profit area. The previous plan has been termed sustainable. Why is a 2028 surplus no longer sustainable, and instead, a 60/70 million surplus in the same year is required? The explanation made here does not make a compelling case.
The red, blue and black lined graph has caused some confusion. Understanding how we get to a sustainable surplus for reinvestment in our future (not drawing down cash in bank) is a critical part of the visuals missing.

Yes, the short - medium imperatives to bring the university back to a sustainable financial operating model is very clear. The discussion documents have very syuccessfuly characterised "the problem".
Yes
Yes
Yes, as far as the only certainty is the high level of uncertainty!
Yes, the paper was excellent and Andrew's presentations have also been very clear. Thank you
yes
Yes
it si clear that UTS needs to save $100 mio but it is unclear why. Especially since the uncertainty of International student caps becoming a reality.
no
To an extent. What has been presented is a projection. It will be good to know what the financial outlook is once KPMG findings are completed.
Perhaps the financial outlook needs more specific actions-to-taken or undertakings that will take us there. The Graph presented may show some signs of future recovery, but staff would want to know how it will impact them personally - their role, their unit and the work they have to take on as a result. I understand that this is a work in progress, but the longer it takes, the more "imaginative" staff can become about their role and their future in the business, noting the $100M target savings we need to make.
The state is fairly clear however the outlook is difficult to predict.
Yes, it will be grim if we don't take action
Yes
It would be good to see this over a much longer timeframe. Also it seems evident that there will be a return to surplus by 2029 under the do nothing approach. This makes a case that drastically negatively impacts 1000s of staff and students difficult to justify. Especially as we do not yet know whether there will be an impact on international student numbers next year.
Yes.
Yes, but if the international student caps, which is a driver for this change, does not go ahead, can we have any guarantee that amendments be made to the change proposal that does not drastically affect the psychosocial wellbeing of current staff?
yes
Yes
It's clear based on the information provided, the graph is nice, but without additional context or information with respect to how those numbers are generated (even in broad terms) would help the clarity. At the various Town Halls, it was mentioned that we invest $300 million into research and get about $150 million in return, with the objective to get a better return on investment by being more strategic with that investment. Is the modelling based on an expectation that the strategic investment will result in greater returns for the research or is based purely on a reduction of the investment? If there is an expectation to have greater return, what will happen if they do not make the return on investment?
Yes
Yes
Not really, details such as costings breakdown would help to clarify the significance of elements identified in the five operational sustainability programs to the overall financial outlook.
Yes, the graph explains the projection clearly.
Yes
We agree with the urgency to act now. The university's financial position necessitates immediate investment in technology and infrastructure to reduce inefficiencies caused by outdated systems.
Yes. The current financial state and challenges are clearly laid out in the discussion paper.

It would be helpful to understand the budget detail My reading of the Operational Sustainability 'Options' paper has been informed by the UTS Staff Agreement, and the University's Corporate Governance model and Portfolio Management, which is available to staff https://studentutsedu.sharepoint.com/sites/Corporate-governance/ and https://studentutsedu.sharepoint.com/sites/UPMO . Regarding financial state and outlook, the primary information is encapsulated in the graph showing three trajectories. These are discussed as comparisons of three financial scenarios. As far as I understand they do not provide us with information that is useful for understanding the options available to the University. That is because as snap shots of different time points they represent three incomparable financial positions, not models for three options we might take today. The paper presents a set of programmes and UTS systems indicate that such programmes are modelled with options considered, yet these options have not been shared with staff. Further information should include such options, the assumptions against each, the cost of change and projected returns on that change, and the University cash position in addition to the P&L statement. It is not clear how the 300m bond is factored in and whether the intent is to renew this facility (or some other debt facility) to finance the change, which is costed as 100-200m (p.10 options paper).
It is mostly clear, although the 'Other' category does not have an indicative savings range, making it difficult to ascertain whether the three other categories where savings can be made are entirely necessary. It would be good to have at least some indication of the forecasted savings from the 'Other' category, as it might mean that less needs to be actioned in the other three categories, especially when it means people's jobs are at risk. If we can avoid job cuts as much as possible, that must be the priority.
Yes
Yes.
I don't find the current financial state and outlook clear from this discussion paper. For example, it is stated that "The investment required to achieve this means we will likely require a further financing of between $100 million and $200 million.". However, no information is given about what this future investment involves. This is a similar amount to the cuts that are proposed. What are these investments and why are they necessary?
Yes, and there is a clear need to transform our operating model to make us sustainable, and in a financial position where we can invest in our future growth.
Nothing to add
I think it is a good high level summary which capture all the key elements that are driving our current financial position. The paper does talk about the AUA and the international student caps and the impact both will have on student revenue growth potential. It might also be good to get an overview of how student demand and enrolments changing/holding up. Is our student demand still strong compared to previous years. How are we fairing compared to overall HE sector student demand. That would also add to staff's understanding of our overall financial position.
Yes, though the timeframe to achieve this outcome are not generous. Do we have any contingency if this work is not achieved by the end of 2025? In determining the amount (100 million) did the modelling factor if further caps to student revenue where instituted whether a need for further reduction could be required?
Yes in a broad sense – the Changes in the Higher Education Sector provide a helpful overview of the impact of external policies on UTS's financial position. However,the current financial state doesn't engage with a deeper analysis of our current operating model. Additionally, where the report draws on data no references are given. For example, the paper cites UTS has having the second-highest level of professional staff in the ATN – we would be keen to see where this data has come from and an explanation of why this is necessarily problematic, given that UTS continues to increase it's standing in international rankings and is performing exceptionally well. We think there is a lack of understanding amongst UTS staff of how the Faculties within the university are funded, and the important distinction between EFTSL and student headcount. More information about this could be provided. Lastly, given that the international caps have not been approved by Parliament, how does this change or improve the financial forecasts?
No

It's clear that UTS like the whole tertiary education sector is struggling to contain growing costs and cope with decreased revenue from international student caps, weak local demand and reduced revenue per student.
Yes.
Yes, but it's unclear what UTS envisions for future international and domestic student targets, especially with potential limits. With changes from the Operational Sustainability proposal, what is UTS's expected student demographic?
The current position is clear but there is some uncertainty in relation to any future savings baked into the financial forecast in subsequent years. Was the Autumn 2024 Forecast the baseline position and 2025 budget parameters, have not been incorporated into subsequent years given the 2025 Budget is to be established in Q1 2025. If not, there is a risk that the current financial plan includes costs may have already been incorporated in the financial plan and understanding of this would be required to ensure that benefits are not double counted. There is what looks to be a significant investment into the sustainability workstreams but can some of this be done with internal capabilities, given this is a priority for the University.
Yes.
No, because it is predicated on changes to University streams that are not certain
Yes
The three major drivers of our current financial sustainability challenges are described on page 3, with point 2 stating that "the recent capping of our international student numbers…" is a significant driver of our financial challenges. Now that the legislation did not pass, it is difficult to understand why the situation for UTS is being described as even less certain than it would have been under the cap. While I understand that the Government has done some damage to Australia's brand image with respect to international students through their proposal of the caps, it seems that the defeat of the legislation would similarly help to show international students that there is support for them to come to Australia. Additionally, what marketing and PR messaging / storytelling approaches are being undertaken by UTS to signal to international students that we are open for business and very supportive of helping them to achieve their learning and career goals? When the legislation was expected to come into effect in 2025, there was messaging from UTSI and the University that faculties should try to enroll as many international students as possible in 2024, including offering more intakes in Summer 2024, to increase the international numbers ahead of the cap coming into effect. Similarly, there was a focus to encourage UG International students to enroll in PG courses upon completion, because those students would not count in the cap. But now that the legislation did not pass, I'm not hearing the same level of urgency to increase our efforts so that at a minimum we secure 4,800 and ideally surpass this estimate to reach closer to the forecasted 2025 estimate of ~5,800. The visa processing issues were known when we set our forecast at ~5,800 international students, as stated at page 10, but now, despite the international cap not coming into effect, the sense of urgency in 2024 for increasing our student numbers seems to have been replaced with a sense of caution to not strive for more than 4,800 in 2025. Net, the current financial state appears as though it could be back in the ~$45M gap range, if we get on the front foot in the absence of international caps and assuming the visa processing challenges remain as they were when the forecast for an additional 1,000 international students in 2025 was made.
Yes
All financial modelling is a bit specualtive so I take forward projections with a grain of salt. There are significant indirect costs associated with large scale restructures, including low productivity due to poor morale, increases in staff disengagement, additional key staff members resigning due to poor morale and opportunities elsewhere, all of which which take much salary time to be dealt with by HR and management. Poor morale among staff can often persist for years following such a process. None of this has been modelled. The enduring problem, however, is the dependency of UTS (and, of course, other universities) on full fee paying international students. Maybe this model needs to change?
Yes
Yes. It's dire. That's been made very clear.
Yes, projections that relied heavily on the return to pre-covid international student numbers have not eventuated UTS is not in a sustainable financial position without making changes.

Somewhat. I am concerned that a lot of our financial context is not just about domestic and international caps. I think we should look harder at what the ACV represents and should represent, as well as funding spent on research institutes, external consultancies and privitising our services and systems.
no, it would be of benefit to understand on the impacts at a local context. The overall picture is grim however, it is hard to note the impacts at a local level.
what is clear is the narrative from UTS executive about our financial state and outlook - whether this is accurate and a true and fair reflection of our current financial state is a more condensable proposition.
It is clear and it is concerning but the plan to address this is unclear.
yes
Somewhat, still slightly unclear on how UTS can achieve a positive revenue in 2 years (by 2026).
The discussion paper has illustrated our current, and projected future finances well. I do have some related thoughts; The graph is the paper indicates a dip in net revenue shortly after the operational sustainability and Jacqui Wise shared during an OS Drop-in session that this relates to cost of making people redundant, cost of business as usual, and some savings. Has the cost of business process improvement on top of BAU been factored into this? Below is a question raised in a recent town hall that I agreed with: “There are several mentions in the paper of increasing automation, reducing manual processes and duplication of effort, and improving use of technology. There doesn’t appear to be a lot of time in the timeline for related activities such as requirements gathering, technical builds, UAT and training – which typically takes a long time and can have a high cost. I am interested to hear what the expected scope of technology development is.” – Question by GIPA - s.3.4 during Town Hall (2nd Dec) While I assume activities related to the IT Operating Model Transformation hashave already been accounted for, I am concerned about whether that the operating model initiatives from this project specifically are.
to the best of my knowledge, it looks like a whole lot of red and the numbers don't make sense.
It is very bleak
Our current financial state is relatively clear. The outlook is less clear considering that the options outlined present a limited range of choices - i.e. austerity + severe job cuts with a rapid return to surplus or continue with the status quo and sink further into deficit. Surely there are more paths than that.
Yes
Yes.
Yes
Yes. The VC has explained it clearly at various town halls. The context for the current state and outlook has been explained in a way that makes clear a need for Operational Sustainability.
Yes
No. A high level expenditure should be presented to give a clear outlook.
Yes, unfortunately.
The rationale for the required cost savings is still fuzzy. The presented slides looked like the $ 100 million deficit is just a result of UTS wanting to break even 2 years earlier than it would do anyway. Sharing the KPMG report (or parts of it) could help to better understand the rationale. Aside from this, the message is clear that we need to save money or increase our revenue.
Yes
Yes, although it would be helpful to see this restated as greater clarity comes to light regarding government policy
Yes

Yes. All in GIPA s.3.4 understand our financial state, the financial trajectory if we do nothing, and the need to address move as quickly as possible back to a surplus state. However, many are struggling with the inherent contradictions between what is said and what they are witnessing. E.g. nothing 'stops', but there is plenty of new and challenging initiatives 'starting' that add to workload; senior, expensive appointments amid hiring freezes; lack of investment in systems that will 'enable' real and lasting change/efficiencies; lost opportunities - e.g. DPP's focus on external facing website pages when (quote) GIPA s.3.4 GIPA s.3.4
It is and it is clear that we are in financial stress.
No. The staff need more detail. How much will the ongoing capping of government revenue for teaching undergraduate domestic students, etc cost the university? How much are international student numbers predicted to drop? Have they actually dropped now that the cap has been removed?
There continues to be a mixed level of understanding within CSJI about UTS's financial outlook. There continues to be a sense that the original savings path to a sustainable result is projected to reach surplus in 2028 – 29, leading to questions about the scale of the cost saving measures. Staff continue to suggest that a reduced scale of the operational sustainably measures, over a longer time period, would be sufficient.
Yes it is clear at university level. I think there needs to be time taken for people to understand how faculty and unit budgets link into the overall UTS budget.
It has been made clear.

Does this explanation make a compelling case to act now to address our financial sustainability challenges?
It does not... feels too rushed and already pre-determined
Yes
Yes
yes
Certainly
Yes
Of course however, we need to also quickly present the plan to manage our way back to surplus.
Yes - no surprises there
Yes
No. There is a lot of uncertainty regarding the proposed changes and overall bad news fatigue.
No, it is unclear why staff needs to be made redundant to reach short-term, seemingly random financial goals, only to hire more people later on when the environment changes for the positive. I don't disagree with many of the efficiency measures proposed such as reducing the number of subjects and streamline processes, but making staff redundant seems to disruptive and harmful in the long-term for the financial case presented.
yes
Yes, given the facts presented in the paper.
Yes it provides a balanced approach reflecting need for prudent financial stewardship and allows us to maintain stability and growth even amidst a dynamic funding landscape.
Yes
No - It seems from figure 3 that keeping the prior plan, even with adjustments to international student caps, returns UTS to break even in FY28. What is the problem with this?
Yes
No. Specifically, I am concerned by the threat to academic staffing through reducing subject offerings. The growth in staff numbers (FTE) over the last decade has been driven mainly by growth in professional and SSG staff. Academic staff are the lifeblood of a university -- they are the ones who teach students and conduct research. If there is a case to make cutbacks, consideration should be given to reducing non-salary expenditure and then cuts to non-academic staff. In recent months, we have seen the creation of new Pro-Vice Chancellor positions. It's extraordinary that the University is creating these positions -- who no doubt have several staff -- while the University is putatively in such a dire financial position.
More detail would be appreciated.
Yes it does
Yes
I believe that Andrew Parfitt needs to drive the messaging further. The economic reality is clear, the KPMG consultant's role is clear - don't filibuster, sustainability is in the interests of your core business - students. There is no value in being the employee of a business that is not sustainable.
Yes
The need for immediate change is self-evident.
Yes
My question is, why didn't we address these issues 2 or even 3 years ago? Why were senior leaders given bonuses when it was known that we were facing financial challenges? Last year, we spent $50M on consultants—what cost savings did we actually gain from that? Why do we continue to allow $9M in travel expenses? And why do we keep investing in systems that are inefficient and create extra work? Concur and Ascender are poor choices, and the new SFS and Courseloop systems have been problematic as well. Why isn't there more communication with staff who are directly involved in the day-to-day work
Yes

Compelling case! Are the consultants listening. You can't chop a dogs tail off an inch at a time. First, get your Deans to sign a confidentiality agreement to stop informing their SMG groups. Its terrible to see the disingenuous behaviour of protected species at a time like this. Get some business dignity and exclude them from the release process, they might get the idea they are not immune... Are the consultants listening. 2. Adopt a wilful approach to cut all ADTL level Learning and Teaching entities, ADTL and support staff, across all Faculties. Faculty APO do the work anyway they can report to the Deans like Heads of school, you won't notice an operational change. This will stop the 'silo' behaviour in it's tracks and make school academics relevant. If the vice chancellor (L&T) can't deal with individual APO and School L&T staff (reduce to 2 off / school) then replace her. Her predecessor was GIPA - s.3.4 . a. dissolve: CIC, IML, IXL. Are the consultants listening. b. bring a level of accountability to L&T with academics leading the process. 3. simply ask academics to shoulder a better load when it comes to academic culture in the place, you would be surprised - these are the key...
It makes a case, which I am willing to accept.
YES
Yes.
No. It would help to describe what would happen if we take no action, what would happen if we take some action, and what would happen if we take drastic action. I would appreciate very tangible and non-financial descriptions. e.g. If we take no action in 2024-2025, does that mean in 2026 we have to sell Building 1?
Yes
yes
Absolutely. We should've acted a few years ago but it's now or never in this climate.
A conservative approach is probably a good idea given that we can't predict the future and to do so is investing in the unknown. Given that previous predictions have not been fulfilled it would be prudent to look at a long-term solution that can be utilized ongoing (even if the current political climate changes) so that the university is not so hugely impacted going forward.
Yes.
Yes but let's be smart. There are plenty of areas where we can look to save $ms where little value is being added to the core mission (knowledge creation and knowledge dissemination - it's just those two things).
Yes, though should've been actioned sooner (in terms of extreme proactive generation and operationalisation of research income and research support) as a softer landing to the current state of crisis.
The case for immediate action is weak and unconvincing. While the paper repeatedly stresses the need to reduce expenditure, it does so without adequately exploring alternative approaches to revenue generation or less disruptive cost management strategies. The urgency appears to be driven by external constraints and a predetermined decision to cut costs, rather than a thorough evaluation of all possible avenues to address financial sustainability. The explanation lacks depth, and its framing as a "compelling case" feels more like a directive than a genuine invitation for critical engagement or meaningful consultation with staff.
yes
Yes

The explanation provided does not fully make a compelling case to act now to address our financial sustainability challenges. While the discussion paper outlines the financial challenges and projected deficits, the justification for immediate action lacks critical details. Specifically: Insufficient Evidence of Urgency: The financial challenges are presented as significant, but there is no clear evidence that delaying action by a few months or a year would lead to irreversible consequences. Without a timeline linking inaction to specific financial or operational failures, the urgency feels overstated. Lack of Alternative Scenarios: The explanation does not explore alternative pathways to address the challenges, such as seeking additional government funding, partnerships, or other innovative revenue streams. This gives the impression that the proposed measures are being rushed without thorough exploration of less disruptive options. Limited Stakeholder Impact Analysis: The explanation does not adequately assess the broader implications of the proposed actions on teaching quality, staff morale, or research productivity. Without this, the case for immediate action seems incomplete and potentially short-sighted. Unclear Link Between Challenges and Solutions: While financial constraints are evident, the connection between the outlined challenges and proposed cost-cutting solutions is not always clear. For example, the focus on teaching and research efficiencies may not directly resolve the financial gap caused by international student caps. No Contingency for Risks: There is no discussion of what would happen if the proposed measures fail to achieve the desired outcomes, nor how the university would manage potential fallout from these changes.
Yes, but having the time to discuss openly is a good thing. Even if UTS Leadership has decided on 2025 actions - with no choice unfortunately. Hopefully 2026 onwards will see the higher education environment improve in Australia.
There is some distance and difference between plan, actual conditions and desired outcomes. For instance some academic staff have direct experience in creative industry yet have not been called on to participate in the process of development.
Yes
No
No, given the fact that the international student caps have not passed parliament there is too much uncertainty to make drastic changes to teaching, learning, or research. The financial scenarios presented in Figure 3 of the discussion paper also demonstrate that there is opportunity to exit fiscal deficit only two years later on the plans already made by the university, without the additional cost cutting measures proposed in the discussion paper. Given the proposed strategic pillars of 'student experience' and 'knowledge exchange' it also seems that any cuts to staffing or subject offerings would undermine these objectives. As such, there seems little strategic or financial justification for additional 'savings'.
Yes, it is still clear that action is required
Yes
No
Yes.
I have provided the same answer to both question 6 and 7 as these are directly linked to each other and cannot be separated as they are based on the same scenario. I believe that this proposal is shortsighted and based on reactive policymaking rather than taking the time needed to make longlasting and sustainable changes to the way our university works. I understand that the circumstances may require additional cuts beyond those already planned (although this does not appear to be an immediate case given that there was actually no law at the time of the release of this policy and – as is clear now – there won't be a law affecting next years numbers. This time should be taken to consider this proposal in more depths and genuinely work with the university community about how we can solve potential problems in the future. Even if this new law would have taken place as planned, it is beyond me why this would requires us to not only abandon the old plan generally but also why we now need to be in surplus 2 years earlier than previously planned and then drastically go into the profit area. The previous plan has been termed sustainable. Why is a 2028 surplus no longer sustainable, and instead, a 60/70 million surplus in the same year is required? The explanation made here does not make a compelling case.
Yes, but it also suggests if this pathway was available, we should have done it a few years ago. Change fatigue is a huge factor to productivity.

Yes - the case for addressing the impact on our short term financial outlook is clear and compelling. Broader qustions about the nature of the instutution, its teaching and research focus and the "vision" are much less clear and there is a risk that conflating these operational/ short term questions with the longer term vision for where we are going will add to confusion as there are necessary steps to take to resolve the financial questions while the questions of the longer term vision is much more about strageic options and while the two sets of decisions could support one another they don't necessarily do so. The necessary short term desicisons are imminent (ie within 6 months), while 2030 Foundation are disucussions which will be ongoing for much longer.
Yes, although the primary change here from previous relates to the student caps, which have not become legislation. I appreciate that the international student landscape is uncertain re: visa delays, but we have been told repeatedly by UTS that the big change comes from the student caps, which are uncertain.
Yes
Not really. The central issue here is the claim that the cap on international students is disrupting what had otherwise been a positive trajectory—this is highlighted as the second paragraph in the Foreword and one of the three key drivers identified. However, it's highly unlikely that this bill will pass before the next federal election, given its rejection by the LNP, making the outcomes speculative at best. In my view, this weakens a major argument for prioritising Operational Sustainability. Additionally, Figure 3 is unconvincing. The middle scenario achieves a budget surplus by FY28, with a projected surplus of $25M by FY29. The more aggressive savings plan, aiming for $100M with significant associated challenges, only accelerates this timeline by two years. Under this scenario, the surplus in FY28 reaches about $80M. This suggests the issue isn't sustainability but rather surplus generation. How does this align with the mission of a public university committed to social justice? In my opinion, given the current circumstances and the data presented, a saving of approximately $50M is more defensible.
Yes
partially: plus or minus the international caps, we still need these savings
Yes
not really. Although, it is always a good idea to reduce duplication and inefficiencies
no
Yes.
Act now and soon.
I think it makes a case for the original path to sustainable result (the black line on Figure 3) but not the more extreme cuts proposed in the $100 million intervention. To me it does not make sense to put staff through greater cuts and stress for only a 2 year delay in reaching an operational sustainability (no debt) position. This is especially for academic staff who were targeted in the covid period cuts while other staff were not impacted. It is possible that the conditions will improve over the next few years and a better net result is reached. It would not be good to lose academic staff only to have to hire again a year or two later like happened with the covid restructure and academic only cuts.
yes
Yes
Not in my opinion. I have discussed this with many colleagues now, and am yet to hear from one that they find the case compelling. There is no widespread support for this.
Yes. But one caveat I would add is that if the bill for student caps does not pass parliament, UTS should very quickly pivot to the new funding landscape. I don't want to see a situation where UTS overcorrects (i.e. reduces too much) on its staffing costs in 2025 and finds in subsequent years that we need to re-hire staff.
Not really. Firstly, the lack of transparency makes it difficult to fully acknowledge these change proposals. Where is the KPMG report that this discussion paper is reliant on? Can UTS aim to "break even" and save jobs rather than aim for a $100m surplus which comes with inevitable job losses and a high pyschosocial risk to our staff? The discussion paper explicitly states "there is no avoiding the need to reduce both professional and academic staffing levels..." but were alternatives even considered or is it just straight to cutting staff?
sure
Yes
It is not 100% clear as to why now is the time to take the drastic approach and to have more incremental changes in line with the black line. While the 'ripping it off like a bandaid' strategy may work, there is a concern that we will go too hard too fast that we will damage our reputation or standing in areas that will have longer lasting negative impacts.

Yes
There is no doubt that the University must respond to the change in circumstances by reducing outgoings and annual deficits. However, it appears that the University is taking an extremely aggressive approach that will create more pain in the short term to return to surplus 18-24 months sooner, and achieve a $50 mil operating surplus by FY27. I do believe that there is significant bloat and duplication of services/roles within the University, but I also think there is probably a more reasonable middle ground approach here that avoids maximum pain and achieves the operational surplus within a slightly extended timeframe, which will allow us to be responsive to needs later in the decade.
Not entirely. There is clearly an imperative for significant cost reductions, but further costing details and proposed scheduling with a holistic impact analysis is required to have an informed opinion on when and how which elements should be addressed as contributions to the cost saving program.
Yes
Yes
Now that it looks like the government cannot pass the legislation this year, perhaps a less dramatic savings cut can be had.
We agree with the urgency to act now. The university's financial position necessitates immediate investment in technology and infrastructure to reduce inefficiencies caused by outdated systems. We support immediate investment in such improvement. However, we must be realistic: • Short-term actions will likely result in greater losses before yielding surpluses in the future. See Note 1: Financial Statement Analysis). This reality must be factored into decision-making. • Clear plans for financing these losses are critical. Is increased borrowing, given UTS's low debt levels, a viable solution to accelerate our transition to sustainability? • We are concerned about disproportionate cuts in the "engine rooms" of teaching and research while maintaining professional staff levels in the divisions. Without significant changes, the current imbalance will only deepen. • Decisions that led to UTS's financial position should be scrutinised—not to assign blame but to learn and improve. Were decisions to defer capital and infrastructure expenditure made with any assessment of the costs of working with outdated systems? Was there a plan to undertake this expenditure as part of UTS2027? Were decisions to progress professional staff to SSG positions undertaken with the same rigor as academic promotions? Were the operational delivery expectations of the divisions adjusted as the salary costs increased? • Communications in relation to Operational Sustainability have undermined the collegial nature of the UTS community, causing unnecessary stress and exposing staff to psycho-social risks.
Yes. We believe now is the time to act.
The budget gap is a compelling case to act now, although the cause of the budget gap is not evident with the high level numbers shared. The savings across the three with costed savings range from 71-123m. How have these been calculated? Lessons from COVID were mentioned, but it is not clear they have informed planning. A single year turn around for a 100m saving, at a cost of up to 200m, with the nature of the savings being highlighted, seems optimistic. Of the reduced headcount from job losses in the 2020-21 period what is our headcount now? What was the cost and benefit achieved? At what cost (to institutional capacity, psychosocial wellbeing, and financial)? In the short to medium term the proposal will make us financially worse off, not better, with a need to borrow money due to costs of change that could be spread over a longer period through a slower and more strategic programme of change (where necessary). It is not clear why 100m needs to be saved in such a short period, even if it was achievable, and the lack of information regarding considered options for less risky paths to sustainability is of significant concern.
Mostly, although I do wonder why we can't stick to the middle line in the graph, instead of the proposed new one.
Yes
Yes.
I don't believe it does. Please see above. Future investments propsosed are hugely vague, with cost estimates varying by $100 M. How can we know whether or not we need to save any particular $ amount? Universities are very unusual businesses in that their entire business is the knowledge and intellectual property of individual academic staff members, who write courses based on their individual decades of knowledge and individual research expertise, and also do research based on their own individual ideas that brings the University funding and prestige. This makes academic staff as individuals absolutely central to University operations. This document does not seem to acknowledge that reality anywhere. Academic staff, when referred to at all, appear to be viewed as just another expense, as replaceable as a vehicle or a building, rather than the whole point of a University.

Yes
Nothing to add
Yes it does. It is obvious that there is a case for change. That the do nothing scenario is not a long term viable option for UTS. The other options do both get UTS back to surplus but over different timelines. How much savings can be achieved will impact how quickly UTS returns to surplus and to what extent.
Yes - however, you will need to factor in that in order to achieve this some areas needs additional spikes of support and resources to overcome decades of lack of investment (eg, student administration and student systems) and implement changes (eg subject cancellation).
Yes. However, what reflection/learning will inform our operating model moving forward as some of this is due to inefficiency and how we have chosen to spend. This is not just due to the external environment, rather how we have chosen to operate when we had $. How will we ensure that into the future organisational change of this magnitude will not be required and how we continue to operate sustainably? Enabling sustainable operations with a clear drive for cost reduction will have points of significant tension. Will we introduce governance structures around design authorities and an ongoing capacity for Business improvement? If staff are not allocated time and the applicable tools and training, you cannot enable a culture that drives service excellence. When I arrived at UTS two multi-year programs where underway: 1. CASS to Cloud which was an extremely expensive exercise with no significant service uplift for staff or students. There has been limited investment in the Student Management System since it was implemented in 2001. We also did not undertake regular upgrades and therefore the future costs have grown each year. 2. The SATI Recognition of Prior Learning (RPL) program that delivered no uplift in the RPL process, systems, or student/staff experience. The majority of project $ enabled the Salesforce team to cover operating costs. How will we enable an operating model that will not repeat the mistakes of the past or require a staff resource reduction of this size again?
The three scenarios outlined in the discussion paper (pp10-11, Figure 3) do not clearly present the case for further intervention. It is unclear why the original path to a sustainable result (the black line on Figure 3) is no longer feasible, as it looks like this would have us return to surplus after 2028? It will be good to understand how much UTS has after less expenses from the revenue of $1-$1.6billion, how this is spent and how much of this is going towards the bond.
More details are required for a better understanding and to help us assess outcomes.
I don't think anyone would question this imperative.
Yes.
Yes – Costs need to be fully understood and it is essential we are offering subjects and courses as efficiently and effectively as possible that are aligned to areas of focus for UTS. It will also be critically important to manage, measure and monitor key metrics that support our sustainability plans across all workstreams as well as more frequent and proactive corporate reporting or quarterly planning cycles
Yes, the need for cost savings and additional revenue streams to overcome budget gaps is clear.
This is impossible to determine, as the details of what will enacted are vague, and what has been provided can't be reasonably taken to represent a concerted attempt by Management to restore the University's pre-pandemic financial status
Yes
Yes, I think that even without the international student cap, we were still sitting on a gap in the ~$45M range. As such, I do find it compelling that we need to address a gap of even this magnitude in a systemic way. I don't think it is appropriate or effective to deploy cost savings targets to individual units/Faculties/divisions and have everyone independently figure out how they are going to cut costs, restructure and find new growth opportunities.
Yes
Now that the passage of the legislation introducing student caps is not guaranteed, there is no longer a compelling case for immediate action. It would be prudent to wait and see what legislation is eventually enabled.

It partially makes a compelling case. However, I believe the current focus on cost reduction, such as redundancies, may provide short-term relief but is not a sustainable long-term solution, as the need to rehire staff often arises later. Instead, greater emphasis should be placed on exploring opportunities to increase revenue by leveraging untapped resources, which is notably absent from the current paper. Diversifying revenue streams and identifying growth opportunities would not only address immediate financial challenges but also strengthen the institution's long-term financial sustainability.
It did until the Federal Government backed down on the legislation to cap International student numbers - now, the case is not nearly as compelling.
Yes, if anything it presents a case that we should have acted sooner, or at minimum not delay any longer in a drawn out change program.
There's enough evidence available that I believe we need to address our financial sustainability regardless of the primary drivers, but I do not believe there is enough evidence to justify major cuts to our subjects or our teaching staff that could negatively impact student experience compared to cutting expenses elsewhere.
No, the case largely spoke to government caps and points to currently fluid external elements. It would be good to frame our sustainability in the context of a need to be agile/flexible in the way that we configure our structures, processes, systems and environments.
No - while I agree with many of the objectives in the operational sustainability plan (i.e. to make our support services fit for purpose or get a better focus on our research strategy and model) I don't think a compelling case is made for the course of action proposed.
yes
yes
The indicative savings range for Sustainable Teaching and Learning seems to be quite wide compared to the other three quadrants, and the 'other' quadrant does not have an indicative saving range. Unclear what would happen if UTS does not achieve the savings by 2026.
Yes
It makes me switch off because it is all big picture and yet, all we see if the hiring of more people, and no performance indicators for everyone. Everyone needs to have their performance evaluated more comprehensively to ensure that they are delivering value add to their core jobs. It is no longer enough to do the bare minimum, especially when there is so much support in place and still so much grumbling and complaining. something is not right and finding money to throw at a problem is going to make it worse.
It does however - with the loss of staff who are not being replaced, a focus on workload and realistic expectations in terms of production/deliverables is required
There is a compelling case that adjustments need to be made. There is not a compelling case that the scope of those changes need to be as drastic and rapid as those that are on the agenda.
Absolutely
Yes.
I agree we need to address this urgently
Yes.
I don't see why there is suddenly such a hurry to fix everything in one year.
Need more details with numbers, risk and impacts
Yes, provided the reader has a certain level of financial literacy and can read graphs. I've noticed that some people are not convinced. Perhaps the case could have been more compelling had it included how much interest we would be paying on our debt each year in each scenario, and how many staff positions this represents on average.
Not fully - see previous comment. It's also not fully clear how the specific savings for each of the action areas were derived.
Not in my view
Not really, given the breakeven in the graph is only 2 years later - there needed to be an overlay of the bond repayment as pay of the visuals presented to make this clearer

Yes - but again, staff don't see how UTS will address our financial sustainability challenges. Moreover, I suspect they are losing faith and concerned that the action, when it has been articulated, will address the problem and/or are quite fearful of how the changes will impact them (whether they stay or go). For instance, there are frequent references to 'maintaining BAU' but there is a sense that ULT doesn't really know what BAU looks like right now. Quote - GIPA s.3.4 [redacted]
Definitely, the whole higher education industry has been optimistic and relied heavily on the past performance. We need to have a realitic check now since the there will be limited forecasted income, therefore, the university needs to think about cutting unnecessary cost.
Not really. The graph on page 11 is useful, but it would be good to have an accompanying Table with revenue and expenditure - worst case scenario, expected scenario and best case scenario.
See response to question 7. I think this feedback stems from the graph that is being used to outline the different timelines to surplus. I suggest more explanation as to why UTS needs to act in 2025 would be helpful.
Yes
Yes

Please provide your feedback, comments or suggestions related to Sustainable Teaching and Learning.
While duplication needs to be addressed, our first and main responsibility of Teaching and Learning... Limited impact in this area should ensure continuity post the tough Budgetary times
Careful wit small FTE corses, they may be postgrad and have key industry engagement benefits!
I think the reduction in low FTE courses / duplicate courses should be persued and moving forward past this period something that is kept in mind so it does not blow out again allowing for better use of resources.
Reduce or discontinue subjects with lower enrollment.
There is a need to ensure the technology used is fit for purpose and well supported by experts.
as mentioned at item 4- subject optimisation is a GREAT idea. A lot of work to implement but would be worth it to reduce the number of subject offerings and would reduce both the administration and teaching delivery of them hence definitely reduce costs. The issue is to find the right subject offerings and enable some flexibility in meeting our academic quality assurance to make this initiative easier to implement.
- I am very surprised at the low level of participation in certain subjects and that this was not noted earlier. I believe that many of our FASS courses for example have not kept pace with the requirements of 2024 communication and when new subjects were introduced they were not specific to what the market requires, but the teaching ability we had available. - I note that our IT subjects are not always full - even for UG - again this is difficult to understand with the level of renumeration and roles that young people hear are available. - I believe that for too long we have held hope that SFL would assist greatly with our revenues - for many years before UTS Open commenced there were already SFL throughout the university - UTS Open simply placed them all in one place with a cart for checkout, but it cost time and money along the way and continues to do so. - There are only so many courses that can be sold to the large players such as GIPA s.3.5 for Enterprise Learning and again money is being spent which does not appear to be paying dividends. - The courses in Health which were moved to Keypath many of which were already being utilised directly by nurses who due to regulations must update their skills to keep their licences. I wonder how much revenue could have remained with UTS without the spend on this company? Is it worth investigating? - As we know that many of the future roles available will be within the health industry is there a place for deeper dive in courses to assist with both running aged care homes and educating staff who work at them?
The program looks like a sensible approach to cost saving and is well justified, in my opinion, according to the evidence presented
Keypath - paying upwards of 50% of our profits to this external partner does not make sense to me. I do not feel that they value add in marketing - I have personally identified several errors in adverts on social media by chance - e.g. course availability. UTS has a good reputation and I don't think we need an external partner's help in this regard. They provide glossy reports - however it was within the School that we identified low performing subjects and courses and actioned. This information should have been clear to KP and the OPM team supporting them and relayed to us.
There must be a more holistic approach to long term sustainability than simply axing courses that do not meet min bums on sets criteria
Most of the measures seem reasonable and I have achieved or tried to achieve most of them myself in my area of responsibility. The main barrier to change in this area are complex processes and that it is easier for most colleagues to not initiate change because it creates too much work (short-term) compared to keeping running things as they are.
As this is the main source of income and primary UTS Product I was very surprised to learn that UTS is not reviewing this at least annually for product market fit, resource planning, impact and financial return. This should be a continuing practice as found in corporates - knowing which products are profitable is business 101. And yes it has to be done and I would suggest more often reviewed if UTS is to be an education leader able to forecast market needs/trends and therefore revenue and profit.

Teaching and learning is not an area that I have expertise in, and much of my interaction is alignment with GIPA - s.3.4 and available systems, but as a general rule, it would be good to separate out the formulaic (what can/should be automated and standardised) from the bespoke (what requires more hands on attention). Increasingly, we will have (if the school statistics are correct) a higher proportion of students with a diagnosed neurodiversity - would it be possible to build that consideration into our teaching, learning and assessment strategies early so that it does not require the bespoke attention it currently does? I ask this also with sympathy and as GIPA - s.3.4 . Many of the systems and structures are problematic for this group of students because they are not considered at source and the source material or structures are so inflexible. If we take diverse needs - which can also benefit neuro-typical students - then this may save administrative and academic adjustments later.
The work outlined in the discussion paper highlights the importance of sustainable teaching and learning, with a clear emphasis on inclusive teaching pedagogy and a commitment to diversity and inclusion. It is essential that this approach remains equity-centered, ensuring curriculum transformation prioritizes the diverse needs, perspectives, and cultural contexts of all students. By embedding these practices as a key priority, we can create a learning environment that supports meaningful engagement and success for every student. This focus will help ensure that sustainable teaching aligns with our values and effectively serves our diverse student body.
For some subjects, particularly within the School GIPA s.3.4 , it is not feasible to enrol 10 EFTSL students due to teaching capacity on field trips. Many students are drawn to UTS for the field-based subjects that we provide and to remove them would be to deter them from pursuing an GIPA s.3.4 (or equivalent) degree at UTS when nearby universities can offer practical, hands-on field experience to their students. More and more students are pursuing their interests in an environmental degree and having practical field skills is essential for employability outcomes in consultancies, government and the research sector.
Teaching and learning should never be measured by revenue alone. Courses should not be judged just on how many students take them. This completely ignores broader societal factors and outcomes. Conversely, some courses are well attended and extremely profitable but provide little to no societal benefit. Use of generative AI for assessment is worrying and suggests a fundamental misunderstanding of the purpose of teaching and learning. This is also 100% guaranteed to negatively effect student experience - despite that supposedly being a driver of the change.
Would be great to consider the overall portfolio of courses offered including OPM, EL, SFL with the award courses so that the course & subject alignment is fully integrated and clearer pathways between the different offerings are promoted to cater all categories of future learners and support cross selling (as well as avoid cannibalizing between offerings). A big picture mapping of our portfolio with the "in demand" discipline as well as the future of work disciplines would be good to share to all employees so we can understand UTS strengths
It is bizarre that the University management believes that reducing student choice will improve the student experience. Two areas that could be addressed are: 1) Academic staff who are funded entirely by UTS but do not teach or teach to capacity -- there are many examples in the Faculty of Health, including academics in GIPA s.3.4 , as well as the GIPA s.3.4 . (I am excluding staff who have a substantive leadership role such as Deputy Head of School). Such positions are not sustainable with respect to the principles of "Sustainable Teaching and Learning" 2) Academic staff who have a research component but do not meet expectations. There are many academic staff at UTS who have a 40% research component who do not a) publish b) gain external income or c) supervise PhD students at levels commensurate with their Faculty benchmarks. While there are specific reasons why some academics may not meet their benchmarks, the employment of such staff is an opportunity cost for other academics.
Courses with declining demand should be closely reviewed, however staff facing redundancy (who already have an undergraduate degree) should be offered the option of a fee-free/debt-free degree delivered by UTS, in areas of national priority. University of Canberra is offering this to their staff facing redundancy (and considering extending the offer to ANU staff) and it is not only a kind and respectful offer to staff, but provides vital PR at a time when universities are increasingly thought of as greedy corporations taking advantage of international students. If we honestly believe that education, learning and development has genuine value, we should offer it for free to the staff we will lose through this process.
Are we looking to create new subjects inline of what the future student generations are looking for, not simply reducing subjects, to attract students to UTS and keep the university in its rankings? Could we save the content of subjects removed in an online platform so it can be accessed later on or still be provided online with no physical lecturer?

The focus on pass rates as a measure of success is a direct threat to academic integrity. Academics who are being judged on how many students are passing or failing a subject are obviously under pressure to lower the bar to raise pass rates. Academics should be judged on if they deliver the content or not. Everything that detracts from academic rigour is a direct medium to long term threat to the reputation of a UTS degree. Any reduction in the percieved value of a degree from UTS is going to impact the attractiveness to potential students, and hence the ability to fill our courses. The only way to raise pass rates without sacrificing academic rigour is to spend more money on either: a) extending semesters back to 16 weeks to allow students more time to learn their material b) add more structured tutorials with in-class quizes and attendance marked, to identify students who are falling behind and require more attention to ensure their sucess. Ideally, UTS would both extend the semester back to 16 weeks and employ well trained and paid tutors who are comitted to the sucess of their students, without distractions such as pressure to publish research.
Yes, good idea. Take an economic view - what the student demand for education should drive decisions about the portfolio
I'm not in the teaching/education space but from the figures provided it would make sense to reduce the number of subjects available. This would need to come with acknowledgement to students that their specific choice of subjects does not determine their whole career. I remember myself and my peers being caught up with specific subject choices when I was in undergrad, with no real context about the relevance of choice, except what major it would lead to.

Faculty GIPA s.3.4 costs savings

Remove duplicated roles

In GIPA s.3.4 we have AHoS and Ads (1 FTE and 0.5 FTE respectively) with identical portfolios.

These roles are redundant, with the AD position field by the AHoS roles for at least 25% of the year (holiday + travel). Futhermore, this removes the need for 4-5 hours of extra meetings per week as currently the meetings at the faculty level do not include the AHoS, so the AD needs to meet with the AHoS, and the AHoS with the HoS and HoD / DL respectively.

Solution one: retrench the ADs & AHoS step up – Savings 3-4 SSG roles
Solution two: retrench or remove AHoS roles, the AHoS often teach – therefore not as easy to retrench.

Savings 1M

Remove poorly performing facilities

For example, the GIPA s.3.4 are two facilities which are not needed. GIPA s.3.4 will be non-viable with the loss of GIPA s.3.4 teaching, and the GIPA s.3.4 will not make money. Only one researcher (academic) uses these facilities as an integral part of their research.

Solution: retrench staff and mothball the facilities.

Savings 10M

Decrease casual spend

The issue with have in the GIPA s.3.4 is that people in GIPA s.3.4 do very little teaching (some none, some minimal). This is also true of some people in the teaching disciplines. If everyone not externally funded for their salary had a 40% teaching load this would drastically reduce the need for casualisation. It would be inpractical for this to apply to people on SSG payscales.

Savings 10-15M

Remove teaching administration from Academic roles

Several academics have reduced teaching load due to acquisition of teaching administration roles. Redistribute these roles to non-academic staff –

Savings – 1M (casual budget)

Decrease workload associated with "leadership positions"
Currently GIPA s.3.4 have 0.5FTE assigned to this role – in reality this is a 0.1FTE position for most GIPA s.3.4 (1 1 hour meeting a week, all difficult issues solved by the HoS or above). This is true for the chair of committees such as GIPA s.3.4, etc.

Solution decrease workload, increase teaching reduce casual spend

Savings – 1M (casual budget)

Centralise and remove admin support

Administrative positions in the schools, institutes and faculty have overlapping roles. Solution is to move all activity to the Faculty level. Furthermore, each centre has 1-2 admin positions from UTS coffers. These are not needed.

Savings – 1M

Remove a centre or two (or incorporate into the teaching discplines)

The GIPA s.3.4 centres, their support from central and faculty coffers is in excess of 25M PA. Are all needed?

Solution removes a centre. Savings – 1-5M
Reform in this area is long overdue. The four actions proposed are appropriate from a cost control perspective. They should however be undertaken with input on where UTS wants to end up in terms of its ability to create and deliver compelling experiences that - make UTS a primary choice for students - foster closer relationships with industry to meet their staffing needs and also create relationships that lead to funded research - create clear pockets of excellence that will serve to attract researchers and students alike
I support the desire to reduce duplication in subject offerings. However, proposed cuts should not be made at the level of subject names alone. Often a topic or theme is being approached in diverse ways across different subjects. Decisions about subject cuts need to take these distinctions into consideration. Second, the "digital first" approach must not come at the expense of valuable human-to-human interaction int he classroom. Students value human connectedness and it is vital for building their motivation to learn.
The 10 EFTSL, likely representing about 80 students, is neither new nor unexpected for those managing the workload. This issue is likely even more pronounced in smaller faculties. Why has this only now become a priority? Duplication is also a long-standing challenge, exacerbated by faculties and schools, especially in Science, not collaborating effectively to resolve it. Some schools within GIPA s.3.4 have made significant efforts to tackle these issues, streamline subjects where feasible, and integrate ENG and IT subjects—efforts that require both time and resources. In terms of workload, academics in PPL, for instance, are teaching well above load with a high student-to-staff ratio. And a major ongoing challenge is resourcing and space. Biomed, for example, must limit student numbers due to restricted lab space in Science, keeping numbers small to manage student load in labs and hives. Teaching and learning cannot be considered in isolation, as there are numerous interrelated factors to consider. Meanwhile, marketing teams concentrate on student recruitment—often mistaken for marketing—without assessing the resource needs or ripple effects of increased student numbers. Where are the business analysts? Why isn't there one in each faculty to assess and review data, enrollment numbers, financial gains and losses, and efficiencies before critical decisions are made?
As a former GIPA - s.3.4 I can only express my dismay at the way this is done at UTS. Curriculum is a dirty word at UTS and yet its from curriculum, planning, sequencing, delivery and assessment are developed. Ask each Faculty to show you their stage 1-6 curriculums, for each degree program. Are the consultants listening. The preoccupation with language labels and assessment is truly horrifying. Does anyone ever go to FASS and ask Education about how state compliance is taught to developing teachers? I can say curriculum is first and the centrics around that are inculcated in it. IT must be hard as Vice Chancellor with all of these entities telling you they 'know' and yet there still seems a need to improve year inter out. Models, data, online and more... Stop there is no substitute for good teaching. By academics... Now who is addressing the among all of the agenda's running? The top-down push by these Faculty entities is not working get rid of them.
It makes clear sense to close subjects that are not viable.
ALL GOOD
My feedback relates to the Sustainable Teaching and Learning quadrant of the savings target, focusing on the Consolidation of duplicate subjects. Duplicate subjects, especially within different faculties are more often internal competitors rather than mutually complimentary, my suggestion is that there needs to be a pan-university approach, including a multi-faculty project group with clear directives to understand duplications, and expand availability and compatibility of single, specialty subjects for wider student groups. Thanks.

For this to succeed, Course Directors need full control over their subjects. Subject Coordinators should be allowed to refuse to change what they are doing and keep designing and delivering subjects that don't align with the rest of the degree/stream/major. Additionally the Education Portfolio's TLC team's KPIs need to be 100% guidance and support for academics, not doing their own research and publishing. That takes too long to be impactful at UTS and often efforts to research and publish actually don't produce tangible, actionable, relevant, current guidance and support.
Will subjects that have a low financial return or lower number that are aligned to strategic research areas and support a pipeline of honours and PhD students be cut. Eg will broader strategic alignment to research be considered, because if key course are lost this would have detrimental knock on effects to research. Also, if numbers are increasing in a subject will this be taken into consideration.
We need to ensure that students maintain the quality of deliverables, particularly for programs such as the award-winning UTS Shopfront Program. Increasing class sizes is concerning for how subject coordinators/tutors can ensure they have thorough oversight of the students' deliverables to maintain quality. If quality decreases, UTS Shopfront's 30-year and strong reputation within the community sector will take a hit.
I'm not involved in Teaching and Learning but understand the need to consolidate. Maybe there are current subjects that could be updated and incorporated into new modern/future world subjects?
As GIPA - s.3.4 in the Business School during COVID-19, I developed a tool in excel for evaluating courses within the Business School. Courses are evaluated along four dimensions: Distinctive Identity, Viability and Sustainability (i.e. financials), Student Experience, and Outcomes. The tool calculates a score for each dimension and total score, displaying it on a dashboard. It was meant to be a prototype to show what analysis we can do with the data we have access to. This tool uses data from internal and external sources (e.g., SFS, SES, EFTSL, Course Income and Expenditure, Market Share of EFTSL (NSW), NSC Skill Priority List, Labour Force Indicators, Course mapped to Field of Research Codes etc.). The Associate Dean (Education) GIPA - s.3.4 viewed this tool as being better than that provided by SPP (a consultant engaged by UTS to develop an approach to review courses). I handed the tool to GIPA - s.3.4 when I returned to my role within GIPA - s.3.4 . It may be worth while pulling up this tool (or similar) and applying it university wide to review the portfolio of courses we offer. What was evident was that there were clear 'winners' and not so successful courses.
While it will be very attractive to do so, we cannot keep cutting opps. for students to come to campus and engage with us to progress their learning. We have unique, research-informed capabilities in T&L which we must leverage to get the best candidates and to produce the best graduates. We will not achieve this by going back to low-cost, low-value online delivery.
This internal review has opened up the potential to re-design courses for multi-disciplinary capabilities as credit courses, or as an exploratory 'Week of Discovery' to augment. By providin gan insight into what else is available at UTS, it might also encourage Masters and PhDs keen to expand their knowledge, experience, or knowledge interest. The design of course offerings have the potential to move dynamically, if the IT projects are capable, and for teaching's continuing professional development. Working with Industry, Government, and globally can support teaching academics in their research endeavours and provide the vehicle for increasingly topical resources.

The explanations provided for UTS's financial outlook and the Sustainable Teaching and Learning Program fail to adequately address the underlying complexities and implications of the proposed changes. The financial narrative is muddled and lacks transparency, with insufficient detail on how the $100 million savings target has been calculated or justified. The presentation of financial pressures, such as caps on international student numbers and inflation, reads more as a justification for pre-determined cuts than as a comprehensive exploration of alternative solutions. The lack of clarity undermines any claim that this is a "compelling case" for urgent action, instead leaving the impression of selective framing aimed at staff acquiescence rather than genuine consultation. Similarly, the approach to Sustainable Teaching and Learning is superficial and reductive, prioritising cost-cutting over educational quality. The proposal to streamline the subject portfolio and adjust teaching allocations, while potentially offering short-term efficiencies, risks diminishing academic diversity, student choice, and the quality of education that UTS claims to value. Framing these measures as "relatively quick" solutions reveals a lack of understanding—or disregard—for the complexities involved in curriculum reform and the impact on staff workloads. The lack of detail on how the proposed curriculum transformation, course alignment, and portfolio strategy will safeguard educational standards further erodes confidence in the program's intent. Together, these proposals reflect a concerning focus on financial expediency at the expense of UTS's core mission of education and research excellence. They fail to adequately address the longer-term consequences for staff morale, institutional reputation, or the student experience. Genuine consultation and transparency are imperative to ensure these strategies do not irreparably damage UTS's standing as a leading public university. Without such engagement, these initiatives risk being perceived as cost-cutting exercises dressed up in the language of innovation.
I am just nervous that 'increasing efficiency' will end up meaning academic and professional staff needing to do more to cover for reducing staff. I'd really like to see concrete examples and staff training (once the plan is implemented and finalised) in how we can increase efficiency meaningfully.
N/A
The focus on refining teaching and learning to create a sustainable core curriculum is commendable and aligns with the broader goal of operational sustainability. However, several areas could benefit from further clarity and consideration: Balancing Efficiency and Quality: While reducing the size of the subject portfolio may streamline operations, care must be taken to avoid compromising academic diversity and student choice. A more detailed plan is needed to ensure that key interdisciplinary and niche subjects, which might not have high enrolment but add value to the student experience, are preserved. Evidence-Based Decisions: The rationale for identifying underperforming or duplicative subjects could be strengthened by clearly outlining the criteria for elimination or consolidation. Incorporating qualitative feedback from students and staff could complement enrolment and financial data to provide a well-rounded perspective. Implementation Challenges: The process of curriculum transformation and subject realignment must include robust mechanisms for stakeholder engagement, especially from academic staff, to mitigate resistance and ensure smooth implementation. Transparency and communication will be critical during this phase. Alignment with Strategic Goals: The link between these changes and UTS's strategic goals, such as enhancing global impact and fostering innovation, could be more explicit. For example, how will the streamlined curriculum prepare students for emerging global challenges and opportunities? Support for Teaching Staff: The reduction of teaching allocations and potential workload shifts need to be accompanied by adequate support mechanisms, such as professional development or revised workload models, to prevent negative impacts on staff morale and teaching quality. Monitoring and Evaluation: Establishing clear metrics to monitor the outcomes of these changes—such as student satisfaction, retention rates, and employment outcomes—will be essential to evaluate the program's success and make necessary adjustments. By addressing these areas, the Sustainable Teaching and Learning Program can achieve its objectives more effectively while maintaining UTS's commitment to academic excellence and stakeholder engagement.

I am not an Academic. However trying to streamline the course offerings while saving $$ and setting up a super faculty will be a big ask. How long does it take to design a new course and to get approval? 18 months? It will take time to adjust the student course offerings and for them to gain acceptable from Academics and students. There is a risk that the brand could be damaged. UTS is an unique institution.
Balanced academics (40% teaching, 40% research, 20% other) generally do more with their 40% than staff in other roles do with their 100%. Academic staff are highly trained and highly efficient people. Why did the university cut academic positions rather than professional staff positions after COVID? Did they really think that the professional staff were going to be the ones doing all the online teaching? Again, consultation with academic staff one how programs can be reduced is key or we will end up in the same mess as last time.
Based on international experience in research universities (benchmark universities for creative industry/innovation) I recommend an Urban Studies program as the umbrella under which to make sustainable urban and environment topics. It is research-integrated.
Make sure the teaching allocation is properly imposed on all staff, as people are not actually doing teaching to the course-work students. The most common issue is staff using several admin positions to replace teaching hours, resulting in a massive casual budget. In addition, some discipline leaders (50% admin load) have not done any coursework teaching ever. The common reason is "they don't know how to teach". This creates inequality among academic staff who hold similar admin roles. If an academic staff member can't learn how to teach, how can we convenience our students to learn? If both of the above can be addressed, we can instantly save a significant casual budget.
Academics do not know how to use storytelling and other techniques to engage on line and I believe that UTS has not explored the main barrier to effectively teach in a culturally diverse country such as Australia.
The proposed changes will likely undermine student experience, given larger class sizes and increased workload for staff. No student in my experience has preferred subjects with larger class numbers as they feel disconnected from teaching staff and unable to receive more tailored and engaged learning support. A diversity of subject offerings also allows a more nuanced and engaging student experience, rather than offering 'cookie cutter' degrees that fail to engage students. The proposed changes will also likely lead to staffing cuts that will undermine our ability to provide the best student experience. Any changes to teaching and learning should be a last resort as this remains one of the university's core functions.
It is clear that there is an issue with the catalogue of subjects on offer with so many having fewer than 10 students enrolled.
Its a strategic movement for the university to set out long-term goal.
There is an opportunity to streamline the teaching of Entrepreneurship and Innovation across all faculties by having delivered centrally on the same model of TD Elective: large transdisciplinary subjects instead of a multitude of subjects with low enrolments. Apart from the financial benefits, students will benefit from building entrepreneurial solutions in transdisciplinary teams, making their venture more sustainable.
- In terms of teaching, it should be clarified how these processes will be handled. The information provided is insufficient to understand any meaningful detail about what is planned at all. For example, why is 10 EFTSL used as a threshold? - I agree with the notion that there may be some academics who are not performing as expected, particularly in research (and, additionally, with many Level E academics in effectively 40-40-20 positions not teaching at all). Even if a course within a school is shut down entirely, it should be ensured that staff within a school are looked at in their entirety rather than based on being formally or informally attached to a specific degree, especially if their teaching abilities are transferrable to other areas of the respective school/division. It should also be clarified that the safety of ongoing positions is prioritised over casual contracts wherever possible (this comment spans both teaching and research)
The narrative in the quadrants in T&L compared to Research are poles apart. I think it is unfortunate that the terminology used for T&L- sustainable, reducing, consolidating, streamlining and assessing – have a more negative tone than for Research – productivity, investment, supporting, evolving, evaluate. More clarity as to what a starting point may be and then who takes ownership could have led to a more activated ecosystem. Coordination of duplication may be needed to ensure we get the right product. Having a CI compulsory elective would be interesting, as too should a tech/sci for a university of technology. Why are we persisting with the TD model and its continued elevation in our structure? We don't do enough in-discipline which also leads to viability issues. It would be a real win for exec leadership to move on this as a 'not right for the times' and merge into CI. Looking forward to a simplification of course outlines and timetable issues.

There is clearly a need to balance our delivery of popular subjects (with large studnet cohorts - either because they are inherently large or with the potential to merge subjects that meet comparable CILOs and cover similar content), with the need to provide a diversity of subejcts which teach topics that add to the student experience, broaden their experiences, teach concepts which the students need to learn (vs just focussing on the ones they want to learn). The risk with focussing only on the popular, "in-demand" subjects is that we diminish the scope of the education we provide, and , at its most extreme, risk becoming "edu-tainment" and driven entirely by student demand for the "obvious" subjects in a discipline. So managing the portfolio of subjects taught is about more than just the student demand and in the Q&A discussions there has already been a recognition of this. Nonetheless the need to increase the proportion of our subejcts which run at a surplus and meet the sustainability requirement is clear.

The big question for me is how the sustainable subjects model intersects with how we manage casual staff. With the pressure to deliver industry parternships and Work Intetegrated Learning, having a casual teaching team can be extremely helpful in ensuring we have a good mix of practitioners or experiences professionals engaging every week with our studnets. So we need to find sustainable ways or engaging industry and working with them and bringing them into our pedagogy (going beyond the "guest lecture" through to "casual tutor" spectrum). Flexible models allowing for weekend workshops, evening seminars, or teachig cotracts for a few weeks as oposied to the whole semester are optiosn that may allow greater flexibility and requiring fewer causals emplyed for the full semester. However such offers need to be competitive with other institutions in Sydney or our casuals will teake their experience and teach elsewhere. Similarly technology driven approaches like we use in OPM (video interviews, podcasts, and other ways of inviting practitions into subjects) could also help - but the structure of the subjects, their predagogy and method of delivery would al neeed to change at the time (and so such chnages won't e easily implemented quickly).

It won't be possible to enhance our teaching, deliver a better student experience AND cut teaching staff. There needs to be some more consideration and planning around what we won't do.

I agree that there are efficiencies and flexibility to be gained, as there is currently too much duplication and too many subjects with low enrolment. However, the challenge lies in defining what constitutes low enrolment. A simplistic threshold, such as 10 EFTSL or 80 students across the board, is neither appropriate nor productive.

It’s essential to consider the specifics of each subject, including their role within the curriculum and their broader integration. We must also carefully evaluate the potential impact of removing these subjects. For instance, some are senior-level subjects that lead to Honours and PhD pathways. Eliminating these could disrupt our HDR student pipeline and harm overall research performance.

On the other hand, some subjects may be outdated remnants of old curricula, retained primarily due to individual academic preferences. These, particularly if duplicated elsewhere, should be the primary targets for rationalisation.

I also find that the level of savings requested against T&L is disproportionate compared to the other quadrants in the Figure on P.15.

There are too many T&L professional staff. Many of these have the best interests of UTS in mind, however, the types of tasks that get created for academic staff to do create alot of noise and take Academic staff away from their core work of teaching and research.
We are continually refining and renaming and thinking of news ways to do pretty much the same thing. We need to let Academics choose what constitutes good formatting or good subject design. We get so constrained by rules and new systems and new ways of working that we can never consolidate our teaching year on year, rather we are forced to make somewhat superficial changes around new buzzwords which mean we often overlook the principles that will actually make our teaching better and enhance our relationships with students.

It is unthinkable that we have a desire become a globally reknowned university yet we cannot employ anyone from overseas to teach or mark. Whether this is online or face to face, we are missing out on the ability to use many experts. It has been particularly embarrassing to tell some of the most high profile sports scientists from the USA that we can no longer use them for zoom classes due to contract reasons. We simply must enable the use of international guest lecturers or teachers or markers.

Transnational Education (TNE) has a stable student source and is less affected by policy fluctuations, guaranteeing that international students continually receive high-quality education from UTS. Currently, the business school offers diverse TNE programs, and other faculties can consider opening new TNE programs.

There has been discussion about providing more flexibility to students e.g. so that they can compress their time on campus. If there is a plan to extend T&L activities to longer hours (e.g. from 8am - 10pm), it is important to consider the impact on the teaching/support staff. For instance, Technical staff play a vital role in supporting all laboratory practicals. They possess specialist knowledge in operating the equipment and managing the space used for the practicals. If practicals are scheduled back-to-back over an extended workday, specialist technical staff would need to be present throughout. While teaching staff may only be required for 1-2hours for their specific practical, Technical staff would need to be available for all sessions in their space. In previous semesters we have observed Technical staff having to work over-time, often late into the evenings, to support all the practicals. Given the hazardous nature of laboratory equipment and the need for specialist support staff, it is recommended that laboratory spaces are not timetabled beyond the standard 7-hour workday to ensure the psychosocial safety of the support staff.
this is high level feedback to better integrate sustainable T+L AND research through smart integration of Work-integrated Learning (WIL). WIL has three distinctive features and each of them could be used more sustainably at UTS: 1. WIL is an educational partnership. The discussion paper mentions the importance of partnerships predominantly in the context of research and transnational education. It omits the opportunity of embracing WIL partnerships that benefit not only students but also course design. UTS needs to continue to lead industry-relevant courses. It can only do so through sustainable WIL partnerships. 2. WIL is a curriculum construct that prepares job-ready graduates: WIL is not only placements / internships/fieldwork/clinical placements etc but a concept that should be addressed with students on day 1 at uni and threaded throughout the curriculum. Preparing work-ready graduates is a whole-of-course approach and not just one placement. Making WIL in the curriculum sustainable includes: a. More effective focus on practice-based education: strategically offering teamwork-, project- or studio-based learning scaffolded through a course. b. No student self-sourcing placements: Supplying students with placement opportunities is more sustainable long-term than asking students to self-source placements. There are two reasons against self-sourcing: Self-sourcing is not equitable for students with low cultural and social capital. Historically, self-sourcing perpetuates privilege and excludes under-represented student groups. Secondly, to make placements more sustainable, UTS should cultivate and mature existing WIL partnerships and grow new WIL partnerships through research partnerships. There are many innovative placement WIL models that could be increased in uptake, e.g. sending a first and final year student together to a workplace building in peer mentoring which reduces mentoring time for the placement host. Third, self-sourcing requires many quality assurance checks by professional staff, and onboarding of external partners. To reduce duplication, UTS would be smart and efficient to cultivate and mature WIL partnerships. 3. WIL bridges the practice/research divide. For every UTS collaborative research partnership there should be at least one internship opportunity connected to it.
No comments
Please consider the needs of our recent graduates and what attributes and skills employers are looking for, what jobs are in demand domestically and internationally that are UTS's strengths, others. The T&L is right to look inwardly in improving curriculum, alignment of course and subject, etc., but it did not speak to the goal of getting tuition, ie to get the job that will bring not only satisfaction to our graduates but also lifelong growth and development.
I think our teaching and learning model is good and major changes are not required.

It is important to safeguard balanced research-teaching roles for early career academics. The drawbacks of education-focused roles are evident across multiple levels:
- University reputation in research: If UTS wishes to continue its positive trajectory in research rankings and other metrics, it cannot do so without a very explicit program to nurture early career academics in their research. Early career academics are not early-career for long and the university will ultimately rely on their research performance as our more senior and accomplished researchers slow down and retire.
- Teaching quality: research-practice and research-teaching integration is foundational to high quality teaching. This requires academics to have the bandwidth to be truly active in their research in order to integrate their methodologies, findings, and translation into their teaching.
Individual research careers: Placing early career academics in education-focused positions will block their research productivity during a very critical time for researcher growth. This will have hugely negative impacts on the research aspects of their careers for years to come.

RECOMMENDATION 1: No education-focused positions.

RECOMMENDATION 2: Any education-focused positions are time-limited to a max of 2 years, at which point academics are provided an option to switch to a balanced position.

RECOMMENDATION 3: A revision of the Promotions Policy is required to ensure equity of access to academics applying for promotion who have been in an education-focused position, without additional hurdle and which is based on their performance in teaching and admin only.

Sustainable teaching, at least in terms of finances, will need to be considered with some nuance. Some areas of teaching are strategically important but will never meet financial viability requirements. Blunt enforcement of quotas is unlikely to support all the right areas of teaching and learning at UTS.

Have student impact in the proposed changes been looked into in this discussion paper? Will impacts of the change on teaching staff (many of who are already stretched) be considered? Regarding the low enrolments reason, have Jointly-Taught-Activities (JTAs) or linked subjects been considered for the conclusion low-enrolment subjects? These subjects are low in number by itself but becomes sustained by being jointly taught. There is no info in the paper that says so. Lastly, why is 10 EFTSL the number for defining profitable subjects? It is not explained in the paper and to be honest, this lack of clarity is making it difficult to trust that this have been well thought out.

Teaching staff, researchers & casuals included works hard on delivery of their subject. From the SSU perspective, we liaise with them daily and have to explain to them their role, our role, how we can work towards a meaningful student experience. A lot of emails and conversations are shared just to meet the basic standard of care, wellbeing and obligations. The resistance is due to time and resources, everyone involved needs to know the systems and processes. Often that is not the case. If the teaching staff is offered centralized structure on their role beyond their teaching content - it would make the rest of the liaising efficient. For example, appoint a central person per faculty/school/department to liaise directly with the central services and take care of the admin work. This minimizes multiple people involvement and repeat conversations/emails/trainings. This one role heavy on admin work and coordination will free up individual admin time taken to meet the basic level. e.g. booking a room for faculty-based exam, discussing e-requests, exam provisions, extensions, timetable, enrollment, etc. One person per unit for students and central services to liaise with. Over time, this role would streamline the delivery. This will allow the teaching staff to focus on their teaching and learning work. Asking the teaching staff to manage all without proper resources and time would create a backlash or poor delivery of student experience.

The Environmental Sciences Discipline Group (ESDG) is a model Discipline Group (in the Faculty of Science) that is resource efficient with respect to number of staff in the group. The ESDG has worked diligently in recent years with the Associate Heads of School (SoLS) and the Associate Dean (Teaching and Learning) in the Faculty of Science to ensure that our degrees – B Environmental Biology, B Marine Biology, BSc (Environmental Sciences), and BSc/B Sustainability and Environment – all provide high-quality student learning opportunities. Our teaching and learning activities consistently receive exceptionally high SFS scores across these degrees.

Not only are SFS scores in the Faculty of Science consistently high, but that the SFS scores for subjects taught by ESDG academics are among the best experienced by students. For the SFS question 'Overall, I am satisfied with the quality of this subject', the mean ESDG score was 4.3 against the mean Faculty score of 4.1 in Autumn 2024, and the mean ESDG score was 4.2 against the mean Faculty score of 4.0 in Spring 2023. Furthermore, in Autumn 2024, 7 of the 14 subjects coordinated by ESDG staff received SFS scores higher than 4.4, including scores of 4.8 and 5.0.

To contribute to required savings by UTS, one option is to discontinue offering the major MAJ01160 Environmental Biotechnology. This major is only distinguished as different from adjacent offerings by one subject (91818 Environmental Biotechnology), and as such is not sufficiently unique enough to warrant being continued. Furthermore, it consistently enrols fewer than 20 students each year, which is likely not viable in the current setting.

It is concerning that teaching and learning has been identified as the areas where the largest range of savings could be made, especially given what the university is here to do AND the lack of return on investment coming from research. Income from students taking our courses is the only 'sure' and relatively stable income we have in the university. Our efforts in teaching are used to subsidise the research we do and the different units that provide additional flavour to the university portfolio, so to see further and quite significant cuts to the teaching portfolio is concerning for how the university moves forward and does not seem to align with our values.
Exploring the information and data, I have concerns with respect to how the decisions around this will be made, the use of 10 EFSTL as a measure/yardstick is a strange one, when the current ACV model is more influenced by the number of international students in a subject than the total number of students. So smaller subjects with a greater proportion of international students will return a positive margin, compared to larger classes (more efficient by economy of scale) that have smaller international student numbers. This would explain why faculties with larger proportions of international students are seen more favorably compared to faculties with lower numbers (similarly more PG than UG also tips the scale). The ACV also typically has almost equivalent direct and indirect costs, which also reduce the margins into negative (again only with a higher international student proportion is the revenue able to offset the costs). As part of this review, will we see a reduction in the indirect costs being charged to faculties, if there is a reduction in subjects, then the allocation of academics will have to spread over a smaller number of subjects making the direct costs higher than what they currently are. This in particular burdens faculties like science where research intensives or staff with a smaller teaching allocation, still need to be allocated for 80% of their time. If research is not as strongly impacted and the faculty needs to maintain a similar researcher portfolio but a reduced teaching portfolio it will like further impact faculties like Science to become less viable.

A case could also be made for a more comprehensive review into the central education portfolio team, where there are a relatively large number of academics in support roles, however they don't seem to be held to the same standards with respect to teaching/research outputs. While the partnerships can be effective, the results are mixed, however since there is no standard to a successful partnership (they are not assessed in the same way academics are) it is easier for poor or ineffective work to be hidden (in comparison to coursework subjects which have success rates, ACV, SFS as measures by which we are now making decisions on the future of the faculty teaching and learning portfolio).

It has also been mentioned that duplication is something that has crept into the portfolio, while I agree this is something we cannot sustain to deliver, I question how we got to this position in the first place? New courses require approval by CAC and CPC to review, central teams like UAPO are fully aware of the number of subjects and titles. Additionally faculties have been able to offer courses which have stronger connections in other faculties in an effort to capitalize on a research trend or try to gain more students into their faculties, what changes from a governance perspective will be put in place to ensure this doesn't happen again in the future? The conversation has typically been to create and offer a new course and we will let the market decide, however in order to be sustainable, the university committees responsible for courses should have greater oversight and control on the courses and subjects we approve.

Please see response sent to staffquestions@uts.edu.au from HELPS dated 05/12/24

An immediate T&L Sustainability Improvement can be achieved by allowing academic staff to voluntarily increase teaching hours and decrease marking hours. - Casual academics are paid at different rates based upon the duty performed and their current qualification level; teaching duties are paid at an hourly rate that is two- to three-fold the marking rate, which can significantly affect the overall budget requirement for a subject - Academic staff costs are fixed based upon their salary, regardless of whether they are performing teaching or marking duties - Teaching, coordination, and any face-to-face duties require a higher level of knowledge and competency, and (in many cases) is better suited to being performed by salaried staff rather than casual staff - Marking duties can effectively be performed by casual staff with subject knowledge relevant to the assessment, with oversight by the subject coordinator - Oversight by the subject coordinator allows for sufficient quality control, as well as efficiency in distributing marking load to multiple individuals who are paid at a lower rate - Some staff may not be comfortable increasing teaching or decreasing marking workload, and that is understandable; staff should only need to do this voluntarily - It may not be appropriate to allow academic staff to reduce marking hours to zero, but that should be discussed and considered at a School or Faculty level based upon identified needs and risks.
I am not currently involved with teaching at UTS, but have been, and I was a little concerned about the focus on EFTSL as an indicator of profitability, which feels reductionistic as an approach given the diversity of delivery modes, equipment and facilities required to teach the range of courses offered at UTS. Given the current cost-cutting initiatives occurring across the Australian Tertiary Education Sector, I would be interested to hear whether UTS is in conversation with other institutes (such as ATN partners) to coordinate efforts for sharing the burden of some less cost-efficient (possibly specialised) subjects/courses that nonetheless have a market-demand and social value, so that if certain subjects are dropped in a course at one institution, that there is capacity for a certain amount of cross-institutional exchange for students to complete that subject as part of their course in their primary institution.
There is a clear case for reviewing duplication in subjects taught and reducing / combining subjects that have very few EFTSL enrolled. However, it is also important to recognise that some subjects with low enrolment numbers may be very specialised areas and are the foundations for HDR study pathways. Combining subjects into larger subjects may make sense for lectures, however, it is important to keep tutorial student numbers at an appropriate size to preserve student experience, which is key to a sense of belonging and retention.

All team feedback:

* What data sources are being used for the assessment of potential impacts of subject cancellations and/or expansions? Are waitlists and erequests for full subjects being considered when reviewing viability and potential revenue? How is links analysis being performed to ensure accurate information on all impacted (and potentially impacted) students is captured? The current links analysis report is not usable without considerable filtering, which most faculties don't appear to know how to do. SPM team can assist with building (or providing requirements for) a better report for this purpose and can provide feedback on the implications of this not being performed accurately.

* Processing of subject cancellations is not a quick or easy task. The transitions team members are highly specialised and it takes around 6-12 months to train new staff to be able to perform this without supervision. If we are potentially going to receive high volumes of cancellations next year, we would need to be recruiting additional resources now - otherwise these will take significant time to process and could impact other work of this team (study plan expansion and completion checking). We also anticipate high volumes of re-accreditations to process in 2025 as faculties delayed changes due to CourseLoop implementation in 2024. Further to this, the LLE teams are (looking at the indicative timeline) likely to be going through their own changes which could be at the same time as the subject cancellations need to be processed.

* Need to ensure there is consideration of possible chain impacts if subject cancellations are phased - don't want a situation where students are transitioned into an alternate subject only for the replacement subject to be cancelled at a later date.

* Need to give consideration to the impacts on RPL of reducing the number of subjects, in particular for OPM students whose subjects are already limited. Students can only receive 50% RPL and if we further reduce the number of subjects for online students by sharing more between faculties/ courses, there may not be sufficient subjects available that a student has not already completed in a different course. This is already an issue for OPM and only likely to increase with additional cancellations.

* Careful consideration of key dates will need to be given before finalising timing of any changes or increased workloads - for example we cannot manage a high influx of subject cancellations at the same time as our larger offer rounds, we cannot reduce numbers of SPM staffing (and likely other LLE teams) in the lead up to census dates or during peak erequest times without a plan in place as to where the work will go - otherwise this could cost the university significantly in terms of lost enrolments, withdrawals, remediation work and complaints.

* There is potential for improvements to the process for full subjects. This needs to be given higher priority and better management - possibly training and/or planning support is required for faculties. For example, some faculties repeatedly don't have enough space for core subjects in year one, which causes unnecessary erequests and associated work to remediate.

This is our major area of concern which we outline below.
1. Revenue Impact: The Discussion Paper does not address whether reducing expenditure of teaching and learning will impact revenue. We believe that this is a likely outcome, and should be factored into decision-making about reduced expenditures, so that it is net savings that are modelled rather than gross savings (on the expenditure side only). See Note 2: Revenue for a fuller discussion on Revenue.
2. Teaching Capacity and Subject Duplication: Assertions of underutilised capacity do not reflect the reality in the Accounting Department, where workloads are fully utilised, often exceeding agreed models. We are confident that we do not have excess teaching capacity among our full-time academic staff. Duplication cannot be determined by subject names alone, and without academic staff input into this evaluation, it is difficult for us to believe the conclusion that has been reached. Similar names may be used within a department, between departments within a faculty, or even across faculties, but the content may be distinct in significant ways, such as the level of learning, and the discipline within which it is located. Transparent data is needed to validate these claims.
3. Subject Profitability: The analysis of "negative margins" for subjects appears flawed. For example, large, efficient, high-enrolment subjects like 22208 are deemed unprofitable despite aligning with suggested efficiency models. Indeed, academic staff frequently perform work above the requirements of the workload model. We cannot stretch our academic staff anymore without negatively impacting on their wellbeing. 22208 is delivered in the most cost-effective way with a level A as the subject coordinator. We note that the academic cost in this subject is relatively low compared to the indirect cost coming from the divisions that have been allocated to this subject. As stated in the Town Hall, low level cuts are not going to get to the $100m savings but this is where the biggest saving is expected (first quadrant). We suggest that the highest cost, i.e., indirect cost of teaching be looked into first.
4. Fixed cost: We also respectfully suggest that the remedy for subjects with ostensibly negative margins, which is to not offer them, will not solve the problem. A positive surplus of revenue over incremental costs (variable cost plus incremental fixed cost) for any subject (or department, or program) should help to cover fixed costs. But allocating all of the fixed costs against the revenue does not provide a useful number for decision-making. Fixed costs will still be borne by UTS when the activity that they are allocated to has ceased and the organisation will be in a worse financial position. Fixed costs are rarely decision-relevant in these contexts.
If further evidence of this logical error is required, we would be happy to provide examples and illustrations using our accounting expertise.

HELPS acknowledges that recent political and social trends, such as international student caps, have adversely affected many higher education institutions. These challenges pose significant threats to the sustainability of essential services. Nevertheless, even in times of financial strain, it is crucial to recognise the fundamental role that HELPS academic support services play in ensuring the quality of education, student retention and academic success for all students.

HELPS is an indispensable service that empowers students to navigate through the many academic challenges they face. The academic support provided by HELPS bridges the gap between previous educational experiences and academic learning at a university level. It also fosters the development of critical thinking and problem-solving abilities that some students may lack, and supports international students to familiarise themselves with the study requirements of Australian Higher Education.

This response aims to underline the necessity of HELPS academic support services, with its unique programs recognised at award, publication and conference level, in contributing to students' academic success and reputation of UTS HELPS offers a wide range of programs, including English language support, assignment writing and guidance, academic literacy skills development, peer-to-peer tutoring and mentoring and speaking proficiency. It operates in a budget-efficient way and consistently achieves high student satisfaction rates, which contribute to the high retention rates at UTS.

Additionally, this response suggests ways in which HELPS could be utilised in a more effective and budget efficient way, providing support on a larger scale without significantly compromising its impact on student success.

(As the space is limited in the form, please find the content of the headers listed below in the response document sent in the GIPA s.3.4

- Role and Impact of HELPS
- International Students
- Students who need additional support
- Power of Peer-to-Peer Support

-Impact of Reducing HELPS Academic Support
There would be significant consequences of reducing support services due to budget cuts. In the short term, UTS may fail to comply with the Students Support Policy, with the first annual report due March 2025.
In the mid-term, students who do not receive the academic support they need may struggle to meet course requirements and face greater academic challenges. This could lead to higher dropout rates, lower student retention, satisfaction and decreased graduation rates.
In the long term, cutting academic support services could negatively affect UTS's reputation as an institution that values student success and academic excellence. The reduction of these services would diminish the university's ability to produce highly qualified graduates, potentially harming employment outcomes and the university's standing in rankings.

* It's a blunt instrument to say anything under 10 EFTSL has to go. Broadly yes it should be looked at but there are strategic priorities for the university achieved through some of those subjects (in our case) are not resource intensive to run and provide sound strategic, long term value to UTS i.e. HDR students, pathways and flexibility for students that makes our coursework competitive in a crowded market.
* Market Relevance - It seems a lot of UTS coursework is 'what we teach' not what the market wants, so more scrutiny and genuine consultation, and then response to said consultation in this area is a good idea
* concerned about removal of professional staff who are intrinsically involved in teaching and learning will just lead to more work for academics, and other prof staff left. Unless there's substantial change in coursework then the labour to deliver remains (even if you do it smarter).

My concern is that the university is committed to student experience, satisfaction, and success, but that the proposed changes involve staff cuts and reducing subject offerings. It is not clear from the discussion paper how doing these things fulfils a commitment to student learning, and I think the two things - staff and subject cuts, and student experience/success - are not compatible. I think that this area in particular - sustainable teaching and learning - needs the most support, and that requires more staffing rather than staff cuts. This area should be a priority and staff cuts should be avoided as much as possible.

This makes sense - to create a sustainable core curriculum - but it needs to include sustainability as defined in the Sustainability Strategy 2023-2027 - endorsed by ULT and signed of by UTS Council. When Sustainability is absent from the overall vision it becomes difficult to make this happen, particularly in a time of cutbacks and austerity.

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The assertion that there is considerable scope to refine our teaching and learning efforts appears premature and likely not valid. This may be based on the external consultancy report, which we are not able to read. If so, it is unlikely that it used detailed information that takes into account situations relevant to local areas. There are many reasons why the teaching in a particular area may cost more/less than the 'average', including, health and safety (ie laboratory-based subjects), professional body requirements, specific equipment training requirements, the attractiveness/uniqueness of a course in relation to similar offerings from other Universities, and so on. Similarly, if 'sustainable teaching' implies that full costs of all research undertaken in that discipline is funded purely by teaching income, this is a different question entirely. In many cases, UTS may be funding research with a relatively poor ROI. Decisions regarding which research to fund are taken entirely separately to teaching decisions. Hence teaching in a specific area may be highly streamlined with extremely good ROIs, but too much under-productive research in that specific field may be internally funded, leading to cost discrepancies. There is also no information in this discussion paper regarding the trade-off between the student experience and teaching streamlining. It is not a secret that the top Universities internationally offer much higher staff: student ratios that the already extremely low ones present at Australian Universities. Smaller class sizes are known in the pedagogical literature to promote better student learning. Amalgamating courses and reducing subject offerings lead to larger classes, and, all else being equal, poorer student experiences. In the long term, this will risk reputational damage to UTS. The COVID generation with a reduced student learning experience is already risking the reputation of Australian Universities as they enter the workforce with reduced skills compared to previous generations.
Although, there is need to transform our teaching, and opportunity to be more efficient, the ACV data that appears to be driving this change, is not transparent and on the surface does not appear to be measuring what is says it is. Looking at the headline figures for our faculty it would appear that the so called direct cost of teaching, would appear to include, all faculty costs, whether they be teaching or research activity. At the head of school level, in my faculty there is no transparency as to which research acti v cities are assigned to which, subjects and courses. The review and changes need to look at the actual cost of teaching creative to revenue, independent of research but appreciating a need for a overall 30% margin to support research activity. The review should examine some of the structural issues impeding the delivery of quality teaching. For example, the subject in GIPA s.3.4 that has the lowest, satisfaction ratings and proportionally high casual costs are delivered by academic staff from GIPA s.3.4 . This has been very difficult to address, as the school has no management control over these staff despite them delivering our subjects. There is certainly areas of teaching duplication across the university, although these will probably need deeper analysis than subject name analysis in order to find them.
Nothing to add

To me there are two key parts to sustainable T&L. The first is obviously looking at the viability of subjects on offer. We definitely need to review subjects with small enrolments and see if they are required for the students learning of if they are "nice to have". If a subject isnt a core or submajor subject we do need to look at its viability and whether it needs to be offered at all.

Maybe we dont offer it every session or every year. Maybe these subjects are only offered once in a two year or three year cycle. Students would still get to do the subject if it interests them but they would need to plan to take it in a certain session. This might ensure we have viable class sizes when the subject is offered.

Similarly are we offering too much at UG which may then impact demand for PG and SFL enrolments. We should be looking at offering required level skills at UG to ensure our graduates can get jobs in industry. Higher level skills should be offered at PG or as SFL modules to encourage a pipeline of students into areas which dont have high demand now.

Yes we also need to look at subject duplication, but we also need to look at the specific emphasis each Discipline needs when teaching the subject. Eg. Science education is more about how we teach high school teachers to teach science than how to do science experiments. If we can agree on these specific emphasis requirements, we could certainly reduce duplication in subject offerings.

This leads into the second key part of this which is are staffing and budgeting. In the past cross disciplinary teaching wasnt encouraged due to the fact that each Faculty has its own Academic Workload policy. These policies tended to discourage and disadvantage staff who wanted to teach cross discipline and cross Faculty in particular as faculties had different ways of counting workload. If we want to encourage cross disciplinary activity we need an Academic Workload policy that encourages this and not disadvantages this. We should investigate having a single UTS Academic Workload policy or at least a set of overarching UTS principles that apply to all Faculties, such as consistent counting of T&L and Research workloads to encourage and support cross discipline activities.

The other part to this is budgeting and how student income is allocated across Faculties based on subject enrolments and taught load. Removing duplication will save costs but may also adversely impact those Faculties that no longer have the taught load as the student income will now flow to the Faculty that does teach the subject. There may need to be some discussion about transition arrangements for cross Faculty T&L to minimise short term budget impacts on some faculties more than others.

Accessibility response for Operational Sustainability
Our current systems and processes for meeting our legal and ethical obligations to provide accessible education and work environments are currently inadequate.
There has been a lack of holistic oversight, planning and accountability for accessibility which has led to poor student and staff experience, unnecessary expenditure and effort in retrofitting systems and capital works that are inaccessible. Additionally, there is a lack of funding and expertise to provide workplace adjustments to staff with disability. While Accessibility Service / ALOs are providing quality support and services, wider initiatives are required for sustainability. Currently, many fixes for accessibility issues are ad hoc, inefficient and reinforce a culture in which accessibility is seen as optional. This is reinforced by attitudes about time and resourcing compounded by systemic and process failures. Current practices that are ineffective and we need to stop doing include ad-hoc approaches, inadequate actions that do not address the core issue, pretence consultation and tick box approach to accessibility and allowing the various forms of resistance that block progress.
The biggest concern from an accessibility perspective is missed opportunity - that new operational models, processes and structures and ways of working will be re-developed without consideration and planning in accessible practices, in an authentic way.
The opportunity for change that comes with operational sustainability is welcomed from an accessibility perspective, if we can focus on an organisational wide approach to meet valuable key priorities. The alignment with operational sustainability initiatives to remove duplication, set up effective processes and structure, standardise where useful is exactly how accessibility can be embedded into practice from design and planning through to implementation.
By considering accessibility from the beginning and embedding into practice, it is future proofing UTS and will reduce costs in the long run, as well as additional workload on individual staff who will be supported by the processes to improves student and staff experience.
We need to demonstrate our commitment to accessibility through actions that achieve solutions and deliver desired outcomes. The following key priorities aim to focus on the most valuable areas to improve and lay a foundation for progress:
1. Connective structure – improving governance structures of the VCSJIC and AEAG to assist with progressing necessary work and processes mapped across the University.
2. Culture and capacity lift - awareness training to build competency and confidence of all staff, particularly for those in decision making roles and delivering decisions.
3. Accessible procurement and system and content set up. Embed into practice the Accessible ICT procurement guide for Higher Education Providers launched and supported by CAUDIT and ADCET since 2022. Eg. Accessibility clauses into contracts, coordinated testing with process that includes implementing the fixes.
4. Universal Design approach for key areas of accessible content, curriculum design, assessment design and centralised support for Faculty delivery of inclusive practices and adjustments. Collaboration is required to combine current expertise.
5. Collaborative accountability and responsibility – ways of working across the university cohesively that enables progress.

The Sustainable Teaching and Learning Program at UTS presents a significant opportunity to refine our core curriculum, leading to numerous operational benefits and efficiencies. While reducing the subject portfolio and aligning teaching allocations to actual needs are immediate steps, a comprehensive approach with accessibility and inclusion at the centre is essential.

Accessibility in learning and teaching is crucial for enhancing the student experience. Designing for accessibility from the start is cost-effective, as retrofitting can be costly and clunky, leading to a poor student experience. Proactively addressing accessibility reduces workload and stress for academic staff, who often face tight deadlines. It also enhances students' sense of belonging and retention, increasing the likelihood of graduation. Accessible learning environments improve student performance and foster independence, providing opportunities for students who previously lacked access to accommodations or inclusive education.

Embedding inclusion and accessibility from the beginning can be transformative for students with disabilities, helping them feel they belong at UTS. Educating academic and professional staff about the diverse student body helps debunk myths about capabilities and equips them with the skills needed to make learning accessible. Designing for "edge users" supports a wide range of students, including those who may not be diagnosed or registered for support including the increasing cohorts of students who are neurodiverse or have mental health conditions. Accessibility and inclusive practices benefit all students, not just those with disabilities, and align with UTS's mission of social justice. Resourcing faculties to take a Universal Design approach for key areas of accessible content, curriculum design, assessment design and centralised support for Faculty delivery of inclusive practices and adjustments. Collaboration is required to combine current expertise.

This activity needs to be done with the support and involvement of teams involved in ensuring uplift in student systems. CASS is at its heart the curriculum and student management system and all of that needs to be aligned to ensure we can then benefit in the downstream for better student timetables, experiences, and operational efficiencies. It is critical that those teams are involved so that we are not then unable to implement downstream the visions created upstream eg. CMM, OPM.

Once decisions are made on the subjects and courses in our portfolio could an assessment occur on opportunities to consolidate or change disciplines and Schools? The financial model is based on course ownership and applicable revenue does not engender sharing subjects. In some instances, little difference exists between degrees that are offered between Faculties. Will greater governance controls stop the plethora of numerous named degrees? As I understand Faculties can keep all short course revenue made what incentive is there to work cross discipline? An improved process must be developed for implementing new degrees and the teach out of existing. We do not have the right connection between load management, Subject class sizes and teaching activities. You can see that from the amount of eRequests that are generated by Students unable to enroll in full subjects and classes every year. As we look to rationalize subjects and courses it would be good for this to inform whether we need all the calendars and teaching sessions (41) currently in place. In this activity then consider whether what we have is fit for purpose and whether we could consolidate, retire, and/or offer something new that has greater flexibility to meet future needs. More central teams need to be involved in the development stages of new course/subject offerings. For example, Timetabling and Study Plan Management should be involved prior to the implementation stage.
The recent proposal for disbanding the UAPO shows a significant disconnection from reality. If we are looking at curriculum transformation, it is unbelievable that we are removing a critical team that is vital to provision of consistency and governance for the university as a whole. The proposal of removing this function would lead to inconsistency in practice and process, and more additional duplication of work which I understood to be the very thing we were working AGAINST. I am not in the UAPO but my role and team does work closely with them and I am concerned there may be unrealistic belief that a system (e.g. courseloop, which is a step backward due to lack of integration and more manual work and inability to provide the same level of detailed information that we had on CIS) and other teams (e.g. LLEU and ITU) would take over these responsibilities, especially given the The lack of apparent consultation with SMEs and stakeholders as a whole shows a lack of understanding, awareness and authentic consultation. This is also shown in the lack of consultation with the ITU restructure where significant additional workload has become an expectation for business product owners to have 1 FTE available to support the new ITU model of working. There is an evident lack of transparency with all of these changes happening in silos with no outside consultation for impacted stakeholders, especially given there is an expectation for said stakeholders to take up additional responsibilities.
As this is not our area of expertise, we have not addressed this section.
NA
Many universities (UNSW, USYD) have gone through this curriculum transformation to assess the financial viability of their units and courses years (almost a decade ago). But also to offer cross-faculty service teaching, I'm not sure why UTS is so late in addressing this issue. We also need a clear model on how courses are costed at UTS, and any new or revised course proposals need to include a compelling financial business case (not just academic justification). I'm sure the online delivery of courses and reducing the reliance on F-2-F teaching and associated space and infrastructure is also being considered, but worth a mention here.
This will have widespread impact on affected academic and professional staff. The Paper indicates that UTS Leadership is already aware of which subjects have a negative financial margin, which indicates that some courses will have already been flagged for merging and/or cutting. There needs to be a strong level of transparency around how this will be outworked, as well as protections to ensure that courses are not removed in a potentially punitive way. This rationale and discussion must be supported by a high level of transparency and integrity.
To stay competitive in the international student recruitment landscape, UTS should ensure new and redesigned courses are inclusive of international students. This includes having clear, simple, and transparent selection criteria. By making our courses accessible and relevant to international students, UTS can continue to achieve strong recruitment and admissions outcomes. Further, seeking advice on course trends and streamlined admissions requirements will ensure international student needs are taken into consideration at the course design stage. This is crucial in an uncertain environment where international students are making choices about their overseas study options based on innovative course offerings, employment prospects and visa conditions.

Very supportive of this workstream and the opportunities capture aptly the areas of focus. There is an element of uncertainty around ACV data especially as it relates to Direct Margin and Total Margin and much if this revolves around what costs are controllable and uncontrollable. If using Total Margin a reduction in the number of unprofitable subjects will result in the indirect costs being reallocated to the remaining subjects, making remaining subjects more expensive and a potential negative margin. Whilst the operating model workstream should resolve indirect costs. Sustainable teaching should focus on Direct costs and operating model Indirect costs, making it easier to differentiate, reduce potential duplication of benefits. Indirect costs make a significant contribution to the unprofitability of subjects. There will be a need to establish the baseline and progress towards the target. Taking out capacity A holistic look at an Academics in totality is required as they may do HDR Supervision, Publications, grants and teaching. There will be a need to consider a holistic view of all the activity undertaken when considering removing capacity and clarity in the stream to deliver the value may be needed. Additional Data points DAI is actively identifying additional data points (Core V elective) Casual teaching costs and with a good understanding of data across the whole university have a key role to play in supporting, enabling and advising opportunities and areas of focus for the program and the ongoing monitoring and management. If KMPG are developing a model that can be used by UTS into the future, it would need to be documented, validate, maintained and visibility is needed to ensure UTS can make changes and updates to data for ongoing monitoring. Student Load Planning Decisions made in this workstream will have an impact on Student load planning and will need to be reflected in the load planning model. There may be development work required to refine, adjust and map historical data to artificially create a history that can be used to assist in forecasting as well as other changes to course and subject offerings. Timing to redevelop the model should be factored into the program. Curriculum Transformation This is an opportunity area after the Course and subject rationalisation is competed. This has been incorporated into the Data and AI strategy and can consider application of Gen AI into Assessment, Course Design and other areas of Focus.
I'm particularly interested in the portfolio strategy development. It's critical that we have a market driven approach and adapt our course offering to service emerging trends. In addition, we need to design our curriculum to make it more flexible and adaptable to respond with agility to changes in a marked that is increasingly more volatile. Flexible and stackable curriculum design enables us to keep up with the accelerated pace of change.
As captured in the response provided to Management from NTEU members of the Faculty of Science, we have several concerns about the criteria that will be used when it comes to eliminating subjects. It is also described as sustainable, any strategy that will undoubtedly lead to increased teaching loads for staff who remain employed
Makes sense to target small subjects, especially where there is significant overlap or they are running at a loss. It will however be difficult as it is part of UTS's distinctiveness to teaching niche areas. We need to ensure we don't loose that.

It's mentioned at p16 that “we have significant duplication of subjects”.
It would be good if the list of duplicative subjects could be shared with the faculties so that we can address this? I assume this is referring to duplication at a pan-university level? Has someone done the mapping to show similarly named subjects by faculties, and what is the process to review and determine the path forward?
There is also the following statement: “66% of all subjects taught at UTS have a negative financial margin.”
I don’t think this statement provides the full context, since it implies that if 66% of all subjects were eliminated the university would be in a significantly better financial state. But a quick analysis of the 2023 ACV data at the Course level reveals that we have 205 Undergraduate degrees, and 189 of these have a negative margin on a fully burdened basis, i.e. 92% of all UG degrees have a negative financial margin, worth ($137M) loss. These courses house many of the negative margin subjects referred to in the statement above.
If we were to eliminate these courses and subjects, we would be left with just 2 x Business, 4 x DAB, 3 x FASS, 2 x Health, 5 x FEIT, and nothing to offer in Law, Science or TD in terms of UG degrees. This obviously would not make sense to have such a limited portfolio. And eliminating these degrees would mean needing to eliminate the $136M of indirect allocated costs that these courses carry, in addition to the direct faculty costs to deliver these courses.
When I examined the 205 UG degrees from a Direct Margin basis, 164 out of 205 are profitable; 80%. Of the 20% that are not profitable, the majority are very close to breakeven. The 41 unprofitable courses yield a total negative direct margin of ($1.1M), which averages to ($26K) negative margin per degree. To summarise, the number of negative UG degrees increases from 41 out of 205 on a direct margin basis to 192 out of 205 on a fully burdened basis, with the loss increasing from ($1M) direct margin to ($137M) fully burdened margin.
So the issue appears to be that the allocated overhead costs are too high, or the direct margin is too low, or a combination of the two. The earlier analysis I provided shows that indirect costs have significantly outpaced the growth in direct costs when comparing 2023 data to 2019, indicating that the initial focus should be to examine the indirect costs. To help determine where the focus should be, did we obtain benchmarking data that shows the average direct margin per faculty at other universities. And the proportion of allocated overhead costs to direct costs at other universities? And how does UTS compare?
This next statement is also made: “Of those [subjects], 67% have less than 10 EFTSL enrolled.”
The faculties received some data that showed subjects and headcount (not EFTSL) on 2 Oct 2024, with a request to review and consider where efficiencies could be found. Law provided a response on 16 Oct 2024. We are still awaiting feedback on our response.
When we reviewed the data for Law, we found many examples of Linked UG-PG subjects, whereby Law has already created efficiencies by combining equivalent UG and PG subjects into the same teaching instance. The subject numbers are different, but the teaching instance is the same, with both the UG and PG students in the same classroom being taught by the same teacher. Updating the raw data provided to us for this dynamic made a large improvement to the overall Subject Distribution for the Faculty of Law. If other faculties have similar dynamics with linked PG-UG subjects then the raw data would be even more overstated with respect to the number of small subjects identified.
It would be good to receive the feedback on this exercise, and to see the re-cut version of the data taking into consideration the insights provided by the faculties.
NOTE: I have additional feedback but insufficient space to input. I'll email StaffQuestions with my full response.

There are a lot of opportunities for data to be used to inform decision making and help identify areas of opportunity. There is a lot more scope for this data to be used eg who teaches what subjects, curriculum structure (optional vs core), subject costs and more. While recognising that this is only part of the picture - There is very rich knowledge in Faculties and among academics about the importance and interrelatedness of parts of the curriculum and its impacts on students, teaching and facilities.

Reducing the subject portfolio will justify the redundancy of staff who teach the terminated subjects. However, this means that existing students will be redistributed to the remaining subjects, resulting in larger student numbers and increased workloads for remaining staff.

I believe there is significant potential for UTS to enhance its online course offerings by rethinking the current OPM model. The existing focus on delivering large courses in an online format, mirroring in-person courses, limits opportunities to meet the evolving needs of learners and the competitive online education landscape. Students and professionals today are increasingly seeking experience-based, skills-focused training that provides immediate value and recognition. Short courses and micro-credentials that can be showcased on platforms like LinkedIn are in high demand. These offerings not only provide practical, actionable skills but also serve as a tangible representation of achievement in a professional context. Large overseas universities such as Stanford, Princeton and others have already begun leveraging this model, demonstrating that this approach is not limited to smaller institutions. By adopting a similar strategy, UTS can expand its reach, attract a diverse learner base, and maintain its standing as an innovative and forward-thinking institution. I recommend exploring options for developing short courses that target emerging skills, align with industry needs, and incorporate opportunities for digital credentialing. This approach would complement the Sustainable Teaching and Learning Program's goals.
Students have to be at the centre of what we provide - UTS must be careful in not cutting our teaching to such a narrow level that students will choose to go elsewhere. Tertiary students like to have lots of options. Quality of teaching should also be a priority - students talk, and if our standards drop, our student numbers will drop accordingly.
In its articulation, the analysis is clear but the actions to improve the situation could benefit from clarity. Removing subjects with low enrollments and that perform with negative financial margins should be an imperative. This would hopefully include the identification of duplicate subjects across faculties and a more scalable overall subject offering. Academic workload guidelines that are university wide, clear, and consistently applied, supported by more scalable and sustainable teaching methods should enable more cost effective teaching too whilst also benefiting from a more consistent and improved student experience.

Our students are our most important partner - Academic Course Viability must use a 'Direct first' approach. Student Experience should be our first pillar.

Income from teaching should cover our direct teaching expenses and core operational expenses first - Before anything else is factored into viability calculations. We should not cut our teaching portfolio or make effective teaching staff redundant to prop up our non-teaching, non-operational activities and staff. We risk compromising our core mission of education and not meeting our responsibility to students if we get this wrong.

In a fully burdened ACV model, teaching subsidises far too much 'other' not connected to the degrees our students are paying for. UTS staff and spaces are costed to teaching and subjects with little or no actual connection. If non-teaching staff costed to subjects leave UTS, or we reduce floor space of research, it would have no impact on actual delivery of those subjects or the experience and learning outcomes of students. Students would never know the different. The ACV data, however, would say those subjects and courses are more viable. They always were viable – The misaligned subsidy was not.

Australian researchers are among the best in the world however you measure it. And we produce research at scale - with only 0.3 per cent of the global population, we produce 4 per cent of the world's published research according to Federal reports. A direct-first approach could better support our research-integrated community who actively and significantly support teaching at UTS. At least three different subject coordinators in the School of Life Sciences co-authored Nature papers this year. One of those academics coordinates a first-year subject that teaches over 700 students. These research leaders inspire our students and often are highly valued mentors and supervisors of Honours, Masters, and PhD students.

The TDI core is not a 'choice' and it's not delivering what it should - For our students or organisation

Is there evidence the TD School measurably enhances our cross-Faculty research in a way that's significantly greater than other UTS Disciplines, Schools, or Faculties? Is there evidence the TD School measurably enhances our cross-Faculty teaching beyond what we have artificially created?

Why can't each Faculty create and offer their own broadly useful electives for our students instead? e.g.
• Law – Global Policies and Laws, Ethics for Professionals, Investigation and Evidence
• Business – Managing and Leading for the Future, Finances and Budgets
• Creative Industries – Effective Communication for Stakeholders, Creative Digital Communication, Partnerships with Industries
• Science – Sustainable Environments and Practices, Climate Change Resilience, Scientific Thinking for Global Problems
• Health and Nursing – Working with People, Healthy Communities for the Future, Mental Health and Wellbeing
• Engineering – Programming Essentials, Information Systems, Foundations of Engineering*
(* There's even a fun subject name we can use...)

Would you rather hire someone with some of those on their transcript, or "Envisioning futures worth wanting"?

This is how we should have approached this concept. Ask each Faculty what they'd teach the broader community, so students are ready for the future. Then offer those subjects - and students can create their own genuinely trans-disciplinary experience if that's what they want. We didn't ask staff or students what they wanted. Let's stop making students do a non-optional 'elective' that's below SFS 4.

Curriculum transformation should have been achieved through the LX.Transformation work and the UTS model of learning. What is articulated as curriculum transformation actually speaks to the need to reconfigure the curriculum delivery methods. The transformation detail fails to clearly identify the continuous improvement and quality framework that will be applied.

The core assumptions of the subject costing model and analysis are somewhat problematic from what I have seen. There is not enough detail in how these decisions are going to be made to make meaningful comment beyond that of course unnecessary duplication and inequitable teaching loads need to be looked at.

It is important the university addresses the inefficiencies in the T&L space and brings a performance based decision making model to some aspects of the curriculum offerings.
There are opportunities to better address the market needs for flexibility and mixed study modes that UTS is not currently able to address.

Yes this is clearly critical. I think ensuring that it is sustainable by removing duplication, low enrolment subjects etc will also build on the student experience. We can then offer higher quality courses, removing confusion over similar subject, enhanced timetabling options. In many ways by providing further choice for students it has limited their ability to build relationships with their cohort. Data can significantly support these processes e.g. removing duplication, understanding future demand and best pathway through courses for success.
The indicative savings range is wide, what happens if UTS could only achieve the lower end of the savings (e.g. $26M)? Will UTS consider offering courses that are predicted gaps in the market?
Understandably, the discussion paper focuses a lot on finances – specifically cost reduction. With the focus on finances and generating revenue, there has been concern about deviation from UTS fundamental purpose: “To support for the economic, social and cultural prosperity of our communities. We are measured by the success of our students, staff and partners and committed to research, innovation and the dissemination of knowledge of public value. We are, and always will be, an inclusive university.” – UTS website I have noticed this concern has been raised and echoed in various spaces. This was well articulated in one of the summarized staff insights from the Creative Industries Project Staff Consultation Workshops. “There is still concern that this project is a cost-cutting exercise for the university, so staff would like to see tangible investment in staffing, facilities, research and curriculum as part of the implementation phase of the project.” - from Creative Industries Project, Key Themes Feedback, Suggestions for implementation. This sentiment has been expressed in Q&A’s or comments during related meetings (e.g. Town Hall, Operational Sustainability (OS), Open Union Meetings), and in conversations with colleagues post meeting(s). It would be reassuring to have these concerns addressed. I suggest the following: • Greater clarity and detail on how the operational sustainability project helps support UTS’ vision and commitments in the drafted proposal • Highlighting and utilising other metrics more [in addition to financials] to inform the project plan. I note that the operating model section does make some reference to this, it would be great to have more detail on this. For example, with regards to subject cuts – intangible value should also be considered during decision marking. This could include reputational value, relevance to community/social good, potential research pathways and opportunities.
Do not depend so heavily on undergraduate students. more can be done to embrace 'lifelong learning' with professional courses, remote yet international offerings, hands-on training at our state of the art labs, workshops, podcasts and wider ways of disseminating learning.
agreeable
Given that I am not an academic staff member I don't have a depth of knowledge on this area, however I would generally caution against trying to 'streamline' too much where it would sacrifice discipline specific learning. Interdisciplinary learning is trendy but in from feedback I have gotten from students and staff, most feel the experience and value of course specific subjects is much better than cross-course, cross-faculty subjects.
The plan here seems reasonable to me. I will mainly focus my feedback to within my area of expertise where I have specific cost-saving suggestions.
I agree that duplication could be looked at as several faculties seem to be offering what I am involved in teaching unless there is a market need.
The three areas identified for focus (curriculum transformation, course and subject alignment, portfolio strategy development) make sense. Changes made in the course of operational sustainability seem like also an opportunity to continue the momentum of modernising teaching and learning for modern world.

(1) I hope decisions on subjects are not made using the course viability data - from what I have seen this give a very strange picture of which subjects are profitable - some subjects are burdened with huge unknown indirect costs (lack of transparency on what these are) and others are not. Direct teaching costs should be averaged across subjects otherwise a subject might look viable one year when taught by an ECR and not the next year when taught by a senior professor. (2) I wonder how and by whom decisions will be made on how to handle subject duplication across Faculties? Again, this will need to take into account not just the content but the skills and scaffolding that subjects provide - subjects that seem generic may be taught in an applied way specific to certain industries or roles. (3) I agree on streamlining assessment. (4) I disagree that T&L changes should happen first and then operational efficiencies. I believe operational efficiencies are needed first to improve T&L efficiency. If subject co-ordination became less onerous (through better support and processes for e.g. dealing with misconduct, setting up online exams; special considerations; accessibility requests) then we could do more actual teaching.
This is particular important for cost control and looking into courses or suite of courses that is not making any money example the OPM courses, the margin UTS getting is too low and not sustainable. The number of student/EFTSL we are getting and the number of FTE (professional and academic) we have to hire to facilitate this is too high.
I think care needs to be taken not to conflate curriculum transformation and assessment reform with the need to become more financially sustainable. Curriculum transformation and assessment reform are about educational sustainability - creating educationally desirable changes likely to improve students' future learning and course experiences, with GenAI creating the imperative for them to happen now. Emphasising the value of transformation for the student experience and for staff is likely to gain more staff engagement than a perception that transformation is about saving money. In relation to financial sustainability, I agree with the proposal to reduce the number of subjects. Too many subject choices can be confusing for students, and they find it frustrating when listed subjects are not actually offered or don't fit with their timetables. (I can recall a Masters course where it was often difficult for students to find cross-faculty electives that they could take in order to complete their course.) Might it also be possible that some subjects would be viable, and desirable to keep, if they were offered less often, with a timetabling system that allowed students to see their possible choices two years in advance. In one coursework degree that I studied decades ago, we had access to a two year timetable, so could see and plan for when certain subjects would be available. We also had human subject advisers at enrolment, to ensure that students enrolled in the necessary pre-reqs. AI could serve a similar function now. I also agree with consolidating duplicate subjects, however attention needs to be paid to factors that will affect the consolidated subjects' endurance over time. New learning designs, for example a collaboratively developed online common core of theoretical and conceptual material, with disciplinary modules, tutorials etc, may need to be implemented to enable subjects to meet the needs of students across disciplines and reduce the tendency for faculties to redevelop discipline specific versions. New models for funding these subjects may also be needed to ensure that faculties are rewarded rather than penalised for including them in their courses and for supporting cross-faculty collaboration to develop and teach them so that they are relevant for the courses that include them. Course mapping systems will also need to enable these subjects to be mapped to different course CILOs, particularly where any of the subjects have secure tasks designed to assure learning.
In general, the suggested measures seem reasonable. I'm just wondering as our School has ironically implemented most of them over the last 5 years as part of a major curriculum redesign (reduce redundancies, eliminate small subjects, modular curriculum structure, industry involvement in content update and delivery, etc.), will this be considered now or will we fall victim to our own initiative and will be required to achieve the same cost savings and efficiency gains again (on top of the already achieved ones)? Student Experience is important but a double-edge sword: often, student surveys do not depict student reality: often, they state a need for specific things that are actually not appreciated in daily student live (similar to consumers stating that they want to buy more organic and quality food but then end up selecting based on low prices). The other issue is that UTS does not always provide the necessary resources to do our jobs properly (e.g. I had a student increase 30% in my subject but nobody seemed to care that 50 students had no lab spot). This is a bit sad as most of us are highly motivated and want to do a great job but then hindered by such obstacles. Another very time-consuming activity is the planning of teaching spaces and class times with Timetabling each year. I'm wondering if we could follow the lead and best-practice of other universities that don't do this every years anew but only once every couple of years.
Clearly subjects making a loss need to go and teaching resources re-deployed in areas where they are required.
How did we end up with so many subjects that are taught at negative margin or less than 10 EFTSL? Is a more nuanced approach to the analysis required to understand the underlying data. Also surprised at the degree of duplication and underutilisation of teaching load - is there a way to incorporate AI to generate more real-time insights to ensure better utilisation moving forward. Has there been an assessment of pricing for subjects? Are we in line with other institutions or potentially underpricing our courses?

GIPA s.3.4 s all over it which is filling most with confidence. Even so, the devil is in the weeds and it will be important (as I know s aware) to ensure the right SMEs are around the right discussion/decision tables at the right time throughout this process, and the resource requirement to implement the changes when they come are still in place.

Quote - GIPA s.3.4 While this is not necessarily entirely accurate, it does speak to how some faculties have managed (or not) the discontinuation of courses in recent years, the impact had on students, and the work it has created GIPA s.3.4 .

Further quotes GIPA s.3.4

The current system of reporting individual hours spent on marking creates inequity in pay allocation. More efficient and experienced academic staff, who complete the same work in less time, are disadvantaged as they are paid less due to the way work hours are recorded.
This approach inadvertently demotivates competent staff and may discourage efficiency, while potentially rewarding less productive practices.
A fairer alternative would be to establish a standardized pay rate for marking based on the quantity and complexity of the work, rather than hours reported. This change would incentivize efficiency and ensure equitable compensation for all staff.

Clearly courses with very few students, less than 10, should be reviewed.

A more sustainable approach would be to cease centralised micro-management and trust that the teaching professionals UTS has hired do actually know how to do their jobs. UTS could save enormous amounts of money by cutting back the central T&L teams whose job seems largely to create more work for teachers by increasing associated administration and constantly introducing new systems, requirements and processes which simply increase the burden on staff.

Compared to some other institutions, UTS has relatively inflexible elective choices. Studying subjects outside of the owner faculty has pre-requisites and requires an e-request. Could there be scope to allow for more flexibility in elective selection and student self-management; increasing student choice and also minimising student impact of subject reduction and administration.

Curriculum transformation - agree there is a need to look at this and for UTS to create a Curriculum Design Framework similar to other universities. This is particularly relevant for postgraduate Masters degrees and the application of the AQF. I would like to see a more templated approach to Masters design with an option for exceptions in accordance with specific circumstances (eg external accreditation) as needed

Whole of course design has been implemented in many faculties but not to the extent currently being discussed. The idea of shifting to less assessments and identifying the purpose and type of assessment should, in time, help with both student and staff workload. It should also alleviate over assessment of subject learning objectives.

Course and subject alignment - introduction of financial planning at the front end of new courses and subjects is critical to the future of UTS. It is agreed that performance data, design principles and strategic direction are key to reviewing curriculum in market. However, there is a question about whether adequate financial tools exist for an appropriate assessment by Courses Planning Committee or faculties as to whether to approve or propose the course, respectively.

The work that the Education portfolio has started on the different types of teaching activities, definitions and link to the timetable is very helpful. There needs to be a whole of institution understanding of the impact of decisions of course design.

In addition to some of the work that is being suggested, I also propose another look at postgraduate admission criteria. Good work has been done but I think that other universities are able to describe the requirements in much more user friendly ways. I also proposed that UTS agrees to assess RPL on application for domestic students - this is something that has been discussed for many years. In a cost of living crisis it is important that potential students have an understanding of any possible savings as a drawcard to the course

Space Optimisation - I support the plan to optimise teaching capacity and space utilisation. A defining feature of our new undergraduate psychology courses is that all lectures and tutorials are held face-to-face on campus in the first year. This initiative has been very well received by students. However, it is currently quite difficult to plan timetabling that ensures a good experience for students and tutors. In addition, and noting that our tutorials have been limited to 1-hour only, few available tutorial seats overall limits our capacity to take on additional students in line with the Faculty of Health goal to grow undergraduate psychology. OPM – I support a review of courses run in partnership with Keypath, including financial viability and the carousel model. If an OPM course is not returning a surplus to UTS and is highly intensive from a UTS academic workload perspective then a review is essential. The review should also cover level of control available to UTS faculty delivering courses in partnership with Keypath. A rebalancing of the partnership would provide faculty with the opportunity to enhance viability of all courses within their discipline, both OPM and on campus. Streamlining assessment – This approach aligns with integration of GenAI into the curriculum along with assurance of learning in the context of GenAI. I assume UTS assessment policy will be updated to accommodate changes such as course-wide assessment? T&L Technology: It is very pleasing to see that Extensions have been automated and integrated into Canvas via the new CourseLoop system. An automated misconduct processing system would be equally, if not more, welcome. Service and Engagement workload: The EA allows balanced academics to claim external engagement within their service and engagement workload. A request to staff to prioritise internal service and/or teaching during the period of operational sustainability would assist with reducing reliance on casual academic staff. Moreover, greater clarity around claiming UTS workload for external leadership that attracts payment (e.g., journal Editor in Chief) would be helpful. Accreditation: Would the university consider removing the requirement for internal accreditation when a course undergoes rigorous external accreditation processes?
This seems clear

Please provide your feedback, comments or suggestions related to Research Productivity and Investment.
We also need to research more
Im concerned wit the top-down decisions to "tax" external grants 50%, hard to justify to Industry that its to "save ut". Also the Research Centres need to be examined closely, my understanding is generally they have underperformed re leveraging internal funds. they appeared to escape the 2022 Blueprint rationalisations. Research/teacihng staff embedded in Faculties to my view are the best way to go, in FoS they can outperfomr research wise centre academic staff that are research only. And as the Strategy notes, there is no place for Level D and E research staff that have no HDRs. few pubs etc.
Research outcomes should be connected to real-world applications.
There is a clear need to look at workload allocations, particularly for those with research allocations who are not producing research. Similarly, those on a 40/40/20 who do not take on a governance role... what are they doing with the additional 10% service? This should be quantified or reallocated to teaching hours (or research hours if they have demonstrable output).
Focusing on commercialisation and industry engagement and having a commercial mindset and clear KPIs. We could benefit from selected examples of American university models.
I feel very strongly about the below, during the period I have been at UTS I have continually raised this - last time at a town hall. There is absolutely no reason that we do not have lecturers/supervisors specific to Masters by Research. I ask that the below be very carefully considered, I'm hopeful that it is useful. PLAN ON A PAGE – MASTERS BY RESEARCH – AN UNTAPPED MARKET THE IDEA Increase revenue by establishing an application framework and implementing a strong marketing strategy for the Postgraduate Degree by Research. With its uncapped government funding, this opportunity positions UTS as a dynamic university that effectively addresses the needs of business. By promoting this program, we showcase our commitment to academic excellence while providing valuable support to organisations. WHY From my research, within UTS, postgraduate degrees by research are currently less commercially valued compared to undergraduate and postgraduate degrees by coursework. Often placed in the "too hard" basket, they should not be overlooked. Postgraduate degrees by research present an opportunity to attract and support business at a high level while providing students with a degree that is tailored and fully government funded, hence very attractive. Currently, faculties and their marketing teams do not heavily promote research degrees as vigorously as coursework, they are considered outliers and difficult to achieve enrolment, due to the enrolment process and acceptance possibility. The research unit with its requirement to fill PhD's, lacks the necessary funding and operational framework to both accept and support effective supervision for postgraduate by research. In discussion with a senior staff member of the research unit, I learned that supervisors are trained to primarily work with PhD students. Unfortunately, many potential postgraduate students are reluctant to commit to a career in research or academia, and they often shy away from pursuing extended degrees like a PhD. Masters by research is a missing revenue option. WHEN The present university environment offers an ideal opportunity for UTS to introduce an additional postgraduate program that is more tailored to individual needs, rather than requiring individuals to conform to existing UTS postgraduate coursework options. UTS should consider creating specific pathways to offer the unique opportunities that a master's degree by research entails. Establishing a dedicated pipeline of supervisors and conducting targeted marketing to promote master's degrees by research would be a relatively low-cost initiative. HOW Instead of the traditional approach of advertising directly to postgraduate students via social media etc., UTS should adopt a more direct strategy for this offering. The Vice Chancellor could send an invitation to the top 200 ASX - CEOs and their fellow HR board members. This invitation would extend an opportunity for companies to address their business challenges by having their employees collaborate with UTS on a master's by research degree, fully funded by "government grant." We could request that a minimum number of employees participate in this program, ensuring that all have either undergraduate degrees or substantial business experience, in accordance with our current postgraduate degree requirements. THE OUTCOME

This initiative aligns with our desire to foster partnerships while effectively meeting the needs of businesses. Given UTS's relatively limited philanthropic opportunities due to its youth and lack of a faculty of medicine, we should leverage our strengths as a technologically advanced university that embraces innovative and creative solutions individually tailored to both business and student.
I think besides performance based outcomes, this cost exercise exercise should also include voluntary redundancies for both continuing and fixed term academics to take a fraction of the cost cut (level D & E) vs those academics whose performance is borderline, and give them a chance to address their performance shortcomings, UTS should not let their good talent walk our of the door as talent is hard to inculcate and find.
We have a number of level A and B staff who do zero research - they say they are "thinking" about doing a PhD - however get 20-40% research. This is a huge cost as they have reduced teaching and once it is finished they have a lot of time on their hands. This means staff disappear from campus at the end of teaching sessions and potentially could be working clinically. A workload tool that also links to research outputs would be a game changer or re-shaping academic profiles and levels.
IT research is incredibly inefficient. Decisions are made based on keeping things the way they've always been instead of how can we change them to be cheaper or better. A complete overhaul of that space is required.
The title is deceiving because research productivity cannot be achieved without long term investment and not simply for STEM research. Not possible achieve the ERI without resources (both financial and people) to support researchers across faculties. At the moment it is entirely up to the individual researcher to publish, build international reputation, impact and apply for external funding. All this for 40% of overall workload is untenable
I think where possible play to academic strengths, if you insist that all researchers also teach and vice versa you end up with a group of unhappy workers that may fail. An audit of capability and preferences and an easy way to promote opportunities and have academics opt in might result in better outcomes and staff retention. Let's be mission/portfolio focused not project focused, break down the silos and embrace innovation thought diversity, motivate by shaping beliefs, values and understandings in context rather than exercising stick and carrot behavioral controls. Critical is our ability to cost out projects and maintain a 20-30% profit margin for reinvestment in our people, technology and missions that have strong commercial potential and or global impact - planet centric approach. We need to pick our winners when it comes to major R&D missions and we need to build in reciprocity to our industry contracts - if they make a billion dollars, we make a few million dollars, and have them commit to taking on an agreed number of student interns.
Building research translation into the conceptual stages of the research project development and proposal may aid research productivity. Valuing different translation outcomes. It would be good to see how the new commercialisation/research translation policy positions work in practice in the next 12-24 months.
It is unclear where / how the extra $100 million of external research income fits in the financials. Not all useful research makes money, nor should it.
It's difficult to see how intensifying workloads -- especially through micro-management of teaching where staff are expected to account for every hour of teaching -- for academic staff will lead to improved external research income.
I have a suggestion in this area. It relates to ensuring ECRs are supported to attract multiple types of external research funding. They should be offered the option of quoting a reduced amount of ICR included on grants if they are the lead CI, as long as the ECR is a Level A with no more than 3 years post-PhD, the funding is under 100k and the researcher explains how the work will contribute towards a larger grant application within 1 year of the completion. This helps to set expectations and makes our ECRs more market-competitive, while encouraging them to apply for more small grants, allowing them to gain experience applying for grants, build their CV and generate pilot data/outcomes contributing to stronger larger grants. I believe we will only secure larger grants if we train and support our ECRs to win smaller grants as independent researchers. This also prevents a more risky future of over-reliance on the same higher Level staff continuing to secure funds.
Are research findings of value for the current or future of society? Are they shared with the relevant industry and how do we measure that? When shared with the industry, how could UTS benefit (financially) from it? Could we also better share our findings on our website and comms?
Link Res Office UTS Engagement Team to Engagement Office. Utilise external engagement groups that are working 'in the field' and are close to industry.

I have little exposure to the research side of UTS operations, other than to see stranded "white elephant" investments in equipment that have cost millions of dollars and have no reasonable expectation of ever getting used. Like they don't even get turned on. From what I can determine, they are usually purchased because someone thinks they are a cheaper version of something that would be useful, but end up being cheaper because they cannot actually do the thing the more expensive equipment can. Or even just end up sitting in a wharehouse somewhere, never even being installed at UTS, depreciating away. I work GIPA s.3.4 . Meanwhile, there is no money for equipment we should have, and it is frankly embarassing not to have. Things like a five-axis CNC mill, a 6th axis for the waterjet cutter so we could cut tubes as well as sheet material, or a sintering oven so we could sinter the output from our "white elephant" (red elephant?) 3d printer. Which is required to get actual uesable structural strength from the 3d printed metal. Please note this last item: even if someone asks us to print something on the Speed3d, there is no guarantee that we would be able to give them a useful part, because we don't have a big enough sintering oven to sinter the output, or a 5-axis mill to do the required post processing. It would help with some of the unused equipment if the researchers for whom the equipment was purchased could be released back to doing research instead of having to do teaching full time since all the part time tutors were let go after the recent enterprise agreement.
Take an economic view - research is challenging - decisions need to be driven by the value and impact of the research. Impact needs to be part of the pitch to the Provost about research productivity. Unleash UTS Marketing constraints. At The University of Melbourne you are encouraged to build your own websites and promote stories of your research impact, a research Centre is operated as a business.
I think that there may be a need to review Level D and E academic staff who may not be contributing as much to research productivity - are they teaching intensive? Or are these roles that can be removed and funds used to support much needed research support staff who would be critical in aiding the success of increasing overall research income? Also, through speaking with ECRs are completing some of our professional development programs, some are faced with admin and teaching workloads which challenge their ability to focus on research - which impact their standing for academic promotion. There is an unspoken expectation of needing to go above and beyond to achieve a better standing...which isn't surprising but upon reading that some of the most senior academics are not up to par is hugely disappointing. In relation to Category 3 funding, there will need to be a communication piece about the value of this funding, and ECRs and MCRs need to be heavily encouraged/incentivised to go after it. We often receive feedback from ECRs and MCRs saying that their supervisors and mentors push them to go for Cat1 funding only, and that other forms of funding are not as valuable/lauded.

Faculty GIPA s.3.4 costs savings

Remove duplicated roles

In GIPA s.3.4 we have AHoS and Ads (1 FTE and 0.5 FTE respectively) with identical portfolios.

These roles are redundant, with the AD position field by the AHoS roles for at least 25% of the year (holiday + travel). Futhermore, this removes the need for 4-5 hours of extra meetings per week as currently the meetings at the faculty level do not include the AHoS, so the AD needs to meet with the AHoS, and the AHoS with the HoS and HoD / DL respectively.

Solution one: retrench the ADs & AHoS step up – Savings 3-4 SSG roles
Solution two: retrench or remove AHoS roles, the AHoS often teach – therefore not as easy to retrench.

Savings 1M

Remove poorly performing facilities

For example, the GIPA s.3.4 are two facilities which are not needed. GIPA s.3.4 will be non-viable with the loss of GIPA s.3.4 teaching, and the GIPA s.3.4 will not make money. Only one researcher (academic) uses these facilities as an integral part of their research.

Solution: retrench staff and mothball the facilities.

Savings 10M

Decrease casual spend

The issue with have in the GIPA s.3.4 is that people in GIPA s.3.4 do very little teaching (some none, some minimal). This is also true of some people in the teaching disciplines. If everyone not externally funded for their salary had a 40% teaching load this would drastically reduce the need for casualisation. It would be inpractical for this to apply to people on SSG payscales.

Savings 10-15M

Remove teaching administration from Academic roles

Several academics have reduced teaching load due to acquisition of teaching administration roles. Redistribute these roles to non-academic staff –

Savings – 1M (casual budget)

Decrease workload associated with "leadership positions"
Currently GIPA s.3.4 have 0.5FTE assigned to this role – in reality this is a 0.1FTE position for most GIPA s.3.4 (1 1 hour meeting a week, all difficult issues solved by the HoS or above). This is true for the chair of committees such as GIPA s.3.4, etc.

Solution decrease workload, increase teaching reduce casual spend

Savings – 1M (casual budget)

Centralise and remove admin support

Administrative positions in the schools, institutes and faculty have overlapping roles. Solution is to move all activity to the Faculty level. Furthermore, each centre has 1-2 admin positions from UTS coffers. These are not needed.

Savings – 1M

Remove a centre or two (or incorporate into the teaching discplines)

The GIPA s.3.4 centres, their support from central and faculty coffers is in excess of 25M PA. Are all needed?

Solution removes a centre.

Savings – 1-5M

The 3 bullet points in the box on p15 need to be reworded to have the teeth that are present in the text on P17 and 18. The aspiration of $200m in research revenues is appropriate however much work will need to be done, and further this work will need recognise that market conditions are materially different. Prior to the recent breakout of inflation interest rates were in easing cycle for 15 years.

Business had access to capital that continued to become cheaper. This is no longer the case.

Higher cost of capital means that businesses will be increasingly picky about working with universities if at all. Conversations with Tech Lab partners have confirmed this, there are specific universities that current tech lab partners will not touch and it is only Tech Lab's unique indsutry partner engagement model that seems them working with UTS.

The wider impact of these changes is that industry engagement for CRCs and CoEs will be much harder to shape and win. UTS will need to invest in staff with commercial, not just academic. backgrounds for it to be sucessful.

Striving to double ERI is laudable but unlikely to transpire, given that funding sources (both government and private sector) could easily contract further due to economic conditions and other unforeseen (e.g. geopolitical) challenges. We could find ourselves facing stiffer competition for a shrinking funding pool, where success rates will surely decline. Moreover, the time spent by academics on writing grant applications is currently not captured anywhere, and it is considerable. This is time taken away from other research activities and teaching.

It seems that certain aspects of our financial model seem to directly impact research income, which may be an area that needs priority attention. Perhaps we need to focus on areas where UTS already has strengths or a competitive advantage, especially those aligned with national and global priorities. By concentrating resources on these high-potential areas, the UTS can improve research outcomes and attract external funding more effectively. Engaging with philanthropic organisations or developing corporate-sponsored research programs can also help secure alternative funding streams. Again we need to consider the poor performance of the administrative systems that support research. Research Master is a disaster. Ask any SAO. Investing in an efficient digital platform for research administration might save costs long-term and improve productivity. GIPA s.3.4 needs to be reviewed. There are multiple senior staff doing what exactly? Research administration could be easily centralised with a strong professional team and less Directors and AD's.

1. There is a statement on page 18 about developing larger-scale externally funded research opportunities. In my experience, the large scale research ventures all have substantial cost subsidisation by UTS to attract the headline funding, and consume a disproportionate amount of staff time to develop and secure. Sure, there will be other leverage opportunities arise from such ventures if successful, but I have not seen a good analysis of the cost versus benefit of the very large scale research ventures compared to other types. In my experience, mid-scale research projects roughly 100k-1m tend to be the most efficient to secure. By all means, group our expertise into named vehicles that can attract and be a front door for external clients, but I advise caution about jumping on the bandwagon of bigger-is-better for project size. We should not be blindly looking at topline income and ignoring the underlying costs of securing it. 2. The current approach to UTS investment in research appears ad-hoc and political. For example, there are no clear rules about when UTS will invest or not invest cash in a particular research venture, or how much, although I acknowledge that setting rules in an academic environment will be seen as an invite to academics to game the system. There is also no accountability regarding researcher time in-kind on projects; One suggestion might be to allow junior academics a certain amount of free time to offer on projects while senior academics should be expected to bring in sufficient research income to at least support their salary (this is what was expected when I was at a Go8 uni). On a similar topic, if an academic secures a fully-funded research project including their own time on the project being funded, why does the Faculty then take those funds? there is zero incentive for the researcher to charge for their time, and instead give it away for free in an attempt to compete on price since the price received will not affect them in regard to their time on the project. I advocate for a transparent and logical formula for staff time on research projects, based on seniority, that holds researchers accountable for research pricing and in-kind offers, and gives them the surplus to invest in their other research interests. 3. Commercial engagement remains severely fragmented across UTS due to the current university structure, causing substantial difficulties for staff. This needs to be addressed to provide a coherent, professional face to the market, reduce duplication, reduce conflicts, etc. 4. Our processes for research engagement are severely time wasting compared to our major competitors, hindering what we can achieve for commercial engagement which this paper states is a target area for growth. We need to stop applying a grant-approach to commercial engagement and instead apply a commercial risk-based approach. I have already outlined such an approach but am not able to get the changes needed.

Ask what was your training like? They might not know what they don't know. Ask Faculties to see the first year plan for an HDR, then you can fill in the blanks for already employed researchers. The seasoned ones who know what they are doing are not supported and or exampled enough. Again what is the customer focus in this space. In the businesses i have worked t their research strategy was to comply with taxation loopholes. Provided they made the investment then the tax rules applied. Is there a comprehensive portfolio of compliance with investment legislation that is 'kiosk' like for academics and business to collaborate. IS a joint business university research investment project 'too complicated'. IT would seem that should have 'kiosk' style approach stream lining the process, again customer focus... Are the consultants listening.
I welcome the planned investment and incentives surrounding research productivity and income. It is my view that some activities currently allocated to the research workload calculations should be counted as additional teaching or service activity, but instead eat into the 40% research allocation. This conflicts with an effort to maintain appropriate levels of research performance. For example, unlike HDR or MRes supervision, the supervision of psychology GDPA (and future undergraduate honours) students involves extensive provision of support and tailoring of short research projects that rarely lead to publication or contribute to the supervisor's research profile. The supervision is significantly hands-on and looks much more like teaching than research. There is also a disincentive for suitable research-active staff to take on research governance roles as anything beyond a 10% allocation is considered additional research-related activity and therefore eats into the 40% research allocation. In fact the current model incentivizes teaching-focused academics to take on research governance to contribute to their 20% research allocation, and conversely it incentivizes research-active leaders to take on governance in the T&L portfolio to reduce their teaching loads and free-up time for research. This is particularly an issue for ECRs and MRCs and limits the potential to broaden the base of successful and suitable research leaders in priority areas. While I believe this was not the intention of the workload model, it is unfortunately seems to be the result.
CORRECT
I'm a professional staff so don't have much comments on Research.. my observation has been that research has to have institutional benefits and there has to be increased clarity on how research funds staff's time relief from teaching.
Researchers need to stop trying to generate revenue via UTS Open or Plus UTS without direct guidance from the Education Portfolio first. We see so many ideas that have no business case being created by academics or harebrained ideas that are really resource intensive for so few learners - great energy but a waste of everyone's efforts. If they can reach out to the Education Products and Partnerships Strategy team and or the LDT Learning Designers, they're far more likely to come up with something that will be viable.
How will strategic reinvestment into research eg PhDs be determined. Also, can consideration on allowing international fee waivers be considered as we cannot fill domestic student positions, which can leave gaps in grant delivery and impact long term research reputation.
UTS research is vital. It can be the defining difference between UTS and other universities. I think (my view only and I'm not a researcher) is that the focus of the research is key. We could lead the world in many areas utilizing the UTS research focus and collaboration with key stakeholders worldwide.
This is a fair and true point. Perhaps the academics can be repurposed to have a higher teaching load therefore reducing the reliance on casuals.
As a Faculty, a Centre and a School, we are surely one of the most productive in the Institution, so it is hard to suggest where we can go to make improvements from here. There must be other, lower-hanging fruit. We should invest in securing the future, not cut (again...and again).

Those of us that work in research centres are more than keen to increase productivity if well supported administratively. From my experience, there is a need to help researchers find funding, and a greater need to resource centrally to enable (rather than usher) grant applications appropriately through UTS quality checks.
The approach to Research Productivity and Investment outlined in the document lacks a balanced and thoughtful strategy for achieving its stated goals. The focus on performance-based resource allocation and doubling External Research Income (ERI) to $200 million prioritises financial outcomes over the breadth and depth of scholarly inquiry. This approach risks marginalising disciplines that may not attract high levels of external funding but contribute significantly to the university's intellectual diversity, teaching excellence, and broader societal impact. The emphasis on addressing research productivity disparity across the university is problematic. While disparities may exist, they are often reflective of differences in disciplinary norms, funding structures, and publication practices. Framing this as a performance issue oversimplifies the complex ecosystem of academic research and risks alienating staff working in fields that do not align with narrowly defined metrics of success. Honest conversations about productivity should not be used as a euphemism for downsizing or reallocating resources away from valuable but less commercially lucrative areas of research. The target of $200 million is ambitious but lacks specificity on how it will be achieved without overburdening staff or compromising research quality. This goal appears driven more by financial imperatives than by a strategic vision for advancing UTS's research agenda. The proposal to prioritise high-value, high-yield funding opportunities risks reinforcing inequities and discouraging exploratory or interdisciplinary research that may not align with immediate market demands. A genuine commitment to research excellence requires a more nuanced approach. This should include fostering an inclusive research culture, providing equitable support across disciplines, and recognising diverse contributions to the university's mission. Without these elements, the focus on research productivity and investment risks eroding UTS's academic integrity and long-term reputation in favour of short-term financial metrics.
This is a great initiative but feel we should be aiming higher

The focus on improving research productivity and aligning investments with high-impact areas is essential for achieving the proposed financial and strategic goals. However, several structural and cultural challenges need to be addressed to fully leverage the university's research potential:

Critique of Hierarchical Research Structures:

Highly hierarchical group structures often stifle innovation and limit the intellectual contributions of junior researchers. In groups where the intellectual direction is dominated by the leader, the potential of skilled researchers at the postdoctoral and junior levels is underutilized. This approach may result in missed opportunities for creativity and a lack of ownership among team members, ultimately reducing overall productivity and impact.
UTS should encourage flatter hierarchies and more collaborative environments where all researchers, regardless of rank, can contribute meaningfully. This requires mechanisms to recognize and reward contributions from individuals beyond the group leader.
Unutilized Intellectual Resources:

There are instances where research programs are led by professors without expertise in the specific field, while postdoctoral researchers with significant expertise are overlooked. This creates inefficiencies and missed opportunities for innovation. UTS should implement a system that allows for expertise-driven leadership within research projects, ensuring that the most qualified individuals, regardless of rank, are empowered to lead and contribute.
Regular audits of research group structures could help identify and resolve mismatches between leadership and expertise.
Leveraging Early-Career Researchers:

Early-career researchers, including postdocs, often bring fresh perspectives and advanced technical skills but are underrepresented in decision-making processes. Establishing formal avenues for these researchers to contribute to project planning and strategy could enhance research quality and foster a culture of inclusion.
Building Capacity for External Research Income (ERI):

The goal to double ERI to $200 million is ambitious and requires strategic investment in capacity building. This could include providing targeted support for grant writing, forming interdisciplinary teams, and incentivizing collaborations with industry and non-academic partners.
Expanding training programs for researchers at all levels in proposal writing and partnership development would be beneficial.
Addressing Productivity Disparities:

Honest conversations about productivity disparities are necessary but must be approached carefully to avoid alienating staff. Metrics should consider disciplinary norms, collaborative contributions, and the nature of the research (e.g., applied versus basic science). Clear criteria for evaluating productivity and actionable steps to support underperforming researchers should be established.
Equity in Resource Allocation:

Resource allocation should prioritize merit and potential rather than being concentrated in established research concentrations. This approach will ensure that promising areas of research and underrepresented groups receive the support they need to thrive.
Monitoring and Accountability:

Establishing transparent mechanisms to monitor progress in aligning research investments with outcomes is critical. Metrics should include not only financial returns but also societal and academic impacts, as well as improvements in team collaboration and inclusivity.
By addressing these structural inefficiencies and fostering a more inclusive, expertise-driven research culture, UTS can significantly enhance its research productivity and ensure its investments are strategically aligned with its broader goals.

I am not an Academic. I did watch Professor McGraths Q&A presentation on the 19th. I do worry that in the rush to save $$ or make $$$ from research that we engage with partners or research that may be unethical and of limited social value. Universities should engage on improving society not rush to engage in new technology that may do harm. I also do not understand how you can compare research outputs from across the faculties at UTS. We have Arts, History, Business, Law, Science and Engineering. Research outputs for a creative are different to research outputs for Engineers and Scientists where it maybe much easier to measure outcomes and research dollars.

See my answer to question 1. Senior academic staff already have no internal research funding support. We need more, not less. Why is this question assuming we can jump to $200 million external research support when the university has provided no support to senior academics?
Most of the indicative actions relating to research in the discussion paper relate to increasing revenue, whereas the overall focus of the paper relates to the need to reduce expenditure. The data point about productivity of a small proportion of Level Es is striking and surely needs addressing; my understanding is there are EBA issues around 40/40/20 but the model doesn't seem fit for purpose given respective strengths and interests across individuals. From a more general perspective, my sense is that there are a lot of funds for internal funding programs and internal training and capacity-building activities that focus on upgrading individual capacities, which should really instead be part of the role of mentoring among academics. Funds could be more valuably allocated towards more basic/fundamental/direct support for researchers getting external funding, which I have experienced to be inadequate (preparation and prompt processing of contracts, multi-institutional agreements, MOUs, assistance with budgets and acquittals, assistance with compliance processes, support for external research communications and research publicity). There are also numerous top-down processes that could be addressed to improve productivity and revenue, including reduction of the overlapping and duplicated risk assessment processes for fieldwork, streamlined and more effective systems for payment of sole traders, more responsive and cheaper travel agents, more flexible and prompt approvals of applications for external research funding applications, more flexible approaches to cost recovery in research that allows for initial investments with new partners and/or participation of ECRs, faster and more streamlined travel approval procedures that reduces duplication, more streamlined ethics assessments that better distinguishes between low-risk and the genuinely high risk components of applications.
History of some serious administrative limitation or error in research management impacts capacity yet is not captured by such exercises, i.e. the problem is not with the researchers/academic staff.
Be more open to supporting fellowship applications, especially external applicants, at the Faculty level. For example, be cautious of turning away high-potential external applicants; provide meaningful internal support, eg. PhD scholarship, start-up fund; better high-level career planning for internal high-potential applicants, as the track record can take continuing efforts and years to build up; pair one-to-one mentoring to internal high-potential applicants (line manager is not recommended as a mentor due to potential conflict of interest), or sponsorship type of support from senior high-performing researchers.
n/a
Applications for external research need to embed additional staffing and capital expenditure costs into their application. Currently researchers are reliant on significant amount of support from professional staff (administration and operational activities for space, infrastructure, purchasing, technical support, maintenance and care of equipment, training etc) and also have an expectation to purchase high value equipment and infrastructure (capital expenditure) to support their activities.
Building our global impact should not mean reducing research investment. The university has already limited professional development funding which is undermining international research collaboration and the attraction of research funding. In order to achieve long-term research impact goals the university needs to continue to invest in its research portfolios. Again, research and teaching remain the core functions of the university and should be the last areas considered for budgetary cuts.
More funding required to continue to research.
N/A
Wholeheartedly agree that focussing on larger-scale externally funded opportunities is key in achieving the doubling of ERI. The concern is, the strain this will put on resources supporting the endeavour. Many supporting teams outside of the Research Division (e.g. People Unit, ITU) have been sized with limited funding in mind in the recent operating model changes, this means many of those teams will not have the resources to scale up to support the demands of larger-scale research projects. A clear framework and funding assistance will need to be in place to ensure supporting teams can be appropriately resourced to achieve the ERI goal.

- I agree with the notion that there may be some academics who are not performing as expected, particularly in research (and, additionally, with many Level E academics in effectively 40-40-20 positions not teaching at all). Even if a course within a school is shut down entirely, it should be ensured that staff within a school are looked at in their entirety rather than based on being formally or informally attached to a specific degree, especially if their teaching abilities are transferrable to other areas of the respective school/division. It should also be clarified that the safety of ongoing positions is prioritised over casual contracts wherever possible (this comment spans both teaching and research) - There are several instances of senior academics being 'granted', as part of faculty budgets, full funding for postdoc positions without any external funding being secured for these. This is an unsustainable practice. - A lack of supporting funding applications that include postdoc funding (e.g., NHMRC or MRFF) leads to lower funding compared to other universities that are significantly more generous and, subsequently, receive significantly more funding.
Stronger interrelationship with Enterprise is needed. For example, should BD units be centralised and themed around challenges rather than faculties for productivity and KE evolution? Performance was highlighted and perhaps should go further at level D/E. Preservation of Level B/C staff is needed. Should we consider a balanced academic in our system is 50:30:20, can we afford the 40:40:20 model? Can the '20' be defined around KE....Would take strong leadership. Initiative funding for research should be just that, for a few years to set a trajectory, not ongoing. How are we really applying KPIs to research centres/institutes to yield the ROI required? This is something that comes up often in conversation. How do we leverage off our partnerships in this space better? I am thinking more in terms of co-investment models like co-funding PhDs as the engine room of our activities.
This seems like a great area of focus if we can redeploy resources to support and enable "saying yes" to oportunities working with industry partners. Too often the UTS default seems to be to say "no" to early opportunities before they cn sbe fully defined. It becomes too hard to deliver real partnership through our research capabilities
I support the proposed strategy of targetting D and E staff who have not performed on research in the past 3 years. Investing in research is important eg maintaining PEPs as a pathway to grant applications. For us to develop and maintain international collaborations we need access to more individual research funding so that we can attend international conferences. This is a pathway to both bigger outputs and large scale grant applications.
While I agree that clear research performance indicators are necessary—and it is indeed concerning that some Level D/E academics have not published, supervised, or secured external funding over the past three years—I am worried that the plan places too much emphasis on external research income. While important, research income is merely an input, not an outcome. If the University's vision is truly to be recognised for its impact and commitment to social justice, the concepts of engagement and impact need greater emphasis in the plan. Many research areas at UTS demonstrate global leadership and excellence, even if they don't generate millions in external funding. These areas would greatly benefit from targeted research investment to achieve transformative outcomes, leveraging their engagement to drive meaningful societal impact. Institutional research investment is undoubtedly critical, but how it is implemented is even more important. I recommend conducting a thorough review of research institutes that rely heavily on operational funding for research only activities. For instance, do they truly require up to 40 FTEs funded by Faculty budgets? Could some be merged with others — how many climate/environment or data science Centres and Institutes do we need? — or even reintegrated into the Schools' structure? In my experience, the most effective and impactful research centres are those that align closely with teaching and learning, integrate into existing Faculty structures, and actively engage with industry and government. Prioritising investment in such centres while addressing inefficiencies in others seems like a logical and strategic approach.

We have some world class research going on at UTS. The academic staff are excellent. The support we get from professional staff at the School and Faculty level is excellent. There are a range of problems that arise at the Central level in terms of research management. Grants submissions seem to always be over-complicated. The processes around costing and pricing are always over-complicated. The research budget tools are archaic and it is nearly impossible to find a current balance for a research account. There seem to be many staff in the Central research office however it is difficult to know their daily roles and while there are many levers being pulled in the background of any institution, I feel there could be too many senior level professional staff in the research space. Researchmaster and the ethics application software are not fit for purpose. These are slow, non-intuitive and require an overhaul. The duplication of information that is required for the RDMP, stash, ethics, proposals, accepted grants/execution of grants is time consuming, non-intuitive and mentally draining. Research staff recruitment takes far too long. It seems a bit of overkill to need approval for positions that are budgeted for in external grant schemes.
International collaborations can enhance UTS's reputation globally. Because academics with transnational education experience have a high chance of establishing and maintaining such collaborations, research investment might yield a considerable return if funding programs prioritise them.
The lack of productivity linked to some level D and E staff was disappointing to hear and needs to be addressed urgently. Many level E's have large admin loads and this needs to be justified as it increases our need to find more ICR. It might be an interesting exercise to attribute level E admin cost to specific areas/org units to help see where that particular admin activity is expected to add value and therefore attribute costs. junior staff would be motivated (and develop a better culture as they move up the ladder) if they saw their senior colleagues adding value to their work or strongly contributing to the org unit metrics. Strategic HDR allocation is critical support for areas that showcase excellence for UTS - this isnt always happening. Maintain teaching linked to UTS research excellence - this isnt always happening Careful use of work plans could be a good tool to understand which areas need to consider new strategies to lift research income above $75K pa. Not all sectors linked to UTS research can support an ICR of 50% - this needs to be carefully managed
There needs to be a greater emphasis on researchers considering the cost of technical support for their research activities and implementing better cost-recovery mechanisms. Technical engineers, funded by the faculty operations budget, are frequently diverted to various research projects for support. The technical staff enjoy this engaging work as an engineer on a research project, but the reality is that technical support staff must prioritise teaching and learning support. This often leads to frustration amoung research staff who feel they do not get adequate technical support for research projects (which probably should have been funded externally through the grant, and cost-recovered to the faculty-funded technical positions).
No comments
I'm quite excited about the Knowledge Exchange and this might just be the solution to invigorating research productivity in UTS. Our past publications and citations records have been good, but it will not be sustainable noting the impact of external factors like student capping or unclear visa regulation implementation. Implementing a form of KE that suits UTS and its partners and the environment they operate in may provide us a guide to viable and sustainable productivity and growth in research. It will also weed out the stellar researchers who need support to carry on with their cutting edge research from others that may need to be stopped or moved on.
I agree with this, and more support for individuals researchers/groups that are doing well is required. Support industry and government engagement (which has real world impact) and other external funding streams. Individual researcher as well as centres should be considered. Some of our best performers do not work in research centres.

As the GIPA - s.3.4 , I am broadly aware of the current challenges and opportunities of researchers in my discipline, advocate for support of their research, and coordinate HDR candidates. I have also discussed the below feedback with other RAOs of disciplines within the Graduate School of Health, who have collaborated on putting this feedback together. While targeting under-performing researchers is understandable, it risks alienating staff without addressing structural barriers to research productivity (e.g., heavy teaching loads, insufficient grant-writing support, mentorship, inequitable access to research funding). The potential suggestion of allocating (or re-allocating) staff as teaching-focused is problematic and appears unsustainable based on examples from other universities. These roles are often perceived as less prestigious than research-teaching positions, making teaching-focused staff feel undervalued and excluded from institutional priorities. This perception can lead to dissatisfaction and high turnover. Furthermore, career growth opportunities for teaching-focused academics are frequently limited, with few pathways to senior positions such as associate professor or professor. Leadership opportunities also tend to be skewed towards research-focused roles, leaving teaching-focused academics with fewer prospects for advancement. Teaching-focused staff often face heavier workloads, including high contact hours and co-ordination responsibilities, with limited time for professional development, which can lead to burnout. They may also feel marginalised within the institutional culture, as strategic discussions and decision-making often prioritise research over teaching. If considering this option, the institution should develop robust career pathways, ensure equality in recognition, and provide meaningful opportunities for leadership and professional growth within teaching-focused roles. This will include a revision of the current promotions policy . Staff preference must also be considered when exploring such allocations. Forcing academics into roles that do not align with their professional interests or aspirations can negatively affect morale and productivity. Importantly, examples from other universities highlight that this sort of allocation has not proven sustainable in the long term, as it undermines the integration of teaching and research, limits institutional flexibility, and reduces the ability to attract and retain top talent academics . Streaming institutional support for applications to Cat 1 schemes needs to be considered carefully. There are several schemes (particularly MRFF) where applications from an ECR/MCR are necessary or encouraged, and the inclusion of an ECR/MCR on a large grant is considered in the scoring system to be a strength. Researchers at UTS will not be served well by generic rules (e.g. no support for a Level C on as CIA on a Cat 1) and our research support staff should be allowed to continue to use their knowledge and experience to decide if an ECR/MCR is well-placed to put in an application for a particular opportunity. RECOMMENDATION 1: No teaching-focused positions. RECOMMENDATION 2: Support ECR/MCR staff to apply for Cat 1 grants with strategic support from the research office. All projects should continue to be reviewed as is the case currently, and those with best potential (matched to the grant selection criteria rather than the applicant's ECR status) provided greater resources. Others should not be prevented from applying, but should have access to basic compliance checking support.
Research performance areas should be considered with some nuance. What I see lacking in the whole discussion paper is a discussion on ethical conduct of research. This should be our first and foremost requirement at UTS. I see evidence in my organisational unit of breaches of publication ethics that occur without consequence from the university. This entails breaching editorial ethical guidelines many hundreds of times over. Such factors should be considered to have a mature conversation about research productivity at UTS.
No comment

Academic staff in the Environmental Sciences Discipline Group (ESDG) in the School of Life Sciences, Faculty of Science, deliver exceptionally high research metrics. We are recognised globally for our research innovation and sustainable industry engagement that align with United Nations Sustainable Development Goals 13 and 3: to combat climate change impacts and to ensure healthy lives and well-being for all. In the last 5 years, the ESDG has published a total of 283 peer-reviewed papers (57 papers per year). These include 12 papers in the journals Nature and Science. As a metric of grant income, in terms of ARC funding through Discovery and Linkage grants, ESDG staff were Chief Investigators on 9 ARC grants worth $4.6 M (4 administered by UTS) between 2021 and 2024. To contribute to required savings by UTS, and to enhance the research performance of the ESDG even further, it would be beneficial to streamline the processes around Work, Health, and Safety (WHS) quality assurance – in particular, processes around fieldwork performed by the ESDG. At the moment, the Faculty uses a system called FESS for lodging field trips and reporting WHS issues that need to be considered during fieldwork. FESS and its associated processes are highly inefficient, and lead to substantial loss of research time by staff in the ESDG. Therefore, a better system (or critical updates to the current FESS system) is required to reduce unnecessary staff time spent on administrative processes, rather than on their research activities.
While duplication seems to have been mentioned specifically for teaching, it should also be called out with respect to research. Across the university we have a number of centres that research into similar areas OR they are tackling larger problems (i.e. sustainability /climate change) and while they each have different needs, most have some level of administrative or professional staff support. To have great impact and stronger collaboration between centres, greater sharing of resources should occur, potentially through merging (this would help reduce duplication and potentially strengthen cross faculty/institute collaboration). As an example, we have the Institute of Sustainable Futures, climate change cluster, Centre for business and sustainable development, centre for green technology, centre for clean energy technology, centre for climate risk and resilience, centre for compassionate conservation and the climate society and environmental research centre. Each bringing their own perspective to a larger problem, but also in some cases burdening faculties with costs and funds to support their research. Similar duplication/overlap could be seen with areas around data analytics, big data and analytics. Each of these centres typically will have investments individually a case could be made for greater consolidation and reduction of the number of centres as well as the contributions made to each one individually. If there is a plan to review our investment to be more strategic then a case for the removal of duplication of the consolidation of these centres would potentially result in stronger outcomes.
Please see response sent to staffquestions@uts.edu.au from HELPS dated 05/12/24
It is very easy to say we should look to double our ERI, however there are significant resourcing costs associated with an increase in the administration of this income. The biggest frustration is that UTS appear to make it as difficult as possible to manage research income and duties. These are not only my own observations and experiences, but those of many others I have spoken to. The research support systems in UTS are, frankly, terrible. Duplication of processes, exhausting chains of approval, and innumerable digital systems with significant overlap all drag down productivity and morale. These are all hindering progress and opportunities to attain the income that the University is so desperate to receive. The biggest hindrance to UTS achieving this ERI target is UTS itself, and that is evidenced by researchers here directing income to be attributed to other universities where administration is simpler.
It would be reassuring to see the current barriers to research productivity / performance (p.17), identified, and to see further detail such as resource adjustments / allocations for the proposed points / strategies articulated on pp.17-18.
While it is important to increase research productivity, the expectation of academics to produce research papers, receive research income or supervise HDR needs to be balanced with their allocation of research time and in line with their field of study. Yearly progress evaluations should be utilised to manage research productivity. Being a university of technology, the university has potential to leverage this to actively connect academic staff with relevant industries to co-invest in research projects that are translational and/or of commercial value. This also has potential to grow industry supported HDR scholarships. For many ECRs and MCRs, smaller scale funding is essential to building up a track record for larger grants. Centres may need to increase capacity for training and supports provided to ECRs and MCRs.

There should be more investment to foster new intra-faculty and school level collaborations to build research projects and teams that are most likely to get research funding and solve problems. Even within a faculty or school, there is a diversity of disciplines and expertise that are not being leveraged together (or incentivized to). For example, in Faculty of Science - There is probably as much scope for interdisciplinary collaborations between School of Life Sciences (SoLs) and Mathematical and physical sciences (MAPs) as there is with Faculty of engineering and IT.

As a research intensive academic and GIPA s.3.4 , one important reason I see for the lower research productivity and funding per researcher is the large amount of time UTS academics spend on unnecessary, burdensome and manual research admin instead of on their actual research or time grant writing. These will be expanded upon in the operating model feedback but examples includes getting students approved and inducted into the lab, RPSP approvals by line manager no matter how senior the researcher is and research master.

Other hindrances for research productivity at UTS is that biosafety, animal and human ethics committee only meet every two months so it is not uncommon for UTS researchers to wait at least 6 months before any biosafety/ethics are approved, preventing any progress on their research.

100% agree with the need for better succession planing and support for our brightest early and mid career reserachers - for example with the Chancellor's Research Fellows, these represent the brightest early-mid career researchers at UTS and which UTS has invested significant amounts into yet there is no long term plan to retain them beyond the end of the fellowship. While I can see it may not be financially possible to retain all CRFs at UTS after the life of the fellowships, key ambitious KPIs could be set up where if met would trigger into a continuing/ongoing position giving CRFs a path to integrate with faculty and motivation to further succeed. Additionally, currently if a CRF is successful in obtaining external funding/prestigious fellowships such as DECRA/NHMRC EL1/2 there is no agreement for converting to continuing positions or additional support provided to re-invest a portion (e.g 40%) of the CRF salary saved into their research to further position them for success and to obtain more grants. This is compared to if a faculty staff was successful, then the school can re-invest the salary back into their research.

Doubling external research income is overly ambitious without a detailed roadmap. Resources must be concentrated where research is conducted—the faculties—not the divisions. We do not understand why there is such substantial spending in this portfolio in the divisions, and not in the faculties where the academics who are doing the research are located. We do not see the benefit of this expenditure flow to the faculties. (See Note 4: Professional Staff).

In addition to the ideas suggested in the discussion paper, HELPS can offer additional support for HDR students without requiring an increased budget. We will introduce this initiative in the Operating Model suggestion under Q11.

* UTS needs a much sharper focus on industry engagement and industry/external value proposition in this space.

I wondered why there was an emphasis on category 3 funding, and not on category 1 and 2 funding, which is incredibly important and a source of research revenue for the university. Given the prestige and amount of funding of category 1 grants, like ARC schemes, this is something that should also be prioritised, and it links to encouraging research excellence and productivity, which should be a key strategic pillar going forward.

Again, this is understandable and hopefully it will be future focussed and our strengths in having an impact on climate change and the UN SDGs are clear and hopefully will be supported as we move forward to 2030.

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It is timely and important to examine research productivity and investment across the University, as it is clear that certain areas are funded at much higher levels than others. Assumptions are routinely made about this, in particular, that research institutes or centres will always perform better than 40:40:20 academics in schools or faculties, relative to opportunity (ie FTE). There is little to no evidence of whether this actually is the case. In preparation for this feedback, I undertook a Scopus study in my specific area, and found it to not be the case. Our 40:40:20 academics in the school actually performed better in terms of numbers of publications, external research income and ARC grants over the past 5 years than the UTS research centre in our field.

I think UTS needs to standardise its treatment of research centres and institutes and integrate them better into Faculties. A common minimum ROI should be implemented University-wide, for example something like a rolling average of 2:1 or 3:1 in terms of external/internal funding (including all funding, ie also internal competitive research funding, not just routine funding). If a centre falls below this, it could be dissolved with on-going staff returned to 40:40:20 roles.

From experience at other institutions, UTS appears to provide, a lot of internal research support, and I do not see the level of return I would expect with regard to external research income. If we were a mature research organisation, then I would expect a goal of $300 m, rather than our current goal of $200m. It is important to note that there will always be a distribution of performance. However if there really are staff with significant research allocations, which are not producing any research activity this needs to be addressed.
Streaming institutional support for applications to Cat 1 schemes needs to be considered carefully. There are several schemes (particularly MRFF) where applications from an ECR/MCR as CIA are encouraged, and the inclusion of an ECR/MCR on a large grant is considered in the scoring system to be a strength. Researchers at UTS will not be served well by generic rules (e.g. no support for a Level C on as CIA on a Cat 1) and our research support staff should be allowed to continue to use their knowledge and experience to decide if an ECR/MCR is well-placed to put in a application for a particular opportunity.
Again I think this needs to be linked to Workload policy. Those staff, as noted in the paper, that have research allocation but no publication, income or supervision should definitely have their allocations adjusted to reflect reality. They would then need to take on either more management roles or more teaching - which would reduce casual expenditure. The three factors noted in the paper can be consistently applied across all Faculties and would have an impact on Workloads and on the need for casual academic expenditure by reallocating workload to teaching from research. If a staff member did then publish, get income or supervise, their workload could be reassessed and readjusted for the following year. We should assume research workload is always allocated. It needs to be based on activity not just standard practice. I agree with the paper in terms of some areas cant generate research income to the same extent as others because the research funding just isnt available in their disciplines. In these cases we should look at other indicators that can be used to assess success and growth in research activity. Things such as ERA outputs and rankings, International Ranking schemes and how the discipline is rated under these. If the funding isnt there then we should look at percentage change year on year of research outputs and set targets to achieve this output growth. It is also important to think of not just traditional research but also creative practice. In some discipline areas, creative practice is equally valued to more traditional research and this should be acknowledged and supported in similar ways as the output may have similar impacts in the relevant field to traditional research in other fields.

While targeting underperforming researchers is understandable, it risks alienating staff without addressing structural barriers to research productivity (e.g., heavy teaching loads, insufficient grant-writing support, mentorship, inequitable access to research funding).

The potential suggestion of allocating (or re-allocating) staff as teaching-focused is problematic and appears unsustainable based on examples from other universities. These roles are often perceived as less prestigious than research-teaching positions, making teaching-focused staff feel undervalued and excluded from institutional priorities. This perception can lead to dissatisfaction and high turnover. Furthermore, career growth opportunities for teaching-focused academics are frequently limited, with few pathways to senior positions such as associate professor or professor, particularly for those without a PhD. Leadership opportunities also tend to be skewed towards research-focused roles, leaving teaching-focused academics with fewer prospects for advancement. Teaching-focused staff often face heavier workloads, including high contact hours and co-ordination responsibilities, with and limited time for professional development, which can lead to burnout. They may also feel marginalised within the institutional culture, as strategic discussions and decision-making often prioritise research over teaching.

If considering this option, the institution should develop robust career pathways, ensure equality in recognition, and provide meaningful opportunities for leadership and professional growth within teaching-focused roles. This will include a revision of the current promotions policy. Staff preference must also be considered when exploring such allocations. Forcing academics into roles that do not align with their professional interests or aspirations can negatively affect morale and productivity. Importantly, examples from other universities highlight that this sort of allocation has not proven sustainable in the long term, as it undermines the integration of teaching and research, limits institutional flexibility, and reduces the ability to attract and retain top talent academics .

Streaming institutional support for applications to Cat 1 schemes needs to be considered carefully. There are several schemes (particularly MRFF) where applications from an ECR/MCR are necessary or encouraged, and the inclusion of an ECR/MCR on a large grant is considered in the scoring system to be a strength. Researchers at UTS will not be served well by generic rules (e.g. no support for a Level C on as CIA on a Cat 1) and our research support staff should be allowed to continue to use their knowledge and experience to decide if an ECR/MCR is well-placed to put in an application for a particular opportunity.

This is feedback on Operating Model - But I reached the text limit.
The VC articulated the key challenge for Leaders in 2025 will be ensuring we focus on the outcomes that enable our 1.3 billion $ Business with has significant teaching and research commitments and external partners. While also balancing organisational design and implementation off a lower cost base. A key factor will be continuing to support staff through the ambiguity and the period of unknown until at least a Major Change proposal is outlined. To have such a significant part of UTS awaiting this detail will we aim to reach a point where we can clearly identify areas that will not have staff reductions (not necessarily immune to process, governance, or technology change) so we have some areas of clear stability? For example, the discussion papers stress the focus on access and participation. Will this mean that areas like the Centre for Social Justice and Jumbunna will be exempt from people reduction? The rationale for Jumbunna has merit for several reasons not limited to the commitment made in the 2030 strategy.

A key concern I have about the approach UTS takes to Organisational change is the lack of information, visibility, and ability to provide input currently when you are not an individual impacted. The paper gave examples of major operating changes underway e.g. ITOM and People and Culture (HR). For the majority of UTS, we are only hearing detail now as the areas implement.

In other Higher Education providers, I have worked at Organisational Change proposals once communicated to the individuals directly impacted where then shared more broadly with the University community. Feedback was also actively sought as there was clear acknowledgement that areas do not work in a silo and the opportunities that could be missed when areas that have cross functions and use the services provided are not included. The current approach creates a lack of trust and is exceedingly difficult to provide 'sense making' on when you do not know about changes, the rationale for change or the key drivers.

We have a live example occurring with UAPO organisational change launching during a significant transformation in Courseloop and on the horizon of OSP. The communication to individuals on this change has created significant concern and increased anxiety in my teams and in colleagues across UTS who are worried a similar approach will be taken with OrgSus. I would like to enable sense making and have an avenue to share feedback on Major Org Change.

51.2. Sound management of workplace change includes consultation with, and the involvement of, staff who will be directly impacted by the change. The University is committed to a transparent workplace change process.

The above clause does not prohibit broader input and consultation. If we are going to approach the significant change required in 2025 and have a sustainable operating model, we can't have individual in an immediate area being privy. How will we ensure that misalignment of functions does not occur? That an area assumes moving the responsibility of a function or process does not impact another team. A good example is the ITOM model, and the initial request made 0.5 FTE from the Business for each Product Owner role. This seems to have been shared with some of Senior Leadership and has only now been understood. This model assumes position holders have the capacity available and if not whether the effort can be picked up by ITU.

We would like to know the source of this ATN data that is being referred to. We note the following points and request it is seen as important when considering research productivity and investment: - Measuring research productivity and performance is not an exact science. For example, not having supervised HDR students in the last three years can also be a result of lack of opportunity (i.e. COVID19), rather than lack of performance. The Faculty of Law only has a small number of HDRs, and supervisor allocation is by area of expertise, rather than sharing HDR students equally among all staff such as might be a model in STEM disciplines. - Measuring research productivity and success by financial return or investment or impact tends to skew research focus away from theoretical or exploratory research, in preference for applied research that focuses on finding discrete solutions to particular problems. Nonetheless, theoretical and exploratory research provide important foundations for applied research and should not be undervalued. - The internal investment of $200million each year – please provide us with transparency on what this was spent on previously, so that we can better engage in this discussion. - Please consider investing in marketing efforts to profile and push research that have been awarded grants and contracts for public and stakeholder awareness, to lead to attract/invite further ERI, collaborations and international standings. - Strategic allocation of HDR scholarships is best directed towards supporting UTS to recruit the highest calibre candidates possible. Attempting to align scholarship allocations with strategic areas of research may result in lower quality candidates, for example, if lower quality candidates are selected over higher calibre candidates due to the area of research. It is the quality of the research and the candidates that drives the success of a Higher Degree Research Program.
1. Fundraising and Donations: Launch targeted fundraising campaigns and seek donations from alumni, local businesses, and philanthropic organisations. The activities could include the UTS annual dinner, etc. 2. Executive programmes/workshops: Explore opportunities to conduct executive programmes to target company leaders and senior executives. The programmes could be for example - How company executives and leaders could untangle the AI's role in competitive strategy and digital transformation.
There is no doubt that UTS needs to increase its research revenue, however all the universities are competing for the same research funding pie, which is ever decreasing. How will we be more competitive than the Go8 in attracting additional research revenue? If UTS takes the approach to pursue more Category 3 - Industry and other Funding Research Income, then we need the right support structures and resourcing – Business Development Managers who will work with academics and industry partners to identify and broker relationships; time as these partnerships don't happen overnight; and capacity building of our academic researchers to deliver this type of research. If we pursue more Contract Research to increase research revenue, this may be at the expense of Fundamental Research.
N/A
Very supportive and the team is already working with the Research officer, exploring opportunities for the Application of AI to support Research administration. There may be a need to link Research data with Sustainable teaching to have a complete profile of the UTS academic workforce and the Data Analytics and Insights unit will be well placed to support and assist.
Research priority focus areas should align with the curriculum portfolio strategy.
As with any teaching initiative, there needs to be more details to evaluate reasonably. It is risible to think that there will be increases in research productivity amongst staff who will experience an increase in teaching and administrative load

Similar to the initial analysis for the Sustainable Teaching and Learning, I would ask if the data for the Level D and E academic staff has been vetted? Overall I agree that there appears to be opportunities to increase our research funding. With respect to the point about "Average funding per researcher is $75,000 per FTE compared with the highest performing ATN university, which receives $142,000 per FTE." It would be good to see the granularity of this statement at the faculty level. It seems to me that the STEM disciplines may attract more funding than the HASS. What is the mix of faculties at the higher performing ATN uni? Another question I have is about how much duplication of work exists between the Central Research office and the Research offices in the faculties? And where is that work best placed? Also, how much support should be provided for supervision of HDR students? I saw some internal benchmarking analysis that appeared to indicate a wide discrepancy across faculties. It would be good to understand this better, including completion etc., to determine what an appropriate average amount of time for supervision should be. And it would be good to standardise whether HDR supervision is a teaching allocation or research allocation in terms of academic workload guidelines, because this varies across the faculties.
This is a significant cultural change and also I think we are looking at growing the number of people tasked with specifically helping researchers to identify and pursue opportunities and for data to help find those opportunities.
Research-informed teaching requires academics to be involved in a broad spectrum of research. While there has to be some concentration of research effort, too much will result in two seprate classes of academics: teachers and researchers.
I believe UTS needs to take the current economic reality of research into consideration - obtaining grants is not an easy task and solely relying on predicted increases in research income would be foolish.
The proposed focus on research that achieves outcomes against UTS priority areas and to have honest conversations about research productivity is a good start. I think better processes can enhance our research income. Ultimately the research impact from UTS is narrow and there is an opportunity for a more global and strategically driven approach to research that increases profitability, profile, and impact in society.

Our research centre and institute strategy is driving significant inequality in our workforce

Most research institutes and centres in FEIT and Science have specialist staff, dedicated space and equipment, high-profile web pages, and receive media support to boost their profile, to name a few essential supports. I am concerned that we risk perpetuating a “haves” and “have not” culture at UTS and continue to promote resource and gender inequality within our research.

I completed a 'ballpark' analysis of academic staff in FEIT and Science research centres and institutes at the end of last year. This analysis was based on public UTS web pages for centres and institutes as well as staff profiles and news articles on our website. GIPA - s.3.4

The other leaders were all male professors from research centres or institutes. Where were our women research leaders? I was curious to see if my experience reflected our circumstances, so I took a look and counted core academic members in our FEIT and Science research centres and institutes.

I found:
Men occupied 82% of core academic roles, not including technical roles, postdocs, assistants, admin, and other positions.
Of the 16 FEIT and Science research centre and institute directorship roles across the two faculties, 14/16 directorships were held by men.
7 UTS research centres and institutes only had 1 woman listed as a core member.
3 UTS research centres and institutes had no women listed.
There were 127 men listed as core research members on UTS websites compared to 29 women.
‘Back of envelope’ modelling assuming members were max step, there may be at least an $18M funding gap between the salaries of men and women in UTS research centres and institutes, not including bonuses and other benefits.

I invite you to redo this analysis and check:

1. Is there significant gender imbalance in UTS research centres and institutes?
2. Is there a seniority imbalance between men and women in our centres and institutes? (e.g. How many men are professors compared to women?) Promotion pathways won’t be effective if there’s nearly 100 more men in these areas compared to women.
3. What is UTS's research funding gap between men and women in our centres and institutes?
4. Why do UTS research centres and institutes not have any term limits for these leadership roles to enable other researchers to access leadership opportunities?
5. How much teaching workload of staff in these areas support our front-of-house teaching and subject coordination needs in bigger subjects? And not occasional guest lectures in small subjects, which is far less time-intensive?

From our UTS Athena SWAN page:
"In Australia and internationally, women are under-represented in science, technology, engineering, mathematics and medicine (STEMM) – both in industry and academia. Research shows that this is particularly pronounced at senior leadership levels." - It's here at UTS. Let's fix this.

Research centres and institutes should not be an ‘Other’ / ‘TBC’ discussion for UTS at a later time. I propose we include all UTS research centres and institutes in Operational Sustainability as options for revenue savings and consider how we can better support our broader researchers - and women in research - at UTS.

Research productivity does not go far enough to articulate the value of the HDR experience and it in some ways does not address the need to configure towards knowledge exchange. It is hard to see where the 'researcher' is positioned in the proposed documentation.

In general, while there is not a lot of detail, I think the research productivity ideas are on point. Having said that if there is going to be a significant increase in research income generation then there needs to be appropriately oriented KPIs and suitable research support in departments, faculties and centrally. The research support infrastructure at UTS is often quite poor and major challenges with the research accounts systems and other research interface systems do not support researchers adequately. It's a great example of the Thayler and Sustein behavioral economics work on sludge.

Strategies, priorities and goals need to be communicated in a way that groups, teams and individuals can contribute to these as part of KPIs, workplans etc
Ensure that we use data to identify grant opportunies for Category 3 and provide tools to help our researchers prepare for grant applications. The knowledge exchange will be a key part of this - we will need to ensure that we provide knowledge brokers with the appropriate data to support this. More and more we will need to look at external data sources and what is available to understand global trends and growing areas of research need. If we can provide this information to corporates it is valuable to them for activities such as product development - leads to possibility of selling data and/or consulting services. AI can enhance all stages of research but researchers need clear guidelines as to how they can appropriately use AI. I currently have working group that is establishing these guidelines. I
How will the opportunities be identified and then measured? There is no mention of measuring ROI. How do we know the university is responsibly managing its investments?
academics are on the verge of burnout because people in general are not good at multi-tasking. those that are good in research should be allowed to concentrate a focused period of their career purely on research say 3 years at a stretch, after which they should take a break and do a focused period of teaching for 3 years. Like laying the land to rest in farming. more comprehensive ways of evaluating their annual performance is required. all too often a handful of academics get away from underperforming due to friendships with their supervisors. this has been allowed to happen for years, and builds a culture that encourages laziness.
agreeable
A push to focus on industry engagement and external research would be welcome.
This is necessary , however consideration on how industry partners are to be accommodation within the university's footprint.
Here I have specific ideas. Firstly, research CAPEX is an obvious area that can be curtailed. We have had examples of Academic researchers applying for large capex grants to purchase tools which duplicate capabilities available at UTS already or at USYD or UNSW which students could use for a small fee. For scientific, technical equipment, there exists a large gap in the cost of a brand new instrument versus the same tool in a used state. The resale market is small and I think UTS could take more advantage of this. Quality equipment can often be purchased from resellers for 10 - 20% of the price of a new instrument in an almost new state. A staff member with sufficient knowledge of such instruments can often make an sufficiently valid assessment of the instrument suitability so as to mitigate the risk of a used and warranty-less purchase. This is the case for many CAPEX grants that I have reviewed in recent years. Other capex bids have been granted without having had sufficient consultation with technical staff and building managers regarding the infrastructure requirements for the new tool. This has resulted in subsequent cost over-runs as it turns out that expensive laboratory infrastructure upgrades are then necessary to enable the new tool to be run. We should also implement laboratory usage charges to cover the costs of instrument maintenance and consumables. This cost could be sourced from research grant funding rather than paid by UTS.
I agree that we need to increase our research income while reducing overhead cost through efficiency and adopting digital strategies.
Compelling case made. It seems that working to better align research investment with performance and to build external research income will require more, and more regular, conversations between centrally-based professional staff, faculty-based research staff and researchers. I welcome this, while recognising that it is sometimes easier said than done, often for reasons of time. It is worth working toward.
It is unclear to me how savings are to be achieved - will certain research centres be closed? Or is it just that non-performing academics will be made redundant? Presume research productivity includes publications - there was a very heavy focus on grant income in the Q&A session. It seems that obtaining external research income is the main aim here but, depending on the type of research, money is not always the answer. Research involving deep conceptual thinking or analysis is not borne from money but from time - the model as I understood it, was that we would earn enough money through our teaching to support our time spent on research. In the Business Faculty I believe this does occur - our teaching brings in large amounts and our research is cheap - generally no equipment required. Is this model no longer valid?
Agree

I think all of us are keen to work on exciting research projects and bring in external funds. Exploring how we could support academics (especially ECRs and MCRs) to build their grant writing competences, especially for ARC projects would be extremely valuable. At the moment, this is left to individuals, which works but could be made more efficient and effective with the right support - for example, on a School level by regular research planning workshops or School mentoring systems. Working centres could also support here - as my centre stopped all activities including centre meetings two years ago, I can clearly feel the negative impact of this lack of support structures. A key barrier in terms of industry projects is the 50% infrastructure surcharge, which makes it particularly hard to conduct meaningful projects with small companies where even $20k is a significant amount. So, I reduction could be helpful or more accessible options to re-invest the surcharge into the project or RIAs.
FEIT has achieved good outcomes for UTS! I feel the university could do more to incentivize Cat3 Research
How has it occured that 5% of level D & E staff haven't published/ received research income etc given workforce performance processes that occur annually? Is there something to be addressed in terms of performance processes or have these staff been on extended leave? How do other universities fund research? Anything we can learn from that? How are other ATN uni's able to attract more research funding/ FTE - is it a matter of fields of research?
Most in GIPA s.3.4 olio are not giving Research Productivity and Investment a second thought (other than beyond what this might mean for supporting HDRs and/or our academic colleagues balancing teaching and research commitments). Knowledge Exchange is still taxing some and while others 'get it' in theory, they don't see it impacting their day-to-day and their attention remains squarely on the Operating Model (and Sustainable Teaching and Learning albeit to a lesser extent). For my part, I'm keen to see the complete closure (no compromising, no residual costs) of centres or institutes that don't add value - GIPA s.3.4 for instance.
NA
Clearly research is key. I think it would be a mistake to cut support for research.
A sustainable solution would be to abolish GIPA s.3.4 and simply ensure it is an efficient administrative unit (which it currently is not). The so-called academic staff there have no experience in actually supervising PhDs and it is hard to know what value they bring that could not come from elsewhere in the university (eg postdocs if necessary could be supervised in faculties with disciplines that relate to the work they are doing) Given the high quality of the research being carried out by individuals and teams, the failure to bring in ERI must lie with research management. Anyone who has ever tried to apply for external funding will know that the RO places more obstacles in the way than actually provide assistance.
Given that most of my team are ECRs with strong research potential, I support 'better succession planning and support for early and mid-career research careers.' Supporting these researchers will enhance the reputation of psychology at UTS, increasing long-term potential for cat 1 funding within the discipline, while also ensuring integration of cutting-edge research into teaching, developing a pipeline of future HDR students.
It would be good to understand what the benchmarks are here

Please provide your feedback, comments or suggestions related to Operating Model.
Not sure how this has suddenly emerged as a challenge
From an academic's perspecitv,e sees a lot of admin staff duplication nd we have to do most tasks ourselves. Tech staff are few, an dalso some admi staff seem to have many roles
Voluntary redundancy should be offered, as 100-200 people are expected to take packages within the university.
The university is running at a very "top heavy" structure, many issues and potentials were lost through the chain of command. There seems to be distinct information gap between the front line staff and upper management. At business level analysis, it appears that decisions are made mostly based on numbers. Staff sustainability is somewhat hitting one of the pain point, however its inevitable that the phenomenon of "bad money drives out good" will happen during staff cut, hard working and talented people will leave the company because how they were treated and people who were good at talk the talk will get to stay. This have happened once during covid, massive amount of good, hardworking people took the package and we were left with incapable people who did not wanted to improve or mage a change. Streamlining the process may become even harder to achieve with remained staff who's not motivated to make a change. I guess this may not be as important as the numbers, ultimately it is not up to staffs at the bottom of the pyramid. Worst case scenario, there may be some years of bad student outcome (both teaching quality and level of support they receive).
In my short time at UTS, it has become very clear to me that there is a lot of duplication. Despite this, there are many operations that do not function well! Timetabling is a good example - there are so many people involved at so many levels, that one would think the extra checks ensure accuracy, when in fact, it results in errors. Same for enrolments.
I feel that the current professional staff performance reviews are somewhat ineffective. Over the years, I've seen numerous underperforming staff members across various teams, yet I've never encountered a situation where someone was actually let go for poor performance. When someone consistently underperforms, it affects everyone they work with—tasks don't get completed or are delayed, and a lot of effort is spent diplomatically encouraging people to fulfill basic responsibilities, often with minimal results. It impacts the productivity and create blockages in the work getting done. In many cases, someone else could fill that role more effectively and bring greater value to this organisation. Dealing with chronic underperformers and making endless excuses for them is challenging. I believe HR needs a stronger, more effective approach to manage these cases, and give us managers a more supportive structure to be able to respond to underperformers more effectively as there are many many people within the university who are simply doing the bare minimum, have little ownership of their responsibility and just get by, which legitimise their approach to work and creates a toxic and unproductive culture which I find quite frustrating.
- To your discussion around the level of management I think you will find much agreement from many staff. It would make sense that teams with managers are not less than 6-10 people, this could be achieved by initial VSP (the job market being relatively bouyant) for those in such positions and then re-structure of teams to being larger with single managers. - Is it possible that our high level of professional staff is in line with our requirement for international students? Such students are far more likely to wish to come to Sydney rather than where the other ATN universities are located...in addition are we measuring like with like - do all ATN's have something like UTS College which has it's own level of professional staff? - The increase of SSS/SSG makes sense when looked at contextually with the COVID VSP, some people were moved into others roles due to loss of knowledge. If line management is to be considered due to the 1:3 versus 1:6 finding, then surely SSS/SSG should be also. It is possible there should be a set number of reports or responsibility for a set budget level before people are removed from HEW levels. - It should be noted that as someone who has worked with outsourcing, unless the reason for outsourcing is a long term solution which is not changeable, then the constant briefing, checking of work and confirming it is to the required standard often sees little to no benefit in the long term. The kinds of outsourcing mentioned such as childcare, cleaning etc. where the work is constant, reptitive and not changing is exactly the place that outsourcing works best. I don't believe outsourcing IT is a good idea - especially as we have more of our classes etc. online. - Automation is commonly thrown around as a gift all...it certainly is, but it takes time to embed and often works only at it's best when there is a high level of the same system throughout an entire organisation, otherwise it does not achieve what it should and instead the work is simply moved to reporting on the disparate systems because overall reporting is still not possible.
It certainly feels like there is significant potential to reduce duplication and to reduce general administration, which, in my experience, is a significant and often unnecessary drain on resources.

GIPA s.3.4 I realise it takes a very high level of personal accountability, adept project management capabilities, extra motivation and hard work and effort, one that requires tremendous UTS support to execute any collaborative project. For a better ROI the university should provision this level of comfort in their operating model beyond just the 40% workload for research in every JD. For every project an academic/researcher brings to UTS, currently almost 25% funds go to UTS central tower and/or faculty, which not only makes UTS less competitive in the marketplace but on the other hand does not provide the kind of motivation, encouragement, support and push that is needed besides the costs for upskilling academics and researchers with project management capabilities which almost every academic lacks in. I have seen academics do not wish to lead projects on their own, as leading a project comes with extra responsibility of accountability, commitment, quality of outputs and outcomes, delivery as well as translating outcomes into publications. Through all the stages of the project (both pre and post), besides managing team dynamics which can be very toxic for the project leader and the team, let alone affects external relationships. Most academics/researchers for many reasons prefer to tag along a project team as a co-CI, have their name on the journal publication, be part of a project that someone else is leading and do not deliver their components on time infact delay journal paper completions with full responsibility lying on the CI, I strongly urge that contributions should also be measured, quantified and rewarded for al CIS on the project accordingly.
An overhaul of our operating model will create savings however, unless we introduce a continuous process improvement mindset and program for ongoing incremental improvements producing ongoing savings, future overhauls will be needed.
There is so much duplication in professional staff roles and for some a real disconnect with the student experience. I personally do not see the value add of a local APO team - much of this work is done by the T & L team for example with regards to reaccreditation. If keeping APO then I would suggest a level 9 manager that sits across T & L and APO teams to streamline and avoid duplication and added workload to other staff.
I waste easily 20% of my time needlessly chasing approvals or writing business cases for the tiniest of expenses. Empower your staff to make decisions and work within their budget, and fire them if they don't. Assuming every senior manager at UTS wastes a similar amount of time, ITU alone has 5 FTE a year of busy work that just isn't needed. That's $1m+ a year wasted. Make it easier to performance manage, hire, fire etc. We keep people who are frankly only 20% effective, because the effort of replacing them is too high. We lose people who are awesome because they don't see the point of working with the ineffective staff.
all a bit vague and open ended -e.g. what processes are being streamlined? what and who benefits re reduction in work volumes when casuals are let go and academics do more teaching?
I was shocked by 62% of UTS staff being professional and not academic. We will never achieve leaner processes with that much professional staff because who would get rid of their own reason to exist. It also seems that UTS has lost sight of their core business, research and teaching, which can only be done by academic staff.
Consolidation is one way to save money however it can compromise the ability to attract talent to deliver above expectations and retain profitable industry investment in R&D. OKRs designed to build high performing teams across units/faculties/schools that are mission focused vs individual KPIs will naturally sort the wheat from the chaff. While other universities are letting some of their best people go we should invest in them so we are ready to take off fast when the sector recovers. There's a tipping point, I feel we are close to a point of no return where we underperform due to lack of people resources and expertise and consequently lose any market advantage, reputation and ability to rebuild.
Not all professional/administrative work provides the same value or has the same complexity. Some areas will be easily automated - or streamlined - while others will become more complex and require a clear skill set or knowledge base to address (compliance, quality, standards and regulation in particular). It would be good to address the difference between administrative and professional activities to avoid losing staff who are critical or who have an understanding of complex tasks. Not to create a two tiered system, which is a risk, but to address job complexity. Any SSG staff should be able to operate with delegated authority - so either they are capable and don't have this authority delegated to them yet (and should), or they are not capable and need to be uplifted or have their roles redefined. Also, some SSG roles are to manage complex tasks rather than to provide managerial function - so a 1:3 ratio is only problematic (to my mind) if the role has no complex role requirements. So to summarise - there is a difference between administration and professional services and all SSG should be managing people or complex processes (or both).

These numbers seem cherrypicked / require context. E.g. 'UTS has the second highest professional services FTE in the ATN, 245 FTE above the average' - this number is meaningless as the universities are all different sizes. From looking at the data it seems as though UTS's ratio of total professional to academic staff (including casual) is broadly inline with other ATN universities, with UTS having a relatively high proportion of academic staff. If this is the case, then the growth in UTS's professional workforce is just UTS catching up with other universities. It is misleading to show that UTS profession workforce is 62% of continuing and fixed term staff, when it is more like 56% of all staff (FTE). This rate is lower than Curtin (59%), Deakin (58%), and Newcastle (60%), and approximately in line with Uni SA (56%). It is true that fewer UTS academic staff are on full-time contracts, but this just reflects UTS's business model. Academic staff being forced onto precarious casual contracts should not then be used to show that there are too many professional staff. It seems as though the complete data may have not been provided here as it does not reflect the picture UTS would like to paint, which is disappointing. Perhaps this could be remedied in future. It also seems as though up to 25% of cost reductions are just going to come through making services worse ('changes to service provision'). Less support and a longer timeframe for responses. This will make everybody's like harder and greatly reduce student and staff satisfaction. Outsourcing (up to 30% saving) is also bound to increase costs in the long run, or move costs from UTS to students and staff themselves (e.g. outsourcing childcare will inevitably result in increased rates, borne by UTS students and staff).
There are many opportunities here. For example, the removal of manual AVRs will eliminate the need for several positions across the University. The University should also consider making senior leaders -- such as Associate Deans (Teaching and Learning) -- teach subjects. The portfolio of the DVC (Education) is incredibly bloated and could be reduced. None of the staff there generate revenue for the University. The GIPA s.3.4 could be reduced significantly. For example, why is UTS employing GIPA s.3.4 when the University is under massive financial pressure?
These suggestions relate to the Research Office. 1. Conduct a comprehensive internal audit of ResearchMaster (used by the Research Office, Faculty staff and researchers) including the amount of time required to train staff relative to how different staff members use and interact with ResearchMaster, time spent due to errors in workflow due to incorrect approval processes and a review of the utility of data collected. 2. As an increasing number of queries are handled via email, there is a greater need for full-time administration staff members to filter and triage these requests appropriately (especially for the Research Grants Team). Triage systems should be accurately capturing the volume and nature of these queries for managers, therefore allowing for closer monitoring of resourcing levels, linking to the use of casual staff.
I understand those adjustments. Just curious to find out how the standardisation, streamlining and administration reduction will be done and based on what criteria. Also wondering how much staff reduction can be done without losing knowledge or placing too much workload on other staff which might push them to leave, therefore having to spend more on recruitment and time for new staff to be able to perform as previous quality standards. What about all those recent new high positions? Are they justified and isn't that adding another layer of management? Are travel expenditures also going to be looked at if we're that dire on savings?
Revisit the use of Purchase Orders - there has to be an easier way! Allow for projects that have been approved before RM is initiated to have a one cycle rather than two cycle approval. Allow Case Managers to view project financial reports for projects that they are aligned.

It is certainly possible that we can reduce the "overhead" costs by better use of technology. I would point to the system our manager and one of my co-workers have implemented for the FEIT Workshop sharepoint page work booking system which they have modeled on the ProtoSpace work booking system. This is the sort of thing that we should be looking at to help better understand and deliver the support our collegues and students expect. While I am generally a fan of centralising services that are common across different faculties, I would sound a note of caution about abstracting the service from the customer. The more centralised a service, the further from the customer (and the person paying for the service) the delivery becomes. With the current model of largely faculty-specific service groups, the head of the faculty is ultimately responsible for the cost of the service and the quality. If the service group moves to a central, non-faculty-specific delivery group, then the faculty less in control of the cost or service quality. It's a possible downside to the upside of more efficiency from a central group. I hope the technical services group from FEIT doesn't come under the "professional" group of employees. Because we sure have not increased our numbers over the last 10 years. We'd be lucky to have maintained our numbers.
Consolidate event teams within divisions to improve delivery, consistency and strategic alignment. Move fevent functions across university to Central MCU Events team to manage. -Would enable a stronger support model to the university, as larger events teams could assist with ad hoc requests. E.g. a larger central Events team could support more central events and offer stronger support to faculty admin staff. -Consistency of event delivery would improve procedures and systems being adhered to in the correct way each time. -greater efficiency and cost savings by consolidating into one large Events team. Create role: Head of Events Then structure below would be: 2 Senior Event Producer 2-3 x Event Producers 1 FTE Event & Brand Partnership Manager 2 FTE x Event coordinator (faculty) 1 FTE Admin Event Support Officer
Make value flow without interruptions and unlock the intrinsic motivation of knowledge workers. UTS has started with the IT Architecture (yay) - streamline it and you reduce the many different software tools professional staff have to grapple with. Decentralise decision making: Why is the Provost approving business cases? Why is a business case needed when you have NEO? (Also, no receipts needed with purchases under $100)

I write this under the assumption that this feedback will not be disclosed to GIPA s.3.4, as I would be easily identified as GIPA s.3.4 mentioned below.

As GIPA s.3.4, I am hopeful that feedback will lead to improvements and standardisation of professional staff structures across UTS, or at minimum, GIPA s.3.4. If the GIPA s.3.4 professional structure was standardised substantial cost savings and efficiencies could be achieved. I also believe that, with standardised changes, stakeholders — including academics and external industry partners — would receive better service, and overhead costs for courses and research programs would be reduced.

GIPA s.3.4 operates with GIPA s.3.4, a situation dating back to GIPA s.3.4. When GIPA s.3.4 I structure is costly, inefficient, and inequitable. There are GIPA s.3.4 with inconsistent processes, a top-heavy hierarchy with HEW GIPA s.3.4 roles, salary inequities for equivalent positions, and unique processes within GIPA s.3.4 (for example, some GIPA s.3.4 achieve outcomes with a single action, GIPA s.3.4.

GIPA s.3.4 Each team has its own unique processes, and some have additional faculty-level procedures, leading to inconsistencies across GIPA s.3.4. GIPA s.3.4 is also unbalanced, GIPA s.3.4

The GIPA s.3.4 structure is neither effective nor efficient GIPA s.3.4 serve only to GIPA s.3.4 team sizes rather than enhance productivity or alignment. Many roles and processes add unnecessary complexity, and some positions could be streamlined or eliminated to make processes smoother. The current structure is inequitable, leading to frustration and a culture of blame, as accountability and responsibility are often unclear.

In contrast, other areas of the university operate with efficient, transparent, and equitable professional staff models. In GIPA s.3.4 all with standardised FTEs, titles, salaries, and position descriptions. The GIPA s.3.4 professional staff specialists who deliver streamlined, consistent services across GIPA s.3.4. This model promotes simplicity and fairness, reduces the top-heavy hierarchy, would be more manageable for the GIPA s.3.4 due to consistency in structure and processes, improves stakeholder support, and would undoubtedly be more cost-effective.

I am happy to elaborate if needed.

We really need to have more centralised modes of internal communication - there are times when my team has felt that we have communicated funding opportunities/events enough through different channels but often there's the response 'i didn't see it', or conversely 'you communicate too much'. If there is a need to post in multiple newsletters and channels, there should be a single entry form from which you can include your ad, nominate the correct newsletters/channels, and this would either pre-fill those newsletters, or send an update to the relevant administrator to add to their news.

Also, the fact that you need to open one window to view room bookings, and another to make room bookings is a little ridiculous. I only occasionally use the room booking tool for some events, but when I do, it is really annoying.

Faculty GIPA s.3.4 costs savings

Remove duplicated roles

In Science we have AHoS and Ads (1 FTE and 0.5 FTE respectively) with identical portfolios.

These roles are redundant, with the AD position field by the AHoS roles for at least 25% of the year (holiday + travel). Futhermore, this removes the need for 4-5 hours of extra meetings per week as currently the meetings at the faculty level do not include the AHoS, so the AD needs to meet with the AHoS, and the AHoS with the HoS and HoD / DL respectively.

Solution one: retrench the ADs & AHoS step up – Savings 3-4 SSG roles
Solution two: retrench or remove AHoS roles, the AHoS often teach – therefore not as easy to retrench.

Savings 1M

Remove poorly performing facilities

For example, the GIPA s.3.4 ASF are two facilities which are not needed. GIPA s.3.4 will be non-viable with the loss of GIPA s.3.4 teaching, and the GIPA s.3.4 will not make money. Only one researcher (academic) uses these facilities as an integral part of their research.

Solution: retrench staff and mothball the facilities.

Savings 10M

Decrease casual spend

The issue with have in the GIPA s.3.4 is that people in GIPA s.3.4 do very little teaching (some none, some minimal). This is also true of some people in the teaching disciplines. If everyone not externally funded for their salary had a 40% teaching load this would drastically reduce the need for casualisation. It would be inpractical for this to apply to people on SSG payscales.

Savings 10-15M

Remove teaching administration from Academic roles

Several academics have reduced teaching load due to acquisition of teaching administration roles. Redistribute these roles to non-academic staff –

Savings – 1M (casual budget)

Decrease workload associated with "leadership positions"
Currently GIPA s.3.4) have 0.5FTE assigned to this role – in reality this is a 0.1FTE position for most GIPA s.3.4 (1 1 hour meeting a week, all difficult issues solved by the HoS or above). This is true for the chair of committees such as GIPA s.3.4 , etc.

Solution decrease workload, increase teaching reduce casual spend

Savings – 1M (casual budget)

Centralise and remove admin support

Administrative positions in the schools, institutes and faculty have overlapping roles. Solution is to move all activity to the Faculty level. Furthermore, each centre has 1-2 admin positions from UTS coffers. These are not needed.

Savings – 1M

Remove a centre or two (or incorporate into the teaching discplines)

The GIPA s.3.4 centres, their support from central and faculty coffers is in excess of 25M PA. Are all needed?

Solution removes a centre. Savings – 1-5M
This is another area that is long overdue for reform. Particular attention should be paid to decision rights, and execution speed. UTS has a risk-adverse, inward facing and insular culture. Decisions are referred to committees where the HIPPO (Highest Paid Person's Opinion) hold the floor but seldom make, own, or are held accountable for decisions. This slows everything to a crawl. The ERP and CRM work must be prioritised as management does not have access to good data to understand how the business is operating either. Decisions are either under-informed guesses or are deferred.
Yes, do this. But know that replacing people with yet more apps / systems simply pushes the administrative load onto individual academics who rarely have the time develop literacy across these different tools. This creates a whole new level of inefficiency. It would be interesting to understand where the growth in the professional workforce has occurred over the last 10 years, and why the bureaucracy is such a large percentage of the university workforce. I would support getting rid of any areas/roles that do not DIRECTLY relate to research or teaching activities.
Our professional staff are highly dedicated, and my team is particularly committed. We support both the GIPA s.3.4 , making us more efficient than some other schools by working with fewer staff. However, many of our systems are outdated, incompatible with other systems, and simply unfit for purpose. A prime example in FEIT: we currently rely on up to five systems just to create a single casual contract, which is unnecessarily complex. At the university level, the recent rollout of the new SFS and Blue System was trialed in Health, a much smaller faculty than FEIT. Despite clear communication from all FEIT schools about at least a dozen concerns, they were overlooked, leading to a problematic system. It would be much more effective to trial new systems in FEIT, as we are the largest faculty. This isn't arrogance—it's sound practice. With six schools that have diverse needs, we can provide valuable feedback for developing robust systems. Furthermore, the core findings under review aren't entirely applicable to FEIT. The responsibility for these systemic issues lies primarily with central management. While I recognize that efficiencies need to be achieved, I believe the focus should start with central and the SSG level.
Simplifying processes and systems to be efficient is very welcome. But beware the perceived need to substantially reduce Professional Staff based on headline numbers and ratios, especially when discipline mix and other factors are ignored. Such an approach was conducted at GIPA s.3.6 a few years back and academic colleagues I know there were outraged and very frustrated at having to spend time on a bunch more administrative tasks instead of spending that time on their teaching and research. Professional staff time is usually cheaper than academic time, so it is more efficient to have academics strongly supported by professional staff so their output is maximised rather than reduced. Of course, academics must be held accountable for their performance for such a model to work. A better approach is to first streamline processes and systems and then identify the amount of Professional staff support required that maximises the teaching and research output of Academic staff. A ground-up approach for an efficient structure rather than top-down based on blind ratio comparisons.
The above could have been written several times over the last decade. Fundamentally how we work together, work culture, is a very poor relative here at UTS. Are the consultants listening.
Just to say that our professional staff are very hard-working and valuable. With the growth of GIPA s.3.4 it is my hope that we don't lose this support.
NICE
There is no clarity on the bonus structure of senior university staff. While I understand our offerings need to be competitive to attract talented staff, evaluation of bonus should be associated with performance, if that's not already in practice. Increase in professional staff FTEs are largely coming from central units and divisions, some restructures have increased the number of mid-senior HEW levels and decreased number of entry level professional staff. Senior staff often spend time exchanging thoughts over strategies and there's not enough "do-ers" in entry to mid levels to execute the work.
Will GenAI be brought in to help with some of our operating model tasks i.e daily use of GenAI to help us wade through Staff Connect?

Many central teams appear to be based off site or even in another country. It being able to access support in an efficient manner has knock on effects to productivity. Also key processes still appear unclear and trying to access the correct person on team to get an answer can feel like a marathon. Efforts to improve general processes will enhance efficiency.
UTS Shopfront alone has contributed approximately $2.77 million to the community sector over just 4 years. This program has been running for nearly 30 years... In 2024, the UTS Shopfront Program has serviced 84 NFPs/social enterprises, 3700 students and 11 subjects. We run on a relatively small budget (non-salary - $25,000), yet we have such a transformational impact for a student's learning journey and for grassroot community organisations. We also take the workload off many academics who incorporate community engagement and work-integrated learning into their subjects by facilitating the community partner, subject partnerships and ensuring our subjects are embedding best practice community engagement. I am concerned that programs, like GIPA s.3.4 will be on the chopping board and this would be an incredible loss for the university and our mission to drive public good/social justice.
Agree, many processes and service delivery can be standardized and need to be reviewed but what sets a business apart is the "human touch". If you are able to still provide point of contact following initial automation responses, you put your brand ahead of the rest. I have seen companies go down this path and eventually had to pivot back to offering actual service.
Unfortunately, UTS has suffered from duplication in roles and systems for some time (I appreciate that efforts have been taken to consolidate systems in the last few years). I also agree with the statements regarding professional services and increase in size of the senior staff group.
Isn't this what we've apparently been doing for the past decade(s)? How can we need to keep updating this? How can we keep changing (at great cost and inconvenience)? We have administrators creating untold admin - this is killing us. Safety paperwork, recruitment (from externally funded grants), business case after business case that have to go all the way to the Provost to get approval to do something quite simple. What are we doing?
Academics are tasked with benchmarks. This same performance measure can be applied to Professional Staff as part of instilling an improvement mindset with 360-degree confidential feedback.
The proposed overhaul of the UTS operating model prioritises cost-cutting over meaningful improvements to staff experience or operational efficiency. Reducing casual staff expenditure and general administration may achieve short-term savings but risks overburdening remaining staff, diminishing education quality, and undermining morale. While standardisation and management adjustments might streamline some processes, they fail to account for the diverse needs of faculties and administrative areas, risking further inefficiencies and disruptions. This plan feels more focused on meeting financial targets than genuinely enhancing the university’s functionality or adaptability. A more balanced and thoughtful approach is needed to ensure these changes support staff and strengthen, rather than compromise, UTS’s core mission.
The change to the operating model is a great initiative. I feel Glen's vision for how he wants to transform the university is bang on. The frustrating part is his vision is not supported in the way that it should be, we need to connect the vision across the business. There are too many fiefdoms and lack of accountability in leadership. People do whatever they want and then further down the chain staff are not held accountable. It is a not for profit but we need to start operating it as a business. Also we need to learn how to say no, we don't say no to anything.

The proposed overhaul of the operating model is a positive step toward improving efficiency and aligning costs with sustainability goals at UTS. However, several areas require critical attention to prevent inefficiencies and negative consequences.

1. Negative Incentives for Casual Staff
Current practices may unintentionally penalize casual staff for efficiency and high-quality work. For example, a casual staff member completing a task ahead of schedule and delivering excellent results may be compensated less due to reduced hours worked. Meanwhile, those taking longer or delivering lower-quality outputs may receive greater compensation simply for working more hours. This creates a perverse incentive to delay work or compromise quality. UTS should adopt outcome-based rewards or project-based contracts that align compensation with deliverables, ensuring efficiency and quality are encouraged.

2. Inefficient Flight and Hotel Booking Systems
The current booking system for flights and hotels is not only 20% more expensive than self-booking alternatives but also introduces significant delays due to lengthy approval processes. This inefficiency wastes both financial resources and staff time. Allowing greater autonomy for staff to book travel within budgetary and policy guidelines would reduce costs and improve operational efficiency without sacrificing oversight.

3. Costly Academic Promotion Process
The academic promotion process is unnecessarily time-intensive and costly, involving significant effort from applicants, internal committees, and external reviewers. Simplifying this process could save time and resources for all involved. A KPI-based system could be a viable alternative, where clear, measurable criteria for promotion reduce reliance on lengthy documentation and reviews while maintaining fairness and rigor.

4. Streamlining Approval Processes
Approval processes for routine tasks, such as procurement, travel, and project resource allocation, are overly bureaucratic, leading to delays and inefficiencies. Automation or delegation of routine approvals could streamline operations while maintaining necessary oversight.

5. Balanced Leadership and Management Structures
While reviewing spans and layers of management, UTS must avoid the extremes of overmanagement, which stifles creativity and trust, and undermanagement, which leaves staff unsupported. Balanced leadership, focusing on empowerment and appropriate guidance, is critical to maintaining productivity and morale.

6. Monitoring the Impact of Cost Reductions
Reducing general administration and casual staff costs can achieve immediate savings but may impact service quality, morale, and the student experience in the long term. UTS must establish mechanisms to monitor these impacts and adjust strategies as needed.

7. Engaging Staff in Decision-Making
Staff involvement is critical to the success of the operating model redesign. Workshops and surveys can provide valuable insights into pain points and potential solutions, ensuring the proposed changes are practical and widely accepted.

By addressing these concerns, UTS can create an operating model that prioritizes efficiency, cost savings, and staff satisfaction while minimizing unintended negative outcomes. A human-centered approach, coupled with systemic simplifications, will ensure the redesign supports both sustainability and operational excellence.

I have a vested interest in the Operating Model. I do not want to see job losses. I also wonder how the amazing technology coming out of AI, the ERP program etc will be made available with the appropriate level of training and monitoring within the next 12 months. Big systems take a long time to implement and inevitably go over budget. Where are we with the ERP? And what will staff be using when it is implemented.

Staff in DAB and FASS are generally in favour of the faculty merger.

Reduce the forms at every level, which can save academic time and reduce the need for admin support.

Flexible and Remote Work Practices Remote and Hybrid Work Models for Admin Staff: Encourage flexible work arrangements where appropriate for administrative teams. This reduces on-site facilities needs and associated overheads while improving employee satisfaction HotDesking and Shared Office Spaces: Introduce a hot-desking model, reducing the need for dedicated office space for every administrative staff member, leading to savings on utilities and office supplies and Process Automation and Digitisation implement AI-driven automation: Identify repetitive administrative tasks that can be automated, such as data entry, scheduling, or document approval. By implementing intelligent automation, staff can focus on higher-value work while reducing the time spent on manual tasks.
Redundancies exist in many systems, that could be streamlined to create efficiencies and reduce workloads. Examples include contract management: high value contracts need to go onto Content manager, Vital Records, potentially Research Master and the new system Procurement are introducing (GateKeeper) then the GIPA register, that's 5 processes. Authorisations / delegations are incredibly complex, for example purchasing involves a different delegation for each of these processes - Procurement approval, Procurement exemption approval, Contract signing, Financial approval (which also varies if it is a capital purchase), asset disposal. System duplication is also an issue. A key focus for IT would be to identify current software, apps, platforms etc used across UTS and encourage the use of Enterprise systems and removal of small, bespoke systems that are likely to be duplicated across UTS. There is also a significant number of staff that are employed on a contract basis, that has a higher cost both in dollars and in reduction in efficiencies due to higher staff turn-over, loss of information, decreased staff security and satisfaction.
Reducing administrative burden and streamlining processes, while not automating the work of humans who can best navigate systems, could be a good opportunity for further savings. However, centralising processes will lead to inefficiencies and should be avoided. One area of potential savings is to minimise structural changes, such as faculty mergers, which increase administrative burden, require substantial investment in rebranding and process adjustment, and distract staff from core business. Streamlining could instead be found in reducing salary expenditure in the university's central administrative and strategic planning bodies that do not contribute to core business of teaching and research.
The language in this section is very ambiguous and lacks an indication of any specific focus. Standardisation, spans of management and reduction of casual staff can be counterproductive as it applies to many different functions. There are many instances where variances are operationally required. It would be helpful to clearly articulate what model the university will adopt, e.g., a centralised model, so there is a consistent approach and not numerous different operating models trying to work together. It is important to be conscious of the level of "distributed management" there is in this model. ITU and HRU have both adopted models where users of their services will need to allocate a significant amount of time for training, managing and operational deployment. This approach is already increasing workload for staff engaged in IT projects and placing pressure on inexperienced staff trying to manage administratively-heavy HRU processes. It is critical that there is transparency across the change processes in all units/faculties because of the interdependcies of decisions and structures in any future model. The lack of information surrounding the ITU and HRU change processes has been problematic for day-to-day operations as it is unclear who is going and how work will continue.
Wish it works out for staffs and the university both.
N/A
- UTS is one of the most bureaucratic higher education institution I have ever experienced, and the large number of professional staff is a part of this issue. There is a constant stream of new processes – often more complex than previous processes. These processes are wasting academic time that could be used for teaching and research. - Throughout the entire discussion paper the enormous increase in senior academics (including at the central level) is not mentioned despite the potentially unsustainable increase in these positions. Are all of these positions really required and are they required at the current salary levels? This may also be an opportunity to look at excessive numbers of Associate Deans in some faculties (other than Teaching & Learning and Research)

Really needed. Challenge will be not to 'throw baby out with the bathwater'. We need better systems, less duplication here too, more available decision makers empowered rather then 'I'll get back to you' defaults. Look at Universities like Warwick and Swinburne for streamlined structures.

The following pertains to page 18 of the proposal regarding professional staff supervision.
The GIPA s.3.4 organizes the Faculty's numerous core student engagement activities to enhance the holistic university experience for Law students, as well as aid retention and essential onboarding of students. Under the supervision of the SPC, the Student Programs Team plans, implements, monitors, and reviews initiatives to engage students in the Faculty community through the following programs:

- GIPA s.3.4

These core programs support the graduate success rates of which UTS is so proud.
Our programs and team are a unique and prime example of the Faculty of Law putting the student experience and real social impact at the center of everything we do. We excel at this, winning multiple Teaching & Learning Awards and citations, and seeing program growth year on year, showing strong student demand. The programs we run act as unique selling points and are often reasons students choose to study at UTS Law. In this sense, they assist with driving revenue.
In line with the Student Experience Framework, our functional student programs support student success on-campus through academic engagement and promotion of excelling through subjects (GIPA s.3.4), belonging, wellbeing, student and industry partnerships (GIPA s.3.4).
Our programs showcase our proud alumni and industry community partnerships, whether they be donors, mentors, guest speakers, or those seeking to hire our students for paid or voluntary work that is so important for pre-service lawyers to develop.
In relation to the Operational Sustainability proposal, professional staff supervision is referenced on page 18 of the document. It is worth noting that the GIPA s.3.4 Team is a slim and high-performing team (just like many other professional staff teams in the Faculty of Law). In 2024 alone, GIPA s.3.4 . On top of these GIPA s.3.4 Additionally, the team is required to undertake GIPA s.3.4
As mentioned above, this unique team is supervised by the GIPA s.3.4 r. GIPA s.3.4 manages GIPA s.3.4 . The team is small but mighty and incredibly efficient.
It is concerning to read in the Operational Sustainability proposal that the plan is looking to remove professional staff supervisors. As stated above, without the integral Student Programs Coordinator role, many of these programs and events would have no project owner to steer them. We hope the university takes into account that all supervisory roles are built differently, and that there may not be efficiencies in collapsing them. Instead, it would stifle growth and the running of core business.

This needs to be the first priority - it might not provide all the savings but it is a vital statement of intent to break the biggest issues with working at UTS : our systems and processes. They are laborious, counter-intutive, slow and demotivating and unless rapid progress is made to address these issues there will be enormous cynicism from staff about the other pillars. Fix this area first and let everyone see progress in 2025, and that will help set the scene for a broader raft of change in 2026 and beyond.

There is also a need to review the staffing salary levels for roles that are similar across all Faculties. The salary level should not be determined solely by the volume of work; higher volume should not automatically result in higher salaries compared to lower volume roles. Additionally, we should consider consolidating the portfolio to ensure a consistent approach to addressing the same issues.

This is certainly an area that should be prioritised. UTS has become overly bureaucratic, with an excess of complicated and often duplicated processes. In simple terms, there are too many support areas that have evolved into independent silos or "small empires" (e.g., GIPA s.3.4 Additionally, the IT systems are overly diverse and lack sufficient interoperability, further compounding inefficiencies.
There seem to be far too many professional staff across the Central part of UTS. I think the Faculties are running a tight ship, and Schools in general are not over-governed, rather, hearing about the manager:staff ratios in Central UTS sections seem to suggest there are too many professional staff in many of these areas. If required, reductions in staff numbers should come from these areas of professional staff - with an eye on increasing domestic student numbers in popular courses, I don't think there is much value in reducing the number of Academic staff at UTS as Academics are the foot soldiers who deliver the product (teaching and research). Alternatively, some Central sections of UTS certainly produce valuable work, many of the initiaitves are 'busy work' and not necessarily essential to the core business of the university, and instead the tasks passed along to Academic staff create more work for them to do. There is far too little appetite for risk at UTS. We need to empower the staff to be able to make their own smart decisions with the help of their immediate supervisor. Ultimately, a Head of School or Head of Discipline or even Dean should be able to have the power to sign off on staff hiring or other decisions. An expansion of the risk appetite would enhance the flow of UTS systems immensely. There are so many procedural steps to take for paying invoices, recruiting staff, creating a new supplier in the system etc. While it is appreciated that UTS is a large company, many of the systems seem to have developed over time and have become extremely inefficient and indirect. The forms required to set up and pay a new supplier take days to fill in, as do the forms for research administration, for purchasing IT or AV items, for signing up casual academic staff (they can only be sent their contract at their UTS email address but when they are new they don't have access to their UTS email address), for booking airfares solely through the concur system which often takes longer and costs more than self-selecting airline tickets etc etc. There should be due consideration of matching workload models between Faculties. Some Faculties teach far less contact hours than others. It is only fair to have a standard workload model and this can uncover some efficiencies and cost saving when all the workloads are balanced out. We are all in this together so why should some Academics at the same level of experience in some Faculties teach less hours per week than equivalent positions in other Faculties? There should be due consideration of matching travel/PD budgets between Faculties. Some Faculties have far greater travel/PD budgets than others. This is also a question of fairness between staff. There should be due consideration of matching salaries and staff benefits between Faculties. It is apparent that some Faculties receive Salary Supplementation across all levels of staff. While this was likely a reflection of the difficulties of getting staff to work at a university instead of going into private business, I don't this is a problem any more given the uncertainties around the corporate world and also the favourable working conditions provided by UTS. The University could save hundreds of thousands of dollars with very little risk, with any opposition to this being asked to test the market for value of current UTS pay and conditions.
Better facility management will be helpful.

Seems as though some priorities / objectives conflict i.e. how to retain staff and attract the required talent to meet various initiatives including maintaining our goal to have global impact and future growth. Current climate seems to be resulting in sub-optimal circumstances in relation to resourcing and servicing. As outlined in the paper, the people working across UTS play a very important role in achieving UTS targets, hence talent retention should be of focus in order to appropriately resource the planned changes / innovation. It seems the UTS workforce is already running quite lean however there is mention of improving workforce organisation. It is unclear what exactly this means.

Transparency and regular communication should be prioritised as much as possible throughout 2026. This was not well done throughout the COVID-19 situation.

Minimizing extra work or work that does not present substantial or necessary benefit, standardising and streamlining processes / process improvement should be of priority.

Leadership should recognise the impact of uncertainty on staff and provide staff the support necessary to navigate i.e. continually demanding more from staff should be cautioned.

How are other universities navigating these similar / same circumstances including the government policy changes? And why does UTS seem to be struggling more than others. Perhaps future communications could address this.

It is not clear how the UTS People Strategy and Employee Value Proposition will these be prioritised throughout this process noting their importance to achieve various University goals e.g. pillar 7 Business Enablers and Improvement.

Cost Management Program – what does this mean for property, maintenance, procurement as they relate to core business?

Further details should be provided re the proposed Operating Model Expenditure Savings i.e. What does service delivery standardisation and reconfiguration entail? What does reducing general admin entail? What does reviewing and adjusting spans of management entail?

Many UTS staff have expressed their frustration and exhaustion over the past few years. It seems staff volumes have reduced significantly however work volume has not. As a result, staff have been taking on more work and noting the reference to scaling back and reducing professional staffing levels, it is not clear how sustainable or reasonable this initiative will be in reality.

Re professional service delivery changes: The idea of outsourcing should be carefully considered noting the realities of how this model works noting it varies across different departments. In my experience, it requires significant time allocation by UTS staff to manage externals and UTS systems / processes are limiting as they do no give externals access to complete various types of work therefore minimising the benefit.

I am excited about this initiative, it is desperately needed. UTS has out-grown itself, we are following systems and processes that work for a small organisation but not for one the size of UTS. Standardisation and reducing general administration is most welcome.

For example, a recent request to sell/dispose of an unused asset that is costing money to store required approval from the Provost, as per the financial delegations. It would have been more reasonable for the Dean or Head of School to make this decision. I have lost count of the number of times the Business Case for vacancies has changed over the last 3 years. These are Word templates distributed via email cascade, making it difficulty to know if I am following the most recent version. These should be available electronically, so always using the most recent version.
Many UTS forms that require signing are on a Word template, this requires me to insert a photo/image of my signature. I feel really uncomfortable doing this as it could be easily stolen and misused.
There was discussion of having staffing structure span of six. This may be industry standard, but perhaps most industries don't have a Provost position in-between. For professional staff at a faculty level, the FGM is down to a span of four, leaving only two more line management levels beyond the FGM. This provides very few progression opportunities, will result in a lack of line-management experience and potentially overload the line-managers.

Centralisation and process to regularly measure our performance I feel is key.

The model of "Shared services" (versus centralised services) may also help. I've seen how other universities have implemented this model, especially in areas where there are many duplication of roles, functions, and processes. Shared services that are covered by service level agreements will help provide consistent and high standard services, are reliable and responsive, allow partnerships with units served, and share the resources and cost.

Agree strongly with this - reduce excessive administration burden on academics and other staff so they can focus on their research work and teaching.
Thank you for the opportunity to provide feedback for the Operational Sustainability initiative. As a leader in Procurement in several other organizations, I have extensive experience in the benefits that procurement can deliver and fully support the advancement of procurement at UTS. However, after working at UTS for the last four years, it is very evident that UTS has significant value leakage in its contracts by not recognizing the necessity for a Contract Lifecycle Management function. UTS does not have such a function or appropriately skilled and experienced resources that perform the commercial and contract management activities. Value leakage occurs when we do not enforce the obligations that are negotiated in the procurement phase. If suppliers are allowed to reduce their scope and deliverables or variation are approved without consideration of the original contract obligations, UTS is experiencing value leakage under the contract. UTS expects business leaders, project managers and service owners to act as Contract Managers, but such roles generally do not have the skills and experience in contracts to help deliver the value in our contracts. Furthermore, Contract Managers typically help support the activities in the procurement phase by ensuring commercial rigor and clarity in forming the contract (which is in addition to the great support that UTS legal already provide). In summary, my suggestion is to create a Commercial and Contract Management function (separate from the procurement function) to facilitate the contract lifecycle management phase, with all the required tools and business processes to support the activities and resources with skills and experience in commercial and contract management.
The way we are forced to work at UTS is fundamentally wrong. Staff are bureaucratically hamstrung with just about everything we do in research and teaching. Working conditions are poor and receive limited support. Professional staff rarely know answers to basic questions yet make up over 60% of our staff. In addition, Professional Staff make rulings on resourcing that should be made with academic oversight. There is just about zero agility in work practices at UTS. Can we bring back the 'unleash UTS' approach that Prof. Brungs used to mention? UTS staff are not at all given a fighting chance to do good work with the sub-standard systems and processes that are in place at this organisation.
Will lessons from historical attempts to centralise/decentralise services at Universities across Australia be considered when decisions are made? The VSP 2020 has reduced the "sustainability and growth of operations/governance" with the reduction of staff and no action plan of documentation/training of new staff to remediate the lost internal experience. This is clear with the lack of updates for Staff Connect, unclear documentation of training material/onboarding for key systems/procedures (e.g. Casual Academic Employment). Additionally, the proposition of automation to resolve the operating model is troubling when there's no context or case studies to compare. What rationale is used for the assumption that standardisation of processes and streamlining with equate to a reduced workload? Finally, how will the changes to service = increase of timeframe response be executed if there is a major shift in business operating model and loss of staff? Will the remaining staff be forced to action duties faster via KPIs? Has taking the time and effort to train new staff even been considered as an expense? This doesn't make sense.
Well my response on sustainable teaching Q is relevant here. in addition to that, procurement practice needs a review - a lot of our time is spent when the product is not accessible for the students, and it doesn't meet the compliance standards for accessibility. Accessibility feature should be a core part of procurement, but again there are only superficial consultation before procurement (they admit they know nothing about accessibility) and then there are multiple efforts to put band-aids. For example, ProctorU software is NOT accessible which results in more time and energy to solve each individual problem. We face risk of discrimination charges.
This is where a large number of efficiencies could be made, particularly if the support is designed to actually help the users of that support. Centralising different teams can help, but only works if the partners are there to actually support the faculties. There should be greater accountability for teams or services that are not meeting the needs of the faculties, a poor partnership has typically results in greater administrative burden on academics (resulting in reducing time for research or teaching duties) .This has been noted specifically with marketing in science, while this has now been addressed and the partnership is working well, a poor partnership can have significant damage at the faculty with little consequence to the central team .
Please see response sent to staffquestions@uts.edu.au from HELPS dated 05/12/24

This statement "Designing and creating a fit-for-purpose and contemporary operating model at UTS will require us to consider several options, including service delivery standardisation and reconfiguration; reducing general administration; streamlining processes; reviewing and adjusting spans of management; and reducing casual staff expenditure in lines with reductions in work volume." sounds like a utopia. But from my experience, there is so much resistance to change. I have suggested process improvements to central operation leads, and they've waved it away without even a conversation. There are so many jobs within the University that, from the outside, appear to be unnecessary - a job creation scheme. Maybe I'm unenlightened, but this University needs to get serious about this and actually act. And, I'm not necessarily talking about shared services change processes, as in some instances that leads to worse outcomes. I think it's critical that the executive seriously listen to School/Centre needs; these are the people that are doing the heavy lifting to achieve the University goals and outcomes, so it makes sense to take these bottom up approaches. The University needs a greater appetite for risk. Give teams the framework, but let people operate in the way they need to operate, and let risk be assumed at the appropriate level. There is absolutely zero reason for every single job description and business case to go through the Provost when the School and Faculty can assume that risk. Every now and then I find references of UTS Unleashed across SharePoint sites. Let's actually do that.

Current State of HCD at UTS:
The HCD team at UTS is a small, dedicated group within the IT unit, consisting of service designers, UX/UI and accessibility specialist, focusing on aligning digital products and services with the diverse needs of the university community.

Challenges in the Current Setup:
Being embedded within the IT Unit restricts the HCD team to technology solutions, limiting broader application across the university and often resulting in tactical rather than strategic contributions.

Need for Strategic Integration:
To maximise HCD's impact, it should be integrated into the university's core strategic initiatives through to execution, ensuring that the needs of students and staff are prioritised in decision-making processes across all horizons.

Benefits of HCD:
HCD provides a range of benefits that drive both tangible and intangible returns on investment. By prioritising peoples' diverse needs, HCD focuses on working in a way that ensures decision making is aligned to achieving the best value for our end-users as well as the organisational goals.

Proposal for Pan-University approach:
Centralising the HCD team outside of the IT Unit will ensure a unified pan-University approach, enhance agility, and facilitate the dissemination of best practices and innovative solutions across the university. This will help shift focus to holistic end-to-end (digital and physical) experiences for the UTS community.

De-risking investment to support operational sustainability:

To ensure that we are taking care of the needs and desired outcomes of our students, staff and during this transformation, HCD can help to reduce the potential risks and sequences by helping to think through the end impacts on experiences.

We work not only to bring in the human desirability perspective, but also focus on how we may deliver solutions that are commercially viable and technically feasible at the same time.

Our methods allow us to prototype and test solutions (of all types) before an outcome is made, so that the risks and impacts can be better understood in a real world sense.

A Pan-University Approach:

By embedding HCD in a pan-university capacity, UTS can ensure that every aspect of the student and staff journeys are designed with the end-user in mind. This alignment with real needs not only enhances the student and staff experience but also supports institutional goals related to retention, reputation, and educational outcomes.

To support UTS initiatives from a pan-university perspective, it is crucial to centralise design resources to an area that can service the whole of university, agnostic of any current or future structures and divisions.

The pan-university perspective will ensure a unified approach to problem-solving and enable the dissemination of best practices and innovative solutions across the entire university. HCD team can act as a strategic enabling function, providing consistent support and guidance to various departments.

The HCD capability will also enhance the university's agility in responding to emerging needs and challenges. The team can quickly mobilise and apply their expertise where it is most needed, maintaining a competitive edge and adapting to the ever-changing educational landscape.

A paper has been written to support this response, please reach out to GIPA s.3.4 for further information and the full paper. GIPA s.3.4 @uts.edu.au

- Will there be a strategic assessment of the universities administrative ecosystem, to assess inefficiencies and makeshift solutions that have been implemented, that can inform an overhaul?

- There seems to be a disconnect between some managers (not) understanding the systems / processes in use and therefore compromising their oversight on the extent of the workload that they are placing on their staff who may or may not receive (adequate) training to perform their roles.

- It would be refreshing to see staffing cost reductions balanced across staffing levels (and casual roles) for cost reductions, rather than focusing on lower staff levels and casuals, particularly as historically those who remain seem to be expected take on greater work volumes to accommodate for staff cuts and often unofficially expected to step-into higher-level tasks without remuneration.

- The duplication of roles across Faculty / Central services is noted, but along with this, the gatekeeping of information / processes / contacts and silo-mentality needs to be addressed whether as a proprietary team culture or an individual - key to addressing this is the clarity of purpose and KPIs for individual roles as well as teams/units and how these are communicated / mapped for the rest of the university.

CareerHub and Canvas integration - Prepared by UTS Careers

CareerHub is a career management platform used across UTS for the management of internships, programs and initiatives related to student's career development and professional readiness. UTS Careers are the product owner of this platform and have formed the CareerHub Community of Practice for our internal stakeholders to streamline, optimise and ensure cohesiveness across CareerHub (CH COP).

To improve operational efficiency, UTS Careers and CH COP stakeholders are proposing the university consider an integration between the CareerHub and Canvas platforms. Enabling the information transfer between the two applications would leverage current technology to further automate initiatives and reduce significant administrative load and duplication.
CareerHub currently has data provisioning (one way) with CASS, and an API-enabled integration with Vieple.
The data provisioning arrangement with CASS has enabled us to utilise CareerHub across the university, to facilitate career-development initiatives at scale (e.g. WIL, Internship programs, Award programs). Many programs utilise Canvas in some areas of their programs as well and engage in manual administrative tasks if they need to transfer/or utilise information from one platform to another.

Various CH COP stakeholders have identified opportunities to significantly streamline their processes and improve the UTS student experience should CareerHub be integrated with Canvas. The below is a small sample of how UTS staff and students could benefit from this integration.

Several use cases could benefit from an integration between Simplicity's, CareerHub platform and Canvas. Below are some that stakeholders regarding internship and WIL related programs have shared.

Theme / Area of Interest: Efficient Record Keeping
Use Cases:
- Integrate a CareerHub completion into a comment in CASS or CANVAS for AHEGS purposes. We all manually add these AHEGS comments at the moment.
Raised by following Stakeholder(s): Law, Business, BUILD, Careers

Theme / Area of Interest: Streamlining Administrative Process
Use Cases:
- It would save time if CareerHub was able to communicate registrations of the EmpowerED Leadership Lab to Canvas, and for Canvas to be able to report back completion levels back to CareerHub.
- Pass WIL to Work completion records from CANVAS into CareerHub.
- Streamline the process for Business Internship Subjects - Supervisor Workplace Evaluation Form - Currently, students must save this as a PDF from CareerHub and upload it to their Canvas assessment submission. Automating this process would be great.
- Remove processes to manually add students who 'opt out' of the Internships and Mentoring programs to alternative assessments tasks in Canvas.
Raised by following Stakeholder(s): (Law), EmpowerED, Careers, Law, Business

Theme / Area of Interest: Student Experience
Use Cases:
- Orientation registration for events featured in first-year subjects (students look at their subject sites the week before Week 1 and this could pick up more regos as well as view event recordings)
- Workflows such as the UTS Law subject Practical Experience which has a Canvas subject site
- Onsite Workplace Health and Safety Checklist and Placement Wellbeing Survey - if students could see if these were outstanding in Canvas it may be helpful as a another way to remind them. (Business)
- Placement Summary Form - Students often need to refer back to their Placement Summary Form, and it would be more streamlined if it were available in Canvas as well e.g. final assessment due date, the internship dates they provided and learning goals. (business)
- Opportunities and Events - If the integration could feed relevant Business opportunities/events to course Canvas sites it could be an additional way to promote these.
Raised by following Stakeholder(s): Business, Student Experience

Our students, particularly international students, consistently report that they find individualised support valuable and this gives them a sense of security and belonging, and do not feel that they are 'just another number'. It is important to recognise that a knowledgeable and responsive professional workforce, quick response times, and having a 'go-to' person who is aware of that international student's situation and can link them into appropriate supports can be a crucial factor in international student recruitment and retention and acts as a strength to the university's reputation in supporting student wellbeing. While there is a clear need to reduce duplicated processes, it is also important to recognise the expertise of each service/unit and that any consolidated processes sit with the service/unit that has best knowledge and expertise to manage that process. Improved cross-referral pathways and better communication between different parts of the university may also reduce duplication, such that each team manages their own expertise area but the student does not need to repeat their story/problem with different people. There is also potential to upskill and train our students as peer supports workers, under the supervision of expert teams/services, to provide supports to general admin or queries in a stepped-care approach. Queries or processes that require higher level assistance then gets referred to the appropriate services by peer support workers. This approach also can improve a sense of belonging among students. Although outsourcing may introduce savings, front-line services that are part of the whole student experience should not be outsourced as this can significantly reduce student satisfaction and retention. It is also important to consider training and upskilling current professional workforce to prepare them for UTS 2027.
In ITU, we're already currently transitioning to the new ITOM. This includes a large number of redundancies, and fixed-term contracts not being renewed. We've got major changes to the way we work underway, but there could be a long period where we are learning and implementing this new way of working before we see overall improvements, especially given the loss of knowledge and expertise arising from the ITOM redundancies. It is likely to have a major impact if we loose further staff as a result of an Operating Model overhaul.

Personal feedback:

* When assessment is being done of capacity for GIPA s.3.4 please don't assume that because a position is vacant it is not needed. We have been unable to recruit to some key positions due to the hiring freeze but the positions are critical to meeting business needs. We have also had some staff on GIPA s.3.4 and have managed without them, but not without impact on service levels and the wellbeing of other team members.

* A decision was taken to discontinue the UTS app because data showed it was not being well-used. However it is possible that up-take was low because it had not been invested in, or developed sufficiently, to be fit for purpose, and was not widely advertised to students. If it were to receive more investment and allow, for example, students to lodge an online enquiry, submit an eRequest etc, have an online student card and so on through the app, this could have led to improved student experience, and improved self-service options - which in the longrun saves money. We need to ensure when reviewing what is working or not working as part of the operational sustainability program that consideration is given to future potential, and that we explore why something is not currently working, before making a decision on change.

Team feedback:

* Where in the timeline is the space for technology changes needed to create increased automation and improved efficiencies? These projects need to scope requirements, produce solutions, buy or build systems/ changes, systems test, UAT, map process changes, produce work instructions, and train users. This is not likely to be manageable in a 12 month timeline. The VC did state that some of this work has already been done, however we have no visibility so far of this. How do we know what is being included and what is not, from the various changes we have requested over the past 12 months or more?

For example, we have a lot of manual processes which we have already identified need to improve, such as RPL; however, there has not been IT budget to make the required changes. We are dependent on the available tech and there are cost implications. Has the cost, time etc been factored in to this?

* If there is a reduction of admin support in faculties we need to be clear where the work will go and how it will be managed. In previous restructures the work has been centralised, however to some extent the specialised knowledge of each faculty is required due to the vast differences in how faculties operate. If some of that work will come into LLE we need to be adequately resourced as most teams are already operating at full capacity. There is also a risk of that specialised knowledge being lost over time. It is much harder to train people on specialist skills when they are working in a general environment and teams become reliant on the longer serving team members for that knowledge - which is gradually lost and not transferred as attrition naturally occurs.

* Need to remember when assessing resource requirements that not all work can be quantified. Not all work which is not easily measurable is 'busy work' or not required. It is important to allow time for professional development, training and information sharing, coaching, team meetings, MS Teams chats and emails, meetings with stakeholders and so on, not just measure how many tasks a person can fit into a 7 hour day.

* There is a real opportunity to improve system integration. For example, online enquiries, future students enquiries and eRequests are all in different systems which are not linked. We end up missing information and sometimes confusing the student. In some areas we have manual workarounds in place to accommodate for the lack of system capability.

I have more feedback but have hit the word limit - will find somewhere else to add at the end

The only concern is that a reduction in frequency and an increase in timeframe for response from 24 hours to 72 hours will significantly hinder and slow the work of teaching and research academics.

There are definitely a large number of inefficient and manual processes/approvals/systems at UTS that are unnecessary or can be simplified. Fixing these processes should lead to significant cost savings and time savings for all. Examples at local level (Faculty of Science/School GIPA s.3.4) include:

-To get students inducted and access to the building or lab floor, the student needs to fill in a census form on the science sharepoint site, then after their online training, they do an induction where they are given another paper form to fill in and sign. Then students need the academics to fill in an access form which the supervisor needs to send to science security (unsure why students can't just fill it in themselves and cc supervisor when the form is sent), science security then emails the person who inducted the student for approval before it can finally be approved (unsure why the person giving the induction cannot send the access form through). If the student then has to get approval for another level in the same building or even another area in the same floor, the process is repeated. This unnecessarily complicated process builds up when someone has multiple students and staff. Instead of spending their time on research, the academic spends their time navigating the system and sending unecessary emails.

-Research project safety plan (RPSP)- In order to have students and staff inducted then need to be included in a RPSP first by the academic in-charge. However what complicates the matter unecessarily is that the RPSP must be approved by the academic's line manager no matter how senior the academic is, wasting more time and the time of the line manager. While it is understandable that if it is a new RPSP then it should be approved by the line manager but if its only to add students with no other changes then there should be a certain level (e.g Level C) where an academic should be able to approve their own students/staff. No inductions (which only occurs once a month) can take place before the RPSP change is approved by the line manager.
RPSP also appears to duplicate information in SWPs/SOPs and risk assessments, in some UTS forms (e.g honours enrollment form) it also asks for an EHS risk form.
-Service connect is too confusing to use, there are too many options and pages where most people don't know where to go to get something approved or done. Not user friendly at all. Rather than trying to have a specific page for each request, there should just a simple page where a person can type what they need in and it is sent to the right person and actioned.

-Website- the current website is not maintained well, too many pages, many are old, duplicated and difficult to navigate.

-Research master - The research master is difficult to use and also not user friendly. In most other universities, to apply for a grant you just email your intention to apply to the research office and then apply for the grant or if it is cat1 and there are no limitations on the number of grant applications an institution can submit, then you just write the grant and send it to the research office for them to take care of the rest. However at UTS, you need to fill in a detailed notice of intent to apply (months before the grant even opens), as academics who are already time poor, the grant idea may not even have formed yet. Next the grant needs to be written but you also then have to duplicate that information in research master which is not user friendly. For any small grant applications, a researcher also has to spend hours navigating the research master system even if the grant is not successful in the end. As a researcher, the research master system does more to discourage grant writing because of the cumbersome nature of the system.

The imbalance between professional and academic staff is troubling. Faculty-based professional staff have remained lean while divisional costs have ballooned. Have divisional efficiencies been evaluated to the same standard as academic workloads and performance?
We are concerned that the university might not have the right mix of skills among professional staff. Are professional staff skilled in finding industry partners for teaching and research opportunities? Do we spend enough time and resources on marketing our teaching programs? Do we effectively connect with alumni? We respectfully suggest that in all of these areas, academic staff in the faculties are picking up work that should be done more efficiently by professional staff at the faculty level.
We conclude with the observation that staff in the faculties, and certainly the GIPA s.3.4 , are facing ever higher workloads within the current policies and guidelines, as additional work is assigned to us piece by piece over time. Each initiative or review or new program or new compliance request requires additional work by academics and professional staff in the faculties. We are being asked to revise and reshape everything that we do, without commensurate reductions in expectations in any other area of activity. In addition, we face reduced budgets that are inadequate to deliver even the minimum that is expected of us.
We are proud of our GIPA s.3.4 reputation and we care for others whom we work with, as well as being proud of UTS's reputation, so we regularly "go the extra mile" to deliver outstanding achievements. It is disappointing that this is not acknowledged in a material way in the Discussion Paper.

Considering HELPS' highly skilled specialists, proven track record and extensive experience of supporting students, there are a number of suggestions for how it could operate more effectively within the constraints of the proposed budgetary environment.

-Recognising duplication
-Generalist and discipline-specific support
It has always been agreed that HELPS would provide general language and literacy support to students, while the IML (Teaching Learning and Curriculum), ALL team would offer faculty-specific support in this area. HELPS has consistently sought the opportunity to run discipline-specific workshops and provide faculty resources to students. However, this was often denied as it was deemed to be encroaching on the embedding English language tutorials for students with low English proficiency as tested by OPELA.

Consistent feedback from HELPS students indicated that they would find discipline-specific workshops to be more beneficial to their learning. However, many of these students, due to their OPELA level, are not eligible for the Language Development Tutorials (LDTs). This creates an obvious lack of equitable access to discipline-specific support tutorials, workshops and resources and results in some duplication with the HELPS academic skills workshops. Additionally, it should be noted that the LDTs are delivered by staff with academic contracts often part-time HELPS staff with the same qualifications and experience, but paid at a significantly higher academic rate.

As the ALSS Review observed and noted:
HELPS has shifted to more 'just-in-time and just-for-me' support strategies, including more individual appointments. If there were more workshops designed for courses, disciplines and Faculties, however, Faculty could therefore promote support by saying go to these workshops rather than "go to HELPS"(Harper 2024)

Essentially, HELPS could focus on delivering discipline-specific workshops, centred on assignment success, to a greater number of students, and achieve more scale. This would reduce the need for the LDTs and many HELPS one-to-one consultations, reserving them for students who need scaffolded support as identified above. As a result, this would result in a 'double saving' to the university budget.

-Potential Ideas for Consideration
-Higher Degree Research Students
In the past, due to funding restrictions, HELPS has only been able to support HDR students by encouraging them to come to our HELPS U Connect, volunteer-run speaking programs. These programs are available for all international students; however, HDR students, who often study in isolation, benefit greatly from developing their spoken confidence, connecting with other students and alleviating academic and social isolation. Given the education, social and financial benefits of these speaking programs, I would recommend retaining and expanding them in the future to support students in a 'light touch' way.
In addition, recognising the increased revenue required from research, HELPS could potentially offer more support to HDR students in the future, especially during the '3 minute thesis presentations' and editing stages of their dissertation. This would contribute positively to the university's research goal in a small but meaningful way.

(As the space is limited in the form, please use the headers listed below in the response document sent in the email by GIPA s.3.4 on 5 December)
-HELPS and UTS College students
-Co-location of student services /Student Support Hub
-Automation of Writing Review Services
-U:PASS Efficiency

* The KPMG report stating there are too many layers seems contrary to the People Unit's material encouraging us to develop and grow managers. I could manage five people but as a means of developing, coaching and retaining talent who seek management opportunities - I don't do this. A distributed model leads to better outcomes for people, the programs and students.
* There is so much process and external engagement efficiency and gains to be made if we had an integrated CRM that supported the goals and the work done in faculties.
* External Engagement and Governance should be based on principles and flexible enough to recognise and accommodate the concept that 'one size doesn't fit all', and some teams are structured to deliver a breadth of initiatives that require bespoke outreach
* We are already so lean, without removing key programs I cannot imagine how we could reduce staffing.

Below is a summary of the "WIL, Internships and Career Development- proposed Changes for Operational Sustainability" discussion paper prepared by UTS Careers. Full details can be accessed here:

Refer to doc 51

The Current Landscape - WIL, Internships and Career Development

The current Work Integrated Learning (WIL) ecosystem at UTS involves several units with distinct roles:

• UTS WIL Quality Framework: Provides a pedagogical structure for WIL in the curriculum.

• Professional Education and Practice Network (PEPN): Facilitated by the Teaching, Learning and Curriculum Unit, champions best practices in WIL.

• UTS Careers: Manages CareerHub, advertising internship opportunities and hosting internship processes across faculties. The team of Careers Consultants supports students in finding internships, transitioning into professional internships, as well as reflecting and integrating experiences into longer term career planning.

• Faculty Internship Teams: Approve and monitor internships, ensuring compliance with legal, insurance, and educational requirements.

Operational Challenges and Potential Risks to UTS

The fragmentation of responsibilities brings a lack of clear authority, inconsistencies in processes and student experience, ultimately putting both the University and our students at risk:

• Variation in Staffing and Resources: Differences in resources across faculties, with some lacking dedicated WIL staff.

• Inconsistent Processes on CareerHub: Significant inconsistencies in internship management processes across faculties.

• Risk with Policy Enforcement: Lack of visibility on current WIL activities hampers enforcement of the UTS Internship Management Policy.

• Concerns Over Unpaid Internships: Issues with extensive hours of unpaid internships hosted by UTS. These internships potentially replace paid work and raise concerns on modern slavery.

• Decline in Student Satisfaction: Significant decrease in student satisfaction with internship information in the Student Satisfaction Survey (SSS).

Recommendations

To enhance operational sustainability:

• Centralise Management: Position UTS Careers to centralise WIL framework and PEPN management, internship workflows, and career education integration.

With centralised management, UTS Careers can:

• Revitalise PEPN and align its focus with university strategic priorities.

• Audit WIL & Internship Activities to establish a database for visibility and compliance.

• Formulate an Internship Management Working Group to improve governance and processes.

• Create an integration of practical WIL experience with career education & support in curriculum; providing a scalable solution for more students to engage in WIL

• Integrate WIL Symposium: Feature it in the UTS Teaching & Learning Forum to promote WIL initiatives to academic staff who are not already engaged with PEPN.

By implementing these recommendations, UTS can reduce inconsistencies, enhance the quality and impact of its WIL programs, improving student retention, satisfaction, and graduate outcomes.

Again, this makes sense in theory but we should proceed with caution to ensure that we do not lose the huge knowledge bank of existing staff through redundancies and or attrition due to the ongoing strain placed on staff working at an institution where senior leadership is mostly focused on operational sustainability. We need leadership and future proofing - develop and strengthen our impact on society and the environment. An institution invested in the public good - and how we can be of greatest benefit to society at a local, regional and international level.

Reducing casual staff expenditure in line with reductions in work volume - there should not be a directive to terminate casual staff. It won't necessarily save money. Our team regularly hires students as casual staff members to assist our team which not only helps us deliver our work but helps our students get work experience and a step up into the industry. To take away this opportunity is to diminish the student experience.

There are several avenues for cost savings in relation to our Operating model, some of which are in the Discussion paper, with others not mentioned.

• In the 2023 UTS Annual Report, UTS spent $34 M in 2023 on external consultancies. Given the breadth of expertise at UTS we should not require external consultants to advise us.
• Discussion paper mentions savings of $10 M a year due to changing our procurement practises. This seems like a high priority.
• Discretionary remuneration (bonuses, loadings and allowances) is currently $10 M a year. It is unclear why these are needed, given that remuneration levels are already high in senior management roles at UTS in relation to similar roles in other public sector organisations.

If all three would be implemented, this alone would be around $54 M a year.

From my experience at other institutions, this is clearly an area for great improvement and savings. So much time is wasted because, there is not a clear process, procedure or policy. This appears to be exacerbated by manual processeses or local systems. And the processes or systems don't align with authority and delegation. I appreciate that not all faculties do the same thing, but I would advocate for an approach that when we do the same thing we do it the same way, governed by a clear and accessible university procedure, aligned with university policy.

With the introduction of ERP in 2027 UTS is positioned to do a once in a generation review of the operating model and make changes that will support the new systems and processes rather than the current ones. We can position ourselves to be ready for and take advantage of the new systems when they come online.

In relation to professional FTE, it would be good to get more of a breakdown on these numbers. A breakdown between Faculty vs Division based staff. Can we also break down FTE into general administrative/professional roles, those staff who support research (RAs, Centre staff, etc and if they are research project funded vs Operating budget funded), and those staff who are specialised technical staff - such as the MediaLab staff in FASS and equivalent staff in other areas.

Specialised technical staff directly support T&L, research and engagement activities and we would need to asses the impact on our activities of reducing this FTE. There may well be ways of sharing/reallocat6ing resources across Faculties - eg. FoS technical staff could easily support Science Education in FASS. Consolidating and sharing specialised resources across areas may well improve support in areas that have limited or no access now. But in sharing resources we would need to assess if there are sufficient to cover a wider range of activities.

GIPA s.3.4 when the Student Centres were created, what Faculties experienced was a loss of detailed knowledge about courses when staff moved from Faculties to the Centres and then moved on. I did impact staff and student experience at the time. So when looking at service delivery models we also need to look at the potential loss of local knowledge and expertise as part of the restructure.

I agree that there is a lot of opportunity to standard portfolios, roles, processes etc but we also need to ensure that, where needed, specialised knowledge and staff are retained so as to properly support our activities.

In relation to standardisation of processes and automation of processes, I agree both are valid and have the potential for achieve significant savings. One thing I would caution is that we need to have proper training and resources for end user staff when we make any change, Although I am not directly involved in the CourseLoop rollout, as GIPA s.3.4 I have had staff members raise concerns about the lack of training, lack of resource material, relevance of training received, lack of support so far as part of the CourseLoop rollout. Both academic and professional staff are very stressed and angry about the rollout and the lack of training and support. This needs to be avoided in future, particularly with the rollout of the ERP in 2027.

One other thing, again from my experience over the years, is if we move to a more service delivery model we need to have very clear lines of communication between the service delivery unit and the end users so that problem solving can occur quickly and efficiently. Support resources are available and staff know where to go to get the information they need. Having these support systems and resources in place will help achieve level of benefits listed under Figure 4 pg 19. One of the biggest areas of frustration and waste of effort from an end user perspective is trying to find the support information needed or find out who/how to contact when trouble shooting is needed to solve a problem. We need to get the support mechanisms and resources in place to ensure both a smooth transition to new structures and processes as well as ongoing support over the long term.

Accessibility response for Operational Sustainability

Our current systems and processes for meeting our legal and ethical obligations to provide accessible education and work environments are currently inadequate.

There has been a lack of holistic oversight, planning and accountability for accessibility which has led to poor student and staff experience, unnecessary expenditure and effort in retrofitting systems and capital works that are inaccessible. Additionally, there is a lack of funding and expertise to provide workplace adjustments to staff with disability. While Accessibility Service / ALOs are providing quality support and services, wider initiatives are required for sustainability. Currently, many fixes for accessibility issues are ad hoc, inefficient and reinforce a culture in which accessibility is seen as optional. This is reinforced by attitudes about time and resourcing compounded by systemic and process failures. Current practices that are ineffective and we need to stop doing include ad-hoc approaches, inadequate actions that do not address the core issue, pretence consultation and tick box approach to accessibility and allowing the various forms of resistance that block progress.

The biggest concern from an accessibility perspective is missed opportunity - that new operational models, processes and structures and ways of working will be re-developed without consideration and planning in accessible practices, in an authentic way.

The opportunity for change that comes with operational sustainability is welcomed from an accessibility perspective, if we can focus on an organisational wide approach to meet valuable key priorities. The alignment with operational sustainability initiatives to remove duplication, set up effective processes and structure, standardise where useful is exactly how accessibility can be embedded into practice from design and planning through to implementation.

By considering accessibility from the beginning and embedding into practice, it is future proofing UTS and will reduce costs in the long run, as well as additional workload on individual staff who will be supported by the processes to improves student and staff experience.

We need to demonstrate our commitment to accessibility through actions that achieve solutions and deliver desired outcomes. The following key priorities aim to focus on the most valuable areas to improve and lay a foundation for progress:

1. Connective structure – improving governance structures of the VCSJIC and AEAG to assist with progressing necessary work and processes mapped across the University.
2. Culture and capacity lift - awareness training to build competency and confidence of all staff, particularly for those in decision making roles and delivering decisions.
3. Accessible procurement and system and content set up. Embed into practice the Accessible ICT procurement guide for Higher Education Providers launched and supported by CAUDIT and ADCET since 2022. Eg. Accessibility clauses into contracts, coordinated testing with process that includes implementing the fixes.
4. Universal Design approach for key areas of accessible content, curriculum design, assessment design and centralised support for Faculty delivery of inclusive practices and adjustments. Collaboration is required to combine current expertise.
5. Collaborative accountability and responsibility – ways of working across the university cohesively that enables progress.

Continuing the Inclusive Practices team to support accessibility ensures consistency, expertise, and efficiency, benefiting all students and staff. This team can streamline processes, reduce duplication of efforts, and facilitate collaboration between departments. It also encourages the development and implementation of innovative accessibility solutions. Staff feedback indicates that guidance on accessible content is crucial, and a central team can provide this support, helping UTS meet legislative requirements and reinforcing its reputation as an inclusive and supportive environment.

The operating model needs to align activities from across faculties and divisions to reduce duplication - this includes letting go of international, domestic and research, TNE, OPM and other silos and bringing them together to work on shared vision and solutions.
The layer of competing objectives at senior management level is impeding collaboration and being implemented without due consultation with downstream impacts - and therefore creating unsustainable boutique management of smaller cohorts. There is a lack of trust in context-experienced professionals, teams and SMEs that is being hampered by the growth of the SSG2/3+ and SSS+ layer being involved in operational decision making that is unhelpful. The work of middle managers and directors and the knowledge of what and how things need to change is being undermined as resources are being diverted to solutions that do not address the fundamental issues. We need to embed trust and intent based leadership from the lowest levels and allow us to deliver, and provide the support to uplift systems that are medieval in comparison to our competitors. Right now, we can't actually do our jobs properly due to the constant roadblocks and additional demands of short sighted management and poor systems. We have so much potential that is being squandered by focusing on small cohorts and boutique solutions rather than big value add items that could help us make the step change uplift required. In order to align with changes in other areas (eg ITOM), we need to more clearly align around value and embed those values of decentralising decision-making and trusting the staff who engage daily in the work and know the issues. Without involving them in the discussions you will not have an optimal outcome.

Teams and stakeholders need to be involved in redesign and there needs to be transparency in proposals outside of the impacted work unit. With recent proposals - ITOM and UAPO - impacted stakeholders have been left out of the loop which is not helpful when it is clear up and downstream impacts have not been considered or addressed, and will then impact on their workload and processes. These are examples of poorly managed change which we cannot afford moving forward. Managers are therefore unable to sensemake for staff when they have not been involved in the case for change or consulted to solve actual and not perceived problems that are short-sighted.

The on the ground feeling is that the decision makers in these activities are not consulting appropriately and are making decisions not knowing pipeline impacts. The lack of transparency in workplace changes is hindering the ability to make sustainable decisions that will not have negative impacts in other parts of the organisation. It is eroding trust in management. Change papers need to be available to stakeholders and allow their feedback.

CASS Optimisation is critical to supporting operational sustainability and reducing manual processes and workarounds that have developed because of lack of investment in systems. Without this, efficiencies in processes and reductions in professional staff will not be viable in the short and medium term. There will need to be recognition of the CONSIDERABLE work that will be required to rethink processes end to end - PROPERLY and in context to make efficiencies. Looking at whole-scale holistic process review and PD revisions will require extensive effort and support.

With the push to standardisation, we need uplift in the quality and consistency of Position Descriptions and Key Performance Indicators outlined for staff. Some standardisations on classification and titles would be a great outcome. The Current Learners Team (formerly SAU) went through an organisational change in 2016, I understand, a key approach was to downgrade position classifications. This has led to significant comparison to other roles at UTS. We have examples across UTS of roles in much lower HEW Classifications having more direct reports and functional specialist responsibility then some positions with higher classification levels. Any positions that are HEW8 and above with one report should be looked at and a clear rational made for it to continue.

The paper made a point of calling out SSG positions and the standard of having up to 6 direct reports. I do think some thought needs to be given to the number of Senior roles and why positions moved from HEW10 to SSG1. I would assume SSG1 has had a financial saving for UTS with staff who were once HEW10 and 9 now not being eligible for over-time and time in lieu. It is clear from seeing some of the classifications in ITU that we will have HEW8 up to SSG1 that have no direct reports.

A piece of work has commenced with KPMG between LLE and ITU on CASS Optimisation. This body of work is crucial to the process uplift and digital enablement required for UTS. We are not using CASS to it full functionality in some instances this has been since it was introduced in 2001. I don't think there is the understanding of how much manual work occurs to make functions work. A lot of this human effort is in our HEW4 and 5 positions and is often due to lack of implemented system capability or poor process design. The CASS Optimisation activity is following a similar approach to how ERP was first initiated where we are now validating the priorities and provisional requirements.

Will existing staff be taken on part-time basis to enable the Design effort required in 2025? Will we have greater visibility on who is involved? I know we have amazing talent across UTS with significant experience in business design and change delivery will we draw on this? It would be great for those involved to share their lived experience for change and design.

It is reasonable to have within any operating model an expectation for some level of self-service. However, we have several tasks that we require 'champions' where this work is often unrecognised. A good example is the reliance on staff across UTS to be digital champions and undertake web training. We need to balance that we don't have a workforce with multiple champion responsibilities unrecognised in their work output.

In our operating standards could we as a business look to have meeting free periods across the work week. The number of meetings that could be an email or staff who operate meeting to meeting and then must work afterhours to do required tasks is expect is not insignificant. Can we see the 11,00 processes identified?

- Authentic consultation with stakeholders who understand the business operations outside of senior executive team, PRIOR to coming up with drastic change proposals (e.g. UAPO change).
- transparency in communication prospective changes before that are 'finalised'
- understanding that beyond role titles, the genuine need is ascertained for a role and where it sits (e.g. centralising all reporting and data analytics to DAIU means it is away from the business process and may not best serve the function if there is a lack of nuanced understanding of how things work.
- finding a balance and consulting with SMEs on streamlining processes for the purposes of cutting costs and where there is a genuine need re volumes.
- recognising where review and recent restructure (e.g. LLEU restructure/realignment in 2022) has occured not too long ago and what currently works rather than starting from scratch without sufficient understanding

We agree that there is work to be done at UTS to make our operations more effective, efficient and adaptable, including responding to and incorporating advancements in technology. However, the way UTS goes about doing this is important.

We query if having the second largest professional staff should be considered a negative and to look at the work done to raise UTS rankings.

On the note of scaling back and reorganising the professional workforce, we would like:
- clarity if there are specific areas at UTS where the 'analysis has confirmed that our operating model is not fit for purpose...'.
- to raise that what may seem like duplicity as there are multiple staff working on the same tasks, it could simply mean there are varied expertise and knowledge across the staff, similar to how we have three-tiered government to provide multiple access points and focused functions (i.e. how the Federal works with State governments). We urge you to consider the overall time/FTEs it takes to manage and complete the respective tasks/projects.
- to query what does the motherhood statement "reducing general administration" actually mean? Is this reducing people or processes, or a combination of both? The role of administrative staff should be one of value adding to systems, it should not be systems replacing staff.
- more detail about the evidence of widespread manual processing and work-arounds, cited in the report, for better understanding. It would appear that feedback from administrators is not always taken on board when designing and rolling out of new systems infrastructure.

In our experience, the following system upgrades and continuing improvements are excellent case studies of increased efficiencies:
- use of Symplectic to manage Research Outputs, and to integrate with UTS public profiles and Research Master on grant funding.
- use of Microsoft Office 365 to allow Faculties to develop internal resources and processes that are partly automated and digitally based. However, this roll-out has not been accompanied by skills-development and investment in academic and professional staff to raise awareness of the potential efficiencies

In our experience, the following systems and procedures are less than optimal and seem to create more work for professional staff:
- salesforce for processing central HDR applications – not intuitive design and requires significant work and data cleaning re: attachments and uploads to make the system work.
- lack of clear information flowing from GIPA s.3.4 to Faculties – an internal SharePoint site built GIPA s.3.4 for the Faculties with clear information on application deadlines and internal procedures would be extremely helpful and reduce the need for email enquiries and increase efficiency in responding to student queries.
- under-resourced operational areas in GIPA s.3.4 that results in uncertainties and delays for student enrolments.
- multiple SharePoint sites that are not inter-connect or multiple sites for teams within an office/department.

Increase operational efficiency: -Meetings: We believe that meetings should be informative & productive. it must have a clear purpose and contributes to the work being done rather than being general without specific objective. We wanted to emphasize that in every meeting, the organiser should have a brief agenda prepared with clear objectives. This would help identifying who is responsible to make meetings more focus and productive. -Meeting attendance: Participants should assess the relevance of a meeting based on its title and agenda. If the meeting does not align with their roles or responsibilities, the participant should decide whether to attend or decline it. -Ending meeting early: To improve productivity and employee wellbeing. It is recommended that meetings should end 5-10 minutes earlier. This adjustment would allow participants to decompress or use the restroom, especially when they have back-to-back meetings. Transitioning directly to the next meeting without a break can lead to mental fatigue and reduce focus. A short break between meetings ensures individuals are physically and mentally refreshed to have full attention to each discussion. -Transparency & resource visibility: we wanted to emphasize the importance of increasing visibility into available resources for day-to-day tasks. A clear visibility will enable teams to effectively communicate with their peers, utilise resources, minimise redundancy and streamline efforts. Implementing these measures will not only improve collaboration but also foster a better knowledge and sustainable operational environment. -Automation of repetitive tasks: The office should start collecting ideas and discuss the potential for automating repetitive tasks, so staff can focus on higher-value activities. A structured approach to identifying and implementing automation opportunities could streamline workflows and improve productivity. Examples include the process like transitioning a proposal application to its outcome stage once it has been funded. The flow should automatically trigger the creation of outcome stage to ensure a seamless progression when funded. By reducing the time spent on manual processes, staff can focus on more value-added activities. -Service Connect tickets: The inefficiency of having to submit Service Connect tickets for minor changes/updates that could be handled within the system by research administrative users. The change for streamlining the process by allowing administrative users to directly handle minor updates can cut down administrative overhead and shorten the delivery time. The process will save time and resources for the University and at the same time reduce the workload on the Service Connect support teams. -HR data quality: The creation of staff records under the HR current process has contributed to many duplicates. It has a significant impact on the downstream systems especially in the research environment. Every duplicate record identified from the integration process takes at least 0.5-hour effort from each team to review and deduping the record. The current HR practices need to be improved for better data quality by reducing duplications.
Agree with all the ways that have been articulated to improve our Operating model. However, we need to make some significant investments in our technology and our people to enable us to reduce duplication of effort, standardise, stop activities/work that don't add value and undertake business process improvement. Our systems and processes are so clunky that staff end up doing work-arounds just to do their job. Unlike other universities I've worked at, there doesn't seem to be a culture of business process improvement at UTS and staff are not empowered to make changes. Nor is there a central team, UTS sponsored project or tools to help drive these initiatives in the faculties and divisions without expecting everyone to try and deliver this on top of BAU.
There is a lack of clarity in this section of the discussion paper, which makes it difficult to provide meaningful feedback. For example, - the suggestions are prefaced on the fact that there have already been identified a number of duplicate and inefficient processes, however, examples have not been provided. - the imbalance of professional staff has not been elaborated on - where has this imbalance originated, it is universal, is it pocketed within specific units/faculties etc.? How does this marry up with the fact that the majority of staff feel that the workload is greater than the resources? How will the workload be scaled back to allow for reduced resourcing? How will the centralisation of some remits/tasks take into consideration the need for increased resourcing, and how will this be managed (the optics of staff increases during a period of redundancies could result in negative feelings and/or interactions towards impacted teams). - What is the plan in relation to flattening line management, is the intention to make middle managers redundant or to remove their line management responsibilities and restructure their roles? How will this be managed for teams that are larger than 6-7 people (i.e. too many for one person to effectively manage and provide support, but maybe too few to divide in half) - Figure 3 refers to outsourcing to third party providers. This indicates that the need for the work has not gone away - this could be viewed negatively, especially by current staff who become impacted by the decision to outsource.

This will be a significant impact to the University and will require significant coordination between Sustainable teaching and Research Productivity. Is it fair to assume that the identified opportunities from Sustainable teaching and Research Productivity will be embedded into the Operating model program or is Operating model program only looking at services and roles outside of these two workstreams?
Copying this from Sustainable Teaching - There is an element of uncertainty around ACV data especially as it relates to Direct Margin and Total Margin and much if this revolves around what costs are controllable and uncontrollable. If using Total Margin a reduction in the number of unprofitable subjects will result in the indirect costs be reallocated to the remaining subjects, making remaining subjects more expensive and a negative margin. Whilst the operating model workstream should resolve indirect costs. Sustainable teaching should focus on Direct costs and operating model Indirect costs, making it easier to differentiate, reduce potential duplication of benefits. Indirect costs make a significant contribution to the unprofitability of subjects.

DAI and the Data and AI strategy has identified savings possible from a reorganisation of roles across the university and would welcome this to be integrated into the first tranches of activities if possible.

Cost V Value – Everything is expensive when we solely look at cost, and we need to be careful not to erode the value at a greater rate than the cost that is being taken out.

Are we organised in a way to deliver the UTS strategy, corporate planning, enabling programs and the sustainability program next year whilst effectively measuring, monitoring and delivering the benefits of these programs now and into the future. The strategy team establishes the plan and UPMO ensures the plan is executed with the transformation required, A consideration of bringing together a strategy and transformation unit could add value, which establishes the direction, provides the capabilities to enable the transformation, measures the benefits and monitors progress via a more frequent reporting cycle, with opportunities to embed Analytics and data capabilities to enable proactive interventions.

Data Retention and Management –
Operating model changes will result in a change to the services and structures of some teams and data may be left in locations or folders no longer in use. As an example, Creative Industries has a combination of folders and data storage locations managed by DAB and FASS that will need to be integrated to maintain knowledge and control of data. Work is commencing on retiring the G drive and thus changes to structure should consider data access, retention and management.

I agree with the amount of hierarchy levels that could easily be reduced.
Another issue is a lack of role clarity. I feel that both, productivity and motivation might be impacted by a lack of role and responsibility clarity. We very often face a "too many chefs in the kitchen" situation where we require too many internal stakeholders for progressing a conversation. This frequently leads to over-collaboration and lack of clarity. It also looks chaotic to externals.
A prime example is the business development function that doesn't have a clear home and multiple senior leaders involved. There is no easy solution. With Global Digital Growth as an example, it requires deep expertise in online curriculum and OPM partnership management paired with international business development. Our ideal partners should be able to support growth across multiple product options (Award, SFL, EL). Currently, this requires complex stakeholder management across 3 DVC divisions and multiple faculties. As an identified strategic pillar - clear ownership and responsibilities would contribute significantly to future success.

The model is an amalgam of buzzwords and corporate speak designed for Management's resumes

Makes sense to have a defined operating model. The concern however is how this is achieved. Benchmarking against other universities is often comparing apples to oranges. And what another university is doing may actually not be working also. Consistency is a good approach which would tend towards centralizing where reasonable. In doing so we need to ensure central teams are adequately resourced to take on additional workloads from faculties/units that are not addressed in technical improvements. We also need to understand all the aspects or work, not just the obvious, but the supporting workloads.

Regarding the core findings from the deep analysis that was completed; - With respect to the large number of duplicate and inefficient processes it would be good to understand the quantum of simplification planned via the ERP, CMM investments etc. What are the expected resource savings from these projects? - Since UTS has the second highest professional services FTE in the ATN, it would be good to see the benchmarking separately for the Faculties and Divisions/Centres. Where does the 'right sizing' need to occur? It has been identified that there are many inefficiencies in people process, such as recruitment specifically – yet the People Unit re-organisation yields no savings, (as stated at page 12). Why is that? Are those savings expected to come after the ERP is implemented? But would that be possible to make staff reductions when ERP is introduced because the People Unit already went through a restructure? - Similarly, the reorganisation within DVCES of the Learning Design and Technology Unit, Teaching Learning and Curriculum unit and Education Partnerships and Product Strategy unit etc. did not yield any reduction in roles, noting that there was no ingoing intention to reduce roles when that reorganisation took place. But this, combined with no savings from the People Unit's re-organisation, implies that reduction in staffing is primarily expected to come from the faculties, not the central units. - It is stated that the professional workforce makes up 62% of our continuing and fixed term staff. According to the 2023 ACV data, from a financial standpoint Total Academic staff costs are $281M and Total Professional Staff costs are $6M lower at $275M. These figures would include casual staff costs on both sides so it is not possible for me to compare the Fixed Term and Continuing only. But the point is that in addition to looking at Headcount, or FTE (it is not stated which basis the 62% refers to), we should also look at the dollars. I would expect professional staff members to cost less on average than academic staff members. From a cost savings perspective, it would be important to understand the cost per staff member and not just the number of staff members. - Improving the spans and layers of management is a good opportunity, and I feel there also needs to be a cultural shift with respect to managers viewing their roles as being more than the supervision of staff only. They should also feel ownership to deliver specific pieces of work themselves – not everything delegated to their direct reports. - Other inputs from me about the Operating Model include understanding the areas where there appears to be duplication of effort between the faculties and central units/divisions doing similar activities. Also what are the savings expected from the IT Operating model change? - I would also look specifically at the following org units: - Is there an opportunity to bring Marketing and Recruitment back together? Has the division of these areas been successful? Our inability to trace the top of funnel marketing activities through to conversion/student enrolment, combined with the split of accountability in the middle of the funnel does not seem to be an effective operating model. - Is UTSI right sized if we are saying that we are going to be constrained with our international student numbers? With the increasing cost of international scholarships and reducing number of international students are we maximising our return on investment in this area? - SILC Business School in Shanghai is highlighted on Page 4 and it would be good to understand what the fully burdened profitability is for these courses after 30 years in market, since my understanding is that there was a question mark over their financial viability, based on information shared by the Faculty Finance Manager in 2022/2023. NOTE - there is insufficient space for me to provide my complete response. I will email StaffQuestions with my feedback.
Cost mindset Something I noticed when coming from the private sector is the lack of a cost control mindset at UTS. This ranges from budgets being allocated for projects without a lot of financial scrutiny or rigorous business case, through to keeping expenses that perhaps are not providing a great return. Of course we should not be primarily driven by $ return but I think there is a cultural change needed for us to more sustainably manage our expenses better. Some concrete examples: 1. Calculate a cost for every IT system and review with its stakeholders. is there scope for optimisation or elimination of things that are out of proportion to their value. 2. express project or other costs in terms of roughly how many EFTSL worth of student fees it takes to pay for it.
Standardising service delivery, reducing adminsitration, streamlining processes, etc, will justify the redundancy of staff who now perform these roles. However, this means that required services will be redistributed to the remaining staff, resulting in increased workloads.
None of our systems talk to each other - lots of man-hours could be saved if that was amended but we don't have the funds to do that, Catch22 situation.

There is an opportunity to reframe the work on duplicate processes to consider improved services from all centralised units so that no staff are required in faculty to administer a process on the faculty side. In the overhaul of the professional workforce, attention should be placed on the supervision ratio and the consistent application of an accountability of roles to HEW levels. Too many instances exist where there are roles with the same responsibilities that are classified at different HEW levels, irrespective of performance. Greater budget management emphasis - staff who are responsible for budgets at the moment are effectively penalised for coming in on or under budget as they limit their resources. On the contrary, staff who inflate their budgets are effectively rewarded - this applies to OpEx, CapEx, and EB. Attention should also be paid to how budgets are restricted in tight times - local approaches are easy to manipulate and increased red-tape only inhibits efficiency. I was glad to see a focus being placed on standardising spans and layers of management. Since Covid some areas have double layers of management resulting in substantive staff increasing their salaries without any changes in responsibility. Finally, transparency in the use of consultants and the overall reduction in them - they are too often not used strategically but instead to navigate around internal processes.
I've covered a lot of ground, but I wanted to touch on externalisation. In our 2023 UTS Annual Report, UTS spent $34 M on external consultancies. Let's cut these expenses from our future budgets. We should aim to spend as little of our revenue as possible on external businesses and experts. Given our international reputation for business analytics, and that UTS provides similar or identical research-based services to external organisations, it would be admirable if we committed to supporting internal experts to complete our own strategic analyses and self-subsidised rather than send our revenue into the private sector. I am confident we could have hired a decent raft of new experts to UTS to meet our strategic needs rather than spend >$30M on non-UTS expertise. Same for our systems and processes. I am sure we can be more efficient by doing less, but also by avoiding tying our core operations to subscription and non-UTS services and expertise.
Needs to address culture, strategic discipline and organisational readiness to ensure local alignment. There are a number of strategies etc. that have been carried through e.g. reshub, student experience framework to the 2030 foundations, that need to be assessed in the new context. In the examples provided, the external engagement strategy requires a reshape or distancing from reshub, and the performance of the current student experience (#1 in NSW) points to a need to deprioritise continued strategic investment in these areas. The university has also committed to the social impact framework which measures much of what is being proposed in various dashboards/measures being proposed in these areas.
There is not enough detail to make sensible comments on this strategy. However, it is true that many of our central support services are not fit for use, require workarounds, and waste academic cognition which is a waste of the most important asset the university has.
Support external engagement with Portfolio/Account managers to ensure fields of strategic importance/researchers who work on strategically important projects are supported to ensure projects are delivered on time/on budget/industry partners are being taken care of.

- As part of this process, if areas are identified as being under-resourced will the university commit additional resourcing (e.g. budget and headcount)?
E.g. GIPA s.3.4 team budgets don't even represent 1% of the revenue currently driven for the university and are delivered by a lean team which is spread over multiple faculties and cohorts. This creates a psychosocial challenge for us to manage. With the equity focus, increasing UG competitive landscape and the PG market challenges we face, the needs of the faculties and universities for revenue is growing and as a result there will be even higher demand on such teams.

- If the university decides to centralise teams will they be fully centralised including budgets? Currently we have operating models where the reporting lines are centralised but budgets are not provided so teams are required to regularly pitch to faculties to gain budget to deliver activities for the university. This creates an inefficient system where subject matter experts don't always get the opportunity to deliver projects as per best practice but rather the way preferred by the stakeholder due to them controlling the budget. This also creates an environment where budgets and resources are not able to be shifted to meet market demand or where there might be a larger load challenge.

- Are the changes currently happening in IT, HR and APO included in the headcount reduction that will come next year? Greater transparency is needed across the university on these changes and the impact on business units. These are service teams that work with almost all areas of the university and their operating models are being designed in isolation.

- IT operating model requires all stakeholders working with IT to move to an agile approach. This requires additional training and new way of working for all units that interact with IT. Is all of UTS going to move to this agile model? IT has also informed stakeholders that for their model to be successful they need 0.5FTE investment from stakeholders who already have substantive roles.

- Will the vacant roles in the various teams be counted as headcount reduction as part of the change next year?

- The timeline for the operational model change is during the peak for UG AUT 26 recruitment, in particular. It's at the time that majority of the undergraduate activities are held (especially schools outreach) and Open Day. This is also the period where academic involvement is at its highest in recruitment activities. How will we ensure that we maintain staff morale to ensure recruitment (professional and academic) and hence revenue is not compromised for 2026?

- A lot of the operational inefficiencies we face are currently due to lack of appropriate investment in technology and processes. It's great that the paper mentions the investment in increasing automation and improving use of technology. As majority of this work won't be completed before the change processes begin next year, how will decision on headcounts be made?

- Also, how will the university determine what is actually duplication of effort vs requirement to meet volume/scale of work?

- Reducing bureaucracy around decision making which will help us improve our agility and time to market will be important to address in this process. The layer of approval for even the smallest initiatives makes it challenging sometimes to address market or customer trends.

We believe that resource management should not compromise student's experience and UTS commitment to inclusion and student's retention. Student's retention and completion do translate as commercial benefit, and failure to adhere to Student Support Policy means potential fine.

At UTS Counselling Service, we are a budget efficient service (approximately 50% of our funding is funded via SSAF which has to be spent on student welfare and wellbeing).
We would like to suggest that the following be considered as part of the Operating Model:
• Service Optimisation: by utilising expert to run most reliable, evidence-based service delivery. This will achieve delivery target effectively. At Counselling Service (and I believe across SSU) we recruit staff with training and expertise in mental health (our fields). We also train intern psychologists as part of their training, including UTS Master of Clinical Psychology students (increasing workforce at minimal cost, while contributing to the field of psychology/mental health overall).
• Stepped-Care model, reducing cost while still providing tailored support: Utilising our areas of expertise, we train students to provide peer-to-peer support. Our peer support provides individualised support and referral which is a step more supportive than just published information.
• Ensuring that risk-management is managed at the right level and utilising expert to ensure evidence-based efficient and effective risk management. The problem with under-managed risk (particularly around student's safety to self and others) is: reputation, cost (through fine from student support policy breach, as well as student attrition), psychosocial risk (to staff and other students, if the risk is not managed by staff specifically trained to do this).
• Ensuring student retention and completion which translates to funding/income (particularly International Students). At SSU / Counselling Service we offer comprehensive support for International Students not otherwise accessible in the community.
• Ensuring support to students are delivered effectively, avoid duplication and seamless and standardised referral processes. At SSU we work within an SSU Ecosystem. We do not work in isolation and we collaborate closely. As the results student making a contact to one of our services will be directed to appropriate services (within SSU or broader) thus reducing the needs for student to make "wrong" contact. E.g., student who comes to counselling for a Special Consideration for an ongoing condition might be referred to Accessibility. If not, student might keep applying for Special Consideration, might be asking Student Centre repeatedly about support options.
• In reducing duplication, it is important to ensure the programmes/services integrity and efficiency are maintained, i.e., the owner of the programme should be the expert in the field. At SSU - we work complementarily with each SSU services with one area unable to deliver the other area's specialty.
• Utilising support from within the community appropriately (outsourcing), while ensuring that the in-house support we provide does not compromise risk management. For example at Counselling, we refer students to utilise private psychologist, UTS Psychology Clinic interns, we liaise with Acute Care Team and Hospital with most acute cases. However we case manage and provide ongoing support when a student has a number of vulnerabilities which cannot be accommodated by external services and without our internal service the student will not be safe. Counselling Service also provides in-house support to other staff (academics, support staff) in managing students' distress / concerning behaviours and in turn the safety risk. Without this staff will have to manage / hold the distress and the risk of harm to the students - this will in turn hinders productivity and pose a psychosocial risk to the staff.

Important to have a universiy appraoach to the Ways of working. IT are implementing SAFE Agile which at the moment is largely seen by the university as an IT operating model initiative. If we are to be succesful i believe this has to be driven far more broadly across the university and there needs to be consistency in different units. It is good to see all of the training that is being offered by the program and important that this is encouraged across faculties and divisions. This will enable the agility that we will need to operate in.

It is important to get the right balance between local domain knowledge and centralisation. AI agents are developing in capability rapidly which will remove much of the mundane work of people. Again important to think where this can see the greatest benefit - critical for establishing where work can be removed in the operatiing model.

General observation, siloed way of working which creates inefficiencies. In some instances, staff are unaware or unclear of their accountabilities and responsibilities which potentially exposes UTS financially. Recommend that we take an end to end systems or ecosystem approach to many of our areas of operation e.g management of staff and student behaviors, staff lifecycle, student lifecycle, donations management. Need to map our processes to identify areas of duplication, focus and efficiency alongside the functional/organisational mapping.

At present, the services within the Student Services Unit operate somewhat independently from one another, with numerous reception desks and administrative teams. This fragmented structure can create inefficiencies and disjointed student experience. This availability of the IELTS space on level 5 has prompted this business case to propose the co-location of student services into a centralised and re-branded space on levels 5 and 6 of Building 1. By consolidating these services, the university can streamline operations and create a more intuitive and seamless experience for students. The rebranding and unification of student services will provide clearer guidance to students, improve the visibility of available support and simplify the students support journey from enrolment to graduation and employment/future study.

Current situation
At present, student services are located in B1 level 5 and 6 and Careers is located on level 25 with a small student-facing area in B2 Level 4. Each service is currently quite siloed, with its own reception and no apparent connection or matching/themed branding.

This de-centralisation results in several challenges
- Inefficient service delivery- students are required to navigate between different locations and reception desks
- Administrative redundancy – multiple reception areas (4 reception desks) resulting in duplicated administrative efforts
- Fragmented student experience – The lack of a unified approach makes it difficult for student to easily identify and access the full range of support services available.

Proposal – co-locating student services into a Student Life Hub
To address these challenges, we propose consolidating student services into a single central location on campus. With the IELTS space becoming available in B1 L5, if this were to be allocated to Student Services, it could potentially allow the bulk of the student-facing services to be located on levels 5 and 6 of the Tower. This service hub could integrate various student-facing services including HELPS, Accessibility, Safety, Counselling, Health and possibly Careers. Student Experience could potentially also be co-located.

Key components of the co-location proposal include
1. Central location – a designated physical space across B1 levels 5 and 6 will allow all key student services to operate out of one place. This central hub would be easy for students to find and access
2. Clearly identified initial reception desk at HELPS – rebranded to act as first port of call for services. This would reduce the staffing needed for other reception desks, and students will have a single point of entry. This potentially could be staffed by First Base student leaders, who are already trained in triaging. The pool of HELPS student partners could be shared with the First Base mentors to staff this area and perform academic and wellbeing triage.

Key benefits
1. Holistic support – Will allow staff to collaborate more effectively, ensuring that students receive comprehensive support that addressed their full range of needs
2. Clear pathways for students – A central location makes it easier for students to identify and access the right services at the right time. This clarity will improve their ability to navigate academic and non-academic challenges supporting retention and academic success.
3. Proactive support – co-location allows staff to identify trends and emerging issues more easily, enabling the university to offer more targeted and proactive support to students
4. Integrated services – with services in one place, students will benefit from amore coordinated support.
5. operational sustainability – it is hoped that this will lead to better utilization of space and optimize staffing levels.

The framework used for the timeine/ roadmap [Operating Model Program section] – Design, Consult & Implement is unfamiliar to me - could you please clarify what these stages entail in the operating model program? My initial assumption and concern based on this roadmap is that there will be limited and/or superficial opportunity feedback to inform the design, since consultation happens alongside implementation rather that design. Staff have expressed concern and skepticism on the timeline for the OS project: (My colleagues and I raised this GIPA s.3.4 after the first town hall) A big programme like this is almost a once in an institutional lifetime opportunity to improve how it operates. Just keeping in mind that it's big, complex, and to give it the amount of time for it to be done properly. Rather than trying to get it done to suit (potentially) ambitious timelines - GIPA s.3.4 @ Town hall 2nd Dec I understand the concern that a longer timeline could result in more anxiety for staff, however, I do think the anxiety can be more effectively mitigated through clear communication and transparency throughout the process.
a streamline operating model is fine but make sure that it comes with clear intention and additional training to those that need to level up and value add. otherwise, you will see that this too will fail.
This is definitely required. A focus on technology support for (or lack thereof) staff is also required.
The central idea of this is great, however the cart can't come before the horse. If we were to shrink the operations workforce, real proven solutions would need to be in place before this happens. A reduction of admin and a streamlining of processes would be welcome, but this would require genuine modernisation of our outdated platforms like NEO, ascender etc. It could also be a catch 22 to say that we will both streamline processes and reduce admin at the same time as standardise service delivery. The current experience of that standardisation is that services such as HR, payroll, IT etc have been taken out of the faculties, or outsourced all together, making getting help in these areas very slow, inefficient and because of a lack of area specific knowledge often require briefing the service delivery provider. Functionally this means an increase of admin and process related work for staff, and as a flow on effect less time to focus on our other core responsibilities. To me this means a risk of a downward spiral of service delivery to our real clients - students. Where we risk making student experience worse, we risk our true sustainability, we may save some money in the short term but if students choose to study elsewhere that return is lost in the long term.
Duplication of roles and roles that purely exist to satisfy Pre-Covid business reconditions should be reviewed with a view of consolidation and removing unnecessary functions. Roles that present operational and strategy road blocks, and where there there is a lack of commercial awareness and ownership should be reviewed to ensure good commercial decisions lead to a financially sustainable business model.
Many administrative tasks could be automated using LLM-powered applications and chatbots. There are two main approaches to achieving this: (1): Custom Solutions from AI Service Companies: Companies like ServiceNow can develop tailored solutions for UTS, using either locally hosted LLMs (for data privacy) or externally hosted ones (easier to implement). (2): In-House Development: Modern AI coding tools make it simpler to build LLM-powered apps internally. For example, with a subscription to Cursor IDE and a small budget for hosted GPU rental, I believe I could prototype a replacement for several SASS apps within six months. Procurement systems, like NEO iProcurement, would be an ideal starting point for automation, followed by student administration tasks.
It is needed but it is always painful when you see people who you have worked with for many years leave due to cutting costs.
It may be because information in the Discussion Paper has to be summarised to fit it all in, but the standardising of spans of management caught my attention. To my mind, spans of management would be difficult to standardise meaningfully or effectively. What makes an effective span of management can depend a lot on the nature of the work being undertaken by those who are being managed, and on what the team context is.
Agree the operating model is the key and should be the priority before T&L or research is cut.
Agree but it is extremely important ensure right people at the right place and there is a good IT system supporting the work and people. Consultation on any changes to all staff is extremely important and it is important that head of units should take the opportunity to meet staff to discuss rather than just an open consultation paper. It is often the business people know the process or what's important comparing to head of units or IT professional.

It's good to see the CMM project finally being realised, more than a decade after the need was identified. It would be great to see more replacement or streamlining of clunky systems and processes, an increase in the interoperability of systems and greater use of GenAI to save time and enable people to be more productive. Clear and easy self-serve training modules on systems might also be helpful.
The suggested measures seem reasonable. The key would be to shift from a wide-spread process focus to an outcome focus. It's disturbing that even though the number of professional/service staff has increased, the level of service support has not. I'm not advocating to making them redundant but to rethinking roles and processes and raising awareness of how everyone (must) contributes to the university's key mission of teaching and research. (Actually similar to the old Unleash UTS initiative). In this respect, centralising professional staff like School admin teams would actually make things worse rather than better. Our School's admin team does an amazing job but this is only possible due to the personal contact to academic staff and their crucial local area knowledge (e.g. about how every subject works and subject coordinator styles). Centralised systems like IT support tend to reduce people to ticket numbers along with decreasing motivation to take responsibility for outcomes. In general, it would be great if this initiative could help to reduce the immense admin burden of academics, so they had more capacity to focus on the university's key mission of teaching and research.
Agree with a need to review processes, however professional staff FTE should only be considered once the ERP is embedded as that implementation is already stretching an under-resourced workforce in some areas. There should also be a stronger emphasis on mid to long term workforce plans driving funding across the university rather than budget allocations based on prior year budget/ spend, which has resulted in chronic under-resourcing in some parts of the university and bloated workforce in others. Is there a role in PU that has a focus on this and can partner with financial planning to improve and maintain the current & future model? Curious how the cost of academic vs professional staff compares? There seems to be a large number of junior professional staff in some areas, but more senior academics? Span of management seems like a blunt measure without context/ nuance - some areas are chronically under-resourced meaning managers are doing work that should be delegated whereas others are over-resourced meaning staff are not at maximum productivity. There also needs to be a review of roles and grading of SSG vs HEW - some roles that are very similar are classified as HEW9 whereas others are SSG, meaning SSG staff are receiving additional benefits such as bonuses - agree there needs to be deeper consideration on how this discrepancy and "creep" developed, and reassessment of roles based on equity principles with appropriate remuneration of staff. Should be clearer expectations set regarding self-service by all levels of staff as part of the new model, some issues of professional workforce levels are a result of academic staff not self-servicing but putting administrative demands on professional staff. Would also be valuable to include an uplift in staff capability as part of the future operating model, and ongoing training/ development of professional staff to keep up productivity.
Suggestion to look at use of AI/bots in areas such as Student Enquiry Team, UTS Open Customer Service Team, or even Admissions, Future Learner team, and potentially others. We could utilise new AI tools or bots to cover the initial student contact. For SET, the simpler online enquiries and eRequest could managed by a bot, especially when many queries are of a similar nature, and only the complex ones go to the team for resolving. This would minimise the mundane, repetitive queries and would allow for better focus and a quicker response rate to more complex issues. I think it would be worth looking at how we can automate some of the manual tasks that many administrative teams face daily. We know from our trial of the Copilot that the use of these tools can help us with some simpler tasks which then leaves us with more time that can be spent on more complex, strategic work.

Naturally, the Operating Model has generated more discussion, questions, ideas and concerns than any other element of the discussion paper among staff in GIPA s.3.4). When asked how they feel about it GIPA s.3.4 , most reported being apprehensive and/or anxious. Some don't think they will see much change (GIPA s.3.4) while others are expecting the worst. Many feel that further reductions simply aren't possible without negatively impacting students.

Quote GIPA s.3.4

A number of staff are skeptical (when I dug into this it was a combination of 'don't have faith in SLG to actually achieve the savings' and 'don't trust the rhetoric when the VC says everything is on the table'.

GIPA s.3.4 bullet point thoughts:
> Any change proposal that leaves senior staff (including members of ULT) unscathed while targeting mid-management and casual staff will likely be slammed.
> If '...reviewing and adjusting spans of management...' is code for adjusting HEW9 staff to HEW8, and HEW8 staff to HEW7 on the basis of how many direct reports they have, the proposal will likely be slammed.
> '...reviewing and adjusting spans of management...' that sees SSS1/SSG1 staff adjusted to HEW10 will likely cost more - many senior staff work more than a 35-hour week (some significantly more) but they are not currently entitled to overtime or time in lieu. Has HEW10 staff, they will enjoy such entitlements (I imagine this is why someone, a long time ago, banned the use of HEW10).
> '...reviewing and adjusting spans of management...' in some areas but not others will likely be slammed.
> Far better to lose fewer (but more expensive) senior resources than many (but less expensive) lower-level resources. GIPA s.3.4 for instance, UTS needs its full complement of GIPA s.3.4 resources (full complement including all those currently vacant).
> Finding the requisite Operational Model savings over and above the savings made by business areas this year, will be difficult at best without significant change. Is it realistic to expect that significant change is feasible in a matter of months (especially given the multi-year lead times it has taken to deliver other, in progress, changes such as ITOM, the People Unit change, DAB/FASS merger)?
> Some areas use their casuals with sustainable economic effect, yet they have had their casual budgets slashed this year while delivering the same workload. Statements such as '...reducing casual staff expenditure in line[s] with reductions in work volume' ring false and erode the faith/trust of staff who have been impacted by these cuts.
> Likewise, the same teams have had to GIPA s.3.4 This way of operating is not sustainable and, if UTS determines that the risk (already realised) of student dissatisfaction is worth taking then UTS needs to accept that risk and support (not admonish) staff when the risk is realised. GIPA s.3.4 staff should not be made (or made to feel) responsible for ULT's decisions or mitigating the associated risk.
> It must be accepted that in the absence of systems and tool that support efficient and effective processing, highly manual processes supported by human resources are necessary.
> It must also be accepted that transaction volumes drive workload (and therefore our resource requirement) in many areas. As transaction volumes increase, turnaround times suffer in the absence of additional resources. In turn, revenues can be impacted. New student revenue is only one third of all student revenue - if we can't support students to get into subjects/classes we can't invoice them (it is that simple).
> Trans volumes are also impacted by poor upstream decisions and bad implementation...

Some courses are not using resources effectively:
E.g. The supplementary exams were conducted inefficiently, with individual academic staff supervising one student per session. This approach required significant staff hours and resources. A more effective solution would be to consolidate all students needing to take the supplementary exam into a single session, supervised by 1-2 academic staff members. This adjustment would significantly improve staff utilization and reduce unnecessary costs.

This could be more related to the competency of the staff, some of the courses'material and exam questions have remained unchanged for years, indicating a lack of curriculum review and update.
Tutors were not provided with guidance or solutions for exam questions, forcing them to perform the necessary calculations independently. This inefficiency increases workload and indirectly adds to the university's operational costs.

It sound splice there is room for reviewing some parts of the operational model.

It is almost always the case that professional staff in faculties are better to deal with than central staff, who often have limited to no understanding of the sector, discipline or environment.

Equity and Diversity
These needs to be closely integrated into operational sustainability decision making. It is not sufficient to simply 'monitor' issues like the gender pay gap, rates of First Nations' employment and proportion of women in senior leadership roles. These need to be very actively considered as difficult decisions are made. The Centre has expertise here which can be utilised.

Accessibility
If we're trying to improve productivity and efficiency, the Centre recommends looking at areas where it makes sense to integrate staff and student services and activities. There is increasing regulatory pressure to take a whole of community approach to a range of issues. The Centre is a good example of where this works well - we have a remit that covers both staff and students when it comes to equity and inclusion. This could be enhanced by considering further integration in the accessibility space. For example, accessibility services could be combined with workplace adjustment/return to work in HR & equity advisory functions - these are largely the same skillsets. The former LXLab work on accessibility could also be closely linked to this ecosystem as accessible delivery is critical to all parts of the uni, not just T&L. Having all of this brought within the Centre would allow for greater impact in this increasingly critical area.

Complaints handling
Part of the difficulty with current complaints processes is there is no formal role for internal advocates for staff and students which means matters are often escalated, at significant cost to the organisation. This is something the Centre could do, or the university could invest in a conflict resolution service or similar which would arguably save significant money in the long run in terms of avoiding legal proceedings, and/or buying in external consultants to do jobs like these. Similarly, we must make sure we have the capacity to undertake in-house investigations in relation to complaints rather than only getting external consultants in (although we accept there will always be a need for this option).

Investment in capability
The Centre suggests making sure that as we embark on operational sustainability, we give as much focus to our investment in people as well as our investment in technology. Many of our current inefficiencies could be addressed through doing comprehensive induction and professional development activities for staff so they actually understand their obligations and have a better understanding of who to reach out to help them solve problems.

Strategic Finance Support:
I think that part of the operating model should be ensuring that decision-makers have access to Strategic Finance Support. There appears to be a lack of consistency across faculties in terms of the support provided by Finance. There is also still a lack of understanding as to how to cost curriculum and Enterprise Learning, including what the margin should be. I appreciate everyone is really committed to trying to do the best job possible but sometimes that is quite difficult when the foundations are not clear. To help avoid similar financial pressures such as UTS is experiencing, it seems clear that there needs to be better and clearer advice on how to cost activities and whether activities should actually proceed.

EL
Suggest EL does not focus on tenders unless there has been prior engagement with UTS about the tender. Effort should be on business to business enterprise learning, outside of the highly competitive tender space. Greater clarity on what UTS has appetite for in the EL space, for example, QA of existing short courses from other companies; collaboration with third parties to deliver short courses etc. Introduction of enterprise learning pricing process (similar to the Research Finance Procedure at https://studentutsedu.sharepoint.com/sites/Corporate-governance/SitePages/Research-Finance-Procedure.aspx) and a system similar to Research Master. If we are to scale, then there must be good governance in place to assist. Introduction of recognition and reward for EL, possible link to Knowledge Transfer initiative, as a way for academics to disseminate the outcomes of their research.

Academic workload:
There is (and continues to be) a lack of consistency in terms of how faculties assign and count academic workload. It is imperative that UTS undertakes a project in which there is some baseline consistency for different activities in workload guidelines. This is because workload is inextricably linked to budget. While the current Enterprise Agreement indicates that workload guidelines are approved by Faculty Deans, I believe it is still possible for the Provost and Deans to work together as a group – with the relevant Executive members.

It was great to hear at the Research Op Sus webinar that the Provost's office is working on updating UTS Academic Benchmarks so that where HDR is 'counted' is the same across faculties. Having HDR recognised in teaching workload means that academic staff have less room to undertake coursework teaching. In some faculties, HDR is recognised in T&L, in others it is in Research, whilst in FASS it features in both. I caution that the updating of the academic benchmarks will only lead to changes in allocation of workload though if there is an intervention mandating this is the case.

Academic management positions:
A specific concern relates to workload for academic management positions (eg GIPA s.3.4). Workload for these roles often contributes to an academic's Service and Engagement workload going beyond the 20%. This then eats into coursework teaching workload and increases the casual budget. Often these positions are created without any cross-referencing to other roles (academic and professional staff alike) at School and Faculty level. This leads to duplication of responsibilities and costs and complicates lines of decision making.

My recommendation is that the university decide what the baseline management roles are in each School. In determining the workload for the roles, consideration should be given to the work of professional staff who are often the ones with the specialised knowledge advising the academic managers. This is a productive example of the academic-professional staff partnership, though the concern is that professional staff input is not reflected in/subtracted from the workload percentage for the relevant roles.

There doesn't seem enough clarity around what this actually means - is consultation being done on a local level to understand what is critical and what isn't?

Procurement practices: There is the possibility of realising up to $10 million in savings by extending our current work around procurement practices. This work will be evaluated for its ongoing co...
Yes, this is possible
no comment
Fewer staff members are needed in the faculty finance area.
This is an excellent place to start. However, if the process becomes too onerous, staff will become frustrated. Clear guidelines and approval processes should be implemented.
It would be very helpful or procurement to clearly articulate what counts as a "supplier" relationship and what does not, and focus their attention to these supplier arrangements.
Agree - I see all kinds of catering occuring, I'm sure this could be improved upon if it were placed with two caterers as large contracts for example.
Not sure what is meant by 'extending our current work around procurement practices'? Can we have more information on is initiative?
Stop picking the cheapest providers, they rarely work out to be cheapest in the long run.
Not clear what current procurement practices are
Cancel all UTS credit cards for 2 years - everyone top down
The procurement policy and processes were updated in early 2024. It would be good to see what of these new processes were not working so that they could be amended in response to the inefficiencies.
No information has been provided, which is disappointing.
Procurement of travel is an area in which significant savings could be made. In my experience -- and that of colleagues -- many cheaper travel arrangements are available if booking directly rather than through Concur. All staff should also fly economy. While the savings may be small with respect to the University's budget, such a move would be of symbolic value for a public institution.
Not enough detail has been provided to comment on procurement practices.
Please simply avoid adding too many layers in procurement.
The current system of purchase orders is time consuming for those using it. It can easily take an hour or more for a single purchase when you get everything correct first time. If you make a mistake and have to go back over it to correct things it can take days. From my useage, there are dozens of fields that we never fill in, and I have no idea what they are supposed to be for. I suspect that the process could be significantly streamlined, but then we would have to engage with the vendor of the system and pay for the changes. Also, what happened to the centralising of gas purchasing for big savings? I distinctly rememmber being told at a meeting with management that a big contract to centralise our gas purchasing and delivery was just around the corner, and would provide big savings across the uni. I remeber this because I currently have to deal with BOC for delivery of welding gas, and they are absolutely hopeless at getting the correct reciept to me on a regular basis, regualrly causing me to spend hours trying to get corrections made.
Stop paying for IT systems that are duplicates. I had the pleasure of GIPA s.3.4 . There were so many duplications - why okta when you have microsoft ping? UTS pays Microsoft for the enterprise suite so why okta when you have ping? Why is the new leave software not an interface for NEO? Why isn't NEO the core system for professional staff? Why hasn't IT worked with the NEO company to extend and negotiate better outcomes for the business? Why do you pay exorbitant prices for all different cloud services? There are Australian government services for research cloud and storage - UTS IT are not entrepreneurial in their thinking.
not sue any savings will be realised.
Standard processes and panels.
Supply chan management is not an area i have had any significant participation in other then as a user and customer.
nothing to mention
N/A
n/a
N/A
Science have moved to a 50% infrastructure charge for tenders and grants. I believe this to be a large error as we will lose to cheaper competitors, ultimately reducing the income brought into the University.

Reviewing key contracts in with a commercial 360 focus not just revenue. There is a great saying - “Revenue is vanity, Margin is Sanity”. Examples: KEYPATH contract - GIPA s.3.6 . Understanding true financial break-even points. A clause - to be able to re negotiation when courses are clearly no preforming. Operational modelling from the bottom up not just top down (Central). UTS International - Indian short courses. Involve faculty do they have capacity. No just revenue driven, why are we discounting UTS courses for short term gain (Revenue - partial) and giving UTS teaching IP away? CinLearn - Once again, why are we discounting UTS courses for short term gain (Revenue - partial) and giving UTS teaching IP away? understanding who owns them? Arzona University. UTS is in the top 100 who is really benefiting from this relationship? Also, understanding the consequence of outsourcing the delivery. Ascender pay / Concur - Outsourcing - please reconcile and test all aspects of data interfacing before loading in the IT systems.
Not enough information here to comment.
Compared to savings in operational and teaching and learning areas, this is a rather small amount.
I cannot comment on whether or not this is a good idea if I do not know what the cost of the extension of the current work is!
Measure ROI on consultant engagements to reduce over-dependence on external expertise compared to internal growth opportunities.
The proposal to extend procurement practices for potential savings of $10 million is a sensible starting point, but these efficiencies must not come at the cost of quality or ethical sourcing. Cutting corners in procurement often leads to longer-term costs, either financial or reputational. A detailed breakdown of how these savings will be achieved without compromising core operations or values is essential.
Looking at procurement practices is a good start but it's not just procurement, its how we get there. What are we trying to achieve? What are the connections within the organisation that are going to be affected? How does this link to our research and learning business? Service Connect project is a classic example. Spin up a team with high priced contractors, go and ask everyone their feelings and then run out of money and don't implement properly all done at high levels with no consultation with the teams that manage and enhance the systems. Procurement is one side but the commercial component is the other. We have a set and forget approach to contracts and relationships that we don't foster or take advantage of. There are no designated owners of contracts and half the time we leave contract negotiation up to contractor project managers and when its time for a renewal just a straight rollover. SSG managers are paid well enough to have commercial management within their job descriptions but this should be augmented by properly paid commercial managers embedded within each function that report to finance. No one cares about cash because no one is accountable. This has a trickle down effect that we have way too many staff because we can get vendors to do things we already pay for but don't use. Example: the AWS WoGA support.
The proposed $10 million savings through improved procurement practices is promising, but success will depend on addressing inefficiencies in current processes. Simplifying procurement workflows, introducing bulk purchasing agreements, and leveraging technology for transparency and cost comparisons could help achieve this goal. Additionally, allowing staff flexibility to choose cost-effective options, particularly for travel and smaller purchases, could prevent unnecessary expenses. Regular audits and staff training on best procurement practices can further enhance efficiency and sustainability.
Streamlining procurement practices and payment of procurement will be a good thing. Hopefully with minimal job losses.
The current procedure in Science is efficient. Any extra step will reduce admin efficiency.
Rewards for cost-saving initiatives: establish an incentive program for departments and staff that actively contribute to cost savings through smarter procurement practices. These rewards could be tied to either monetary bonuses or recognition, fostering a culture of cost-consciousness across the university.

Procurement has come a long way and has made improvements to compliance and support for securing the best value for money in high value purchases. Purchasing for BAU activities and small value spend is currently not well supported and reliant on academics and professional staff to use an incredibly outdated, complex, confusing and poor functioning purchasing mechanism (Neo). It's continued use will maintain non-compliance due to poor user experience and lack of support and training in this area. Any delays to introduction of the new ERP will continue to cost UTS a significant amount due to manual processes, workarounds, journals for incorrect purchases etc.
Reductions in procurement spending could be valuable, especially for unnecessary new construction or refurbishment.
Procurement should be more transparent and faster. Time constraints can compromise procurement transparency.
N/A
- We voluntarily give all of our business (e.g., travel) to a specific company. But instead of getting cheaper fares and rates, we pay them additionally for their service. A service that everyone else would get for free if they go into a travel centre.
Do it, but make sure its fit for purpose.
This is less visible to the accademic staff but is also vital - its a finnacial management efficiency initiative that address abovious leagcy inefficiencies and issues head on. People need to see such issues being addressed before accademic programs get trimmed.
Many of us have had negative experiences with outsourced or casualised IT and payroll at other institutions. Cleaning was mentioned as another possibility to outsource, but it is already outsourced (Serco).
My comments in 10. also apply here.
Seems plausible
I have already been involved in procurement project around laboratory gasses, which will save money. This is a great initiative.
Procurement appears to be a difficult process in general. Any attention here would help.
sounds good provided it streamlines the process.
The definition of savings needs to be clear - budget savings and cost avoidance all add value to UTS, so cost avoidance value must be tracked and captured. Procurement practice is very focused on the upfront processes but does not take into account the immense value that quality commercial and contract management resources can deliver. More value is saved (or leaked) if appropriate commercial acumen is not applied. This is an unacknowledged function and skill in UTS at present which should be considered in designing a UTS operating model for the future. An organization that spends over $1b should have a fully resourced and empowered commercial and contract management function and similarly, an appropriately sized procurement function (UTS really only has less than 10 FTEs for $1b spend). GIPA s.3.5 University has over 40 category managers overseeing procurement and a separate function for contract management. This should then deliver much more than the anticipated $10m of savings benefit.
Nil.
There needs to be serious work on streamlining procurement practices for both professional and academic staff. The systems used (NEO) is a major culprit in taking too much time and effort for us.
Accessibility should be a core part of procurement practice to eliminate the band-aid approach and risk against discrimination charges.
This would be a positive step forward, the current processes are time intensive and administrative heavy.
NA
And there's probably a million more dollars in productivity savings by reducing the administrative demand of existing procurement practices. I do think there are potential procurement savings by leveraging single-buyer schemes with suppliers of common consumables used across the University. However, the ability for Schools/Centres to opt out in certain scenarios must be maintained so that preferred products can still be purchased to suit their operational needs, i.e., what suits one School may not suit another. The low CAPEX threshold of $5K is a hindrance to operations and should be revised (significantly) upwards to allow Schools/Centres to operate more freely.

The administrative (research) procurement processes, are incredibly inefficient and bloated with busy-work where documentation requires handling between multiple teams, multiple times, and across multiple touchpoints (emails, Excel workbooks, NEO, Content Manager). It would be beneficial to have a procurement system that transparently centralises all the procurement process activities, and articulates which team/member is responsible for which stage of the process as part of the process tracking, and is accessible for all the UTS actors required for that procurement process.
Streamlining and potentially centralising procurement practices, through ERP systems, is a good strategy.
The need to get multiple quotes for ordering should be increased from $10,000.
na
We welcome the initiative to evaluate current procurement practices, as the existing process can be challenging to navigate. We believe implementing a simplified process that anyone can administer without additional support would be a significant improvement. We look forward to hearing more details about this initiative.
Understandable
We absolutely should expand our strategic procurement team, and in particular recruit someone with sustainable procurement expertise. For a small outlay in new staff the university could realise far greater savings. Also, noting that we have a Climate Positive Plan target in 2029 to be Carbon Neutral for scope 1, 2 and 3. Scope 3 is emissions from the procurement of our goods and services and a huge proportion of our emissions (63%) so we need to start engaging with sustainable suppliers and procuring sustainable goods now or we will be purchasing a large number of offsets in 2029 to mitigate these emissions.
This is important. However, in doing this, UTS needs to be careful that promised savings are actually delivered. For example, we recently changed procurement practises around travel, presumably for reasons of savings. However, it is the experience in our Faculty that this company does not always offer the best value for money, and that in fact we can achieve more savings by booking our own travel separate to this company.
As an approver of corporate credit cards for my area, I see a lot of items, being purchased in local areas that I'm sure we could get not only better value on, but save staff time as individuals spend time looking for best price quality and availability information
From our perspective procurement is working well with one exception. Anything to do with AV has to go through AVS. In searching for various quote about specialised AV installations in GIPA s.3.4 we have found that AVS is considerably more expensive than what we can get from external suppliers, yet we are forced into using AVS for all works. If AVS was forced to compete on price and quality like all other external suppliers we would get a better service delivery from them and save money - sometimes as much as 2/3rds. Yes t6here is the arguement around ongoing support and maintenance of systems but this can be managed by asking all suppliers to provide full as built diagrams for any AV installation.
There has been unnecessary expenditure and effort in retrofitting systems that are inaccessible. Currently, many fixes for accessibility issues are ad hoc, inefficient and reinforce a culture in which accessibility is seen as optional. This is reinforced by attitudes about time and resourcing compounded by systemic and process failures. Current practices that are ineffective and we need to stop doing include ad-hoc approaches, inadequate actions that do not address the core issue, pretence consultation and tick box approach to accessibility and allowing the various forms of resistance that block progress. UTS needs to adopt accessible procurement and system and content set up. Embed into practice the Accessible ICT procurement guide for Higher Education Providers launched and supported by CAUDIT and ADCET since 2022. Eg. Accessibility clauses into contracts, coordinated testing with process that includes implementing the fixes.
Embed into practice the Accessible ICT procurement guide for Higher Education Providers launched and supported by CAUDIT and ADCET since 2022. Eg. Accessibility clauses into contracts, coordinated testing with process that includes implementing the fixes. This would improve the student and staff experience. When we are supporting students who have access requirements and they need to use technology that is not accessible the stress and workload to do this work after the fact is stressful for faculties and can cause the student to not be able to progress with their studies.
Was this identified through the work undertaken on ERP? Has any assessment been made on the spend we make on the use of consultants?
na
No comment

There is not enough information/clarity in the discussion paper to provide meaningful feedback, this needs to be elaborated on.
There are benefits in being able to negotiate improved rates where there is considerable investment and targeting those areas may deliver some benefit. I expect consideration be given first to consider elimination of technology, which is part of an ITU tech debt program and considered in ITOM.
Per what is included in the previously mentioned letter containing the full details of our response. This figure is matched to the amount provided regarding the remuneration packages provided to senior management.
Being up to 10% of the money required this would seem to be a reasonable goal
To me the pursuit of possibly realising up to $10 million in savings by extending our current work around procurement practices would be worthwhile. I would support this work being evaluated for its ongoing contribution.
I don't have a strong opinion about this.
Why does UTS insist on using outside consultancies when making change? We have an entire Business School with a good reputation to hand - UTS should make use of what we have instead of farming out work to Deloitte, McKinley, NUSS etc. whose outputs generally are not very helpful because they don't fundamentally understand how Tertiary Education operates. It's throwing good money after bad.
The paper is unclear on the detail of what this work is, but current improvements in procurement are helping UTS catch-up.
Yes, let's save money - as much as we can - in this arena.
Insufficient detail on this
N/A as our service procure very little.
Too many duplicated systems which could be centralised/streamlined. The proposal to extend work around procurement practices offers significant potential, not only for cost savings but also for improving the efficiency and consistency of procurement processes. While the focus on savings is important, it would be good to place emphasis on refining and streamlining procurement processes through the adoption and promotion of NSW Government pre-existing procurement arrangements. This approach could provide UTS with a structured framework for procurement that enhances both operational efficiency. Currently, UTS is able to access NSW Government procurement arrangements. However, the full benefits of these arrangements are not being realised due to limitations in procurement thresholds and authority levels. For example, in the case of the Legal Services Panel, only General Counsel uses the panel (under the specific delegation), but General Counsel is not empowered to procure under the higher thresholds available to NSW Government agencies. This constraint limits UTS's ability to take advantage of the flexibility and competitive pricing inherent in these schemes and creates issues for law firms under the arrangement. Similarly, in the IT procurement schemes, while suppliers are assessed and approved under the NSW Government schemes, UTS has not authorised relevant personnel to procure at the thresholds permitted under those schemes. This creates inefficiencies and undermines the intent of using pre-approved, vetted suppliers. To fully capitalise on these opportunities, we recommend that UTS: 1. Align Procurement Thresholds: Review and, where appropriate, adjust procurement thresholds to align with those available under NSW Government procurement arrangements. 2. Expand Authorisations: Empower relevant UTS staff, including General Counsel and IT procurement managers, to use the higher thresholds within these pre-existing arrangements. 3. Promote Awareness and Utilisation: Increase internal awareness and promotion of the benefits of these procurement arrangements to drive consistent use across UTS. By shifting the focus to enhancing procurement processes through these measures, UTS can achieve not only financial savings but also greater efficiency, compliance, and strategic value in its procurement activities.
Faculties and schools seem to get away with their own little side deals. Instead of managing staff that don't perform, they tend to recruit contract staff to do the work and let the under performer get away with not performing. This has got to stop.
Evaluation and reporting will provide a definitive direction in moving forward
Everything must be explored and not discounted. People should accept the challenges and current climate.

Procurement could be improved by allowing staff to source and purchase used parts and devices instead of new ones. Used technical equipment often has low resale value due to limited demand, creating opportunities for cost-effective solutions. Technically skilled staff can assess the suitability of these parts, minimizing risks. Personally, I have saved hundreds of thousands by repairing lab instruments with used parts and technical expertise. I recommend implementing a process for experienced staff to source used equipment. This process should include gathering adequate information from resellers, consulting knowledgeable colleagues, and establishing a framework for staff to accept liability if risks cannot be mitigated through insurance. Additionally, staff should be incentivized, such as through recognition or rewards, for saving costs by leveraging technical knowledge and secondary markets.
Supply Chain Management strategies are needed especially investment into bulk chain and smart contracting
No specific feedback.
Of course
Procurement is particular important to ensure the right product or system is purchased for the University. As per my previous comment, it is often staff working on the ground knows better than the head of the units or IT professional. I think the procurement practices should update to include staff using the product most rather than only hearing from the sales people, IT or head of the unit.
Good idea, unless there are unintended undesirable consequences such as a reduction in environmental or social sustainability from choosing cheaper suppliers.
Keen to understand more about this and how this translates - the paper didn't have much detail
There is no detail in the discussion paper to describe current workaround procurement practices and how these savings could be made so I'm not sure how staff can provide feedback on this point. Are we saying that procurement exercises cost us $10m per annum and by simply extending existing procurement arrangements we save ourselves $10m? If so: > why does procurement cost so much and how can that cost be reduced? > what is to cost of not going to tender (e.g. lost opportunity to negotiate better pricing)? > is outsourcing an option?
Am in agreement that this work should continue.

Faculty structures: Merging Faculties to create larger entities has been considered and is feasible, but analysis shows relatively low direct financial returns ($2.5 to $4 million). Following the ...
This can be done
Cant see a usefiul merger for FoS
Merging faculties to reduce staff numbers is a common practice.
Staff structure should be investigated, currently we have a structure that managers are managing managers where the ration between front line staff and managers/supervisors is very off balance. I noticed that it was addressed in the paper/, I strongly suggest to investigate further in this, which may save some more monies.
If the return on this is low, it is ONE change that could be avoided. Clearly, there will be a large amount of change moving forward - if the benefit is too low, don't do it.
Agreed that faculty structures could be optimised. There could be central faculty level pool of professional staff for example rather than school based administrators that could also help with service standardisation.
The UTS workforce is really the only people who care for our faculties and schools - the majority of our clients are shown, by research, to be interested in courses - not schools, not faculties. The Creative Industries project seems to be taking a long time to achieve any tangible outcomes.
Further mergers seem like a bad idea given the amount of disruption caused for the relatively small cost savings projected
I worry that any savings in this regard would be taken by the need to re-brand everything and re-imagine processes. However where schools have small numbers of students -and consolidation is required - the GSH is a great model
Is it then, efficiency and greater standardisation at the cost of student experience/student belonging/staff satisfaction?
Agree, would create a lot more damage in upsetting people/removing their sense of belonging than savings.
Merging causes pain as change management and good communication fail 90% of the time. There's enough pressure and anxiety on staff with all the other cuts so weighing up cost vs return, cost also being people well being, I would not merge faculties/schools etc but you can still reduce your most expensive headcount though more innovative management practices, and centralise common roles such as business development through mandatory matrix management. Are you sure that there is funding and a willingness to spend in Creative Industries that UTS can attract with profit margins intact?
No feedback.
Where is the analysis? Please provide it rather than simply referring to it.
I am unclear what a "Faculty Architecture" prototype means.
The argument of a 'low direct financial returns' is a very poor justification for not following through on improving standardisation. There is a strong argument that Faculties/Schools with strong alignment should indeed be merged however this should be viewed as a means for improving and standardising processes rather than reducing capacity as the volume of work is unlikely to change.
As much as a fan of centralisation of common services as I am (and I am) we need to remember that the further away from the customer the service delivery organisation is, the higher the likelyhood of disapointment with the service delivery. If you take the responsibility for service delivery away from the faculty heads, you will certainly increase the level of discontent with service delivery when the inevitable headcount reductions occur.
Thinking with value. What is the value to the business of the service delivery of central functions? For example, HR at The University of GIPA s.3.6 gave advice on sourcing good candidates - well written position descriptions, advertising, STEM recommendations. NEO was a tool and if Finance agreed there was funding the SLA for a person to contracted and in the position was 8 weeks. When the 8 week SLA consistently was not met the COO was aware through measures and organised the executive team to address the blockers. (Base milestones (SLAs) on objective evaluation of working systems). For example, at GIPA s.3.6 the Research Office would not allow a Professor to submit a grant without consultation and collaboration weeks prior to the grant deadline. A central function was a shared team effort. Together, rather than emails.
Please see Q10. There is also inconsistency in leadership structures within schools eg not all disciplines have a Discipline Lead or Head of Discipline, resulting in positions such as Deputy Heads of School undertaking work done by DLs/HoDs in other schools.
the issue is that there are lots of schools and faculties - the savings could be substantial if several merged.
Standardised processes and procedures are essential. To get these in place fights with the faculty will likely be required. UTS's ULT and Chancellery must not shy away from this.

Science should be merging with FEIT. The Science faulty under performs continuously, has low student numbers and very little industry engagement and students struggle to get internships. Merging with FEIT could create a more dynamic, resource-efficient environment that fosters greater innovation, collaboration, and student success, while better positioning staff and students to compete in an increasingly competitive academic landscape. Enhanced Interdisciplinary Collaboration: Engineering and science are closely related fields, with some significant overlap in research areas. A merger could foster closer collaboration between faculty members, encouraging interdisciplinary research that leads to innovative solutions to complex problems. Resource Optimisation: Combining science into FEIT would allow for better utilisation of shared resources, including labs, equipment, resources, staff and research funding. It can eliminate duplication of services across separate faculties, leading to cost savings and more efficient use of infrastructure. Improved Curriculum Integration: By merging science into FEIT, we can offer more integrated and interdisciplinary programs, better preparing students for the increasingly complex and multidisciplinary nature of modern careers. Students can benefit from a broader range of expertise, with exposure to both theoretical scientific principles and practical engineering and IT applications. Attracting More Funding and Grants: Joint research initiatives across engineering and science can be more attractive to funding bodies, particularly in fields where both disciplines converge, such as renewable energy, health technology, and robotics. A combined faculty may present a stronger, more cohesive front when applying for large-scale grants and partnerships. Improved Student Experience: Students from both disciplines would have the opportunity to engage with a broader range of expertise, leading to a richer academic experience. They would also benefit from a more cohesive academic community, with potential for cross-disciplinary courses, research projects, and networking opportunities. Stronger Industry Partnerships: Many industries, especially those in sectors like manufacturing, technology, and pharmaceuticals, require a blend of scientific and engineering expertise. A unified faculty can present a more integrated, attractive option for potential industry partners, making it easier to build collaborations for research, internships, and job placements. Streamlined Administration: Combining the faculties can reduce administrative overhead, simplifying governance, policies, and processes. A single unified faculty would likely need fewer administrative positions and resources, which can lead to cost savings and better coordination of efforts. Attracting Top Talent: Merging faculties can make the university more attractive to staff as it allows for a wider range of research opportunities, greater resources, and the potential for more collaborative projects. This can lead to a stronger research profile and higher academic prestige. Unified Vision for Innovation: A merged faculty could create a unified vision and strategy for addressing global challenges, such as climate change, healthcare, and technology development. This alignment of priorities could lead to more impactful and relevant research outcomes, and a stronger global presence for the institution. Flexibility in Course Offerings: It could allow the creation of flexible, cross-disciplinary degree programs that provide students with skills in both science and engineering, preparing them for a wider range of careers. These programs can be particularly attractive in rapidly evolving fields like artificial intelligence, sustainable energy, and data science.
Standardising the faculty structures and removing duplication of roles between faculty and central is very much welcome. This is sorely needed in my opinion.
Innovation? Really a great deal of money has been spent on this fizzer. Building 5 Level 6 needs to be converted to a customer focussed academic student support centre.
nothing to mention
N/A

Question over effectiveness of some mergers where the only effective savings come from removal of some senior staff. In our faculty, for example, the International Studies disciplines and Education disciplines still largely functions as two separate schools. Communication disciplines such as Journalism and Creative Writing have "merged" to reduce one discipline leadership position however the complexity, coupled with historical staffing issues has far outweighed the small financial efficiency found. The new CI faculty will take a long time to truly function as one therefore additional mergers may generate further turbulences.
Why are the TD School not part of the Creative Industries Faculty? It makes no sense and calls into question the sensibleness of all of this Operational Sustainability work.
Mergers are about gaining efficiencies both operational and financial. If there are low financial returns, then the key question is WHY is UTS is doing it? Where there are the efficiencies to be gained? Understand what faculty / schools do and the key nature of the business modelling and structure. With the new Creative Industries - let it be an umbrella portfolio. Underneath, have schools that are similar in nature group together and analysis operational and financial efficiencies. If there are some schools that stand alone - does it stand alone, is it operational and financially viable as a standalone? If not, is there opportunity for improvement, if yes where and why? If not, is it something we let go? Example TD school under Health. Can the TD school stand alone? If not, what is the best faculty it can be supported under and has the best synergy? Possibly Business.
Centralise...decentralise...centralise...omg. Change is killing us. Stop changing!
Teh Creative Industries Precinct sounds like an exciting diversification by re-thinking the existing faculties into the merger. I empathise with my colleagues impacted by the change, and hope that each can still contribute to UTS within the new structure.
The decision against further faculty mergers is appropriate, given the minimal financial returns highlighted. However, the focus on standardisation through a Faculty Architecture prototype must not impose a rigid, one-size-fits-all approach that disregards the unique needs and strengths of individual faculties. Structural changes should be carefully managed to avoid disruption and additional administrative burdens for staff.
N/A
The decision to forgo further faculty mergers due to relatively low financial returns is understandable, but the proposed Faculty Architecture prototype must deliver meaningful improvements to justify its implementation. While standardizing service delivery from central functions is a logical approach, care should be taken to ensure that it does not lead to a "one-size-fits-all" model that overlooks the unique needs and strengths of individual faculties and schools. Additionally, inconsistencies identified in the analysis should be prioritized for resolution, with clear metrics to measure the success of the standardization efforts. To maximize impact, this initiative should focus on improving operational efficiency and fostering cross-disciplinary collaboration, which can unlock academic and financial synergies beyond direct cost savings. Regular consultation with faculty leadership and staff will also be essential to ensure that the restructuring efforts enhance functionality without introducing additional administrative burdens.
We will have to wait and see if the CI Faculty will work in 2025 and beyond.
I agree, merging schools and faculties is a bad idea and will end up dissociating management even further from what is going on in each area. GIPA s.3.4 larger than it should be and in my view should be split into two: (1) maths and physics, and (2) chemistry and forensics.
Staff in DAB and FASS are generally in favour of the faculty merger. It is important to tap and maintain this good will.
Remove associate Deans and only leave the deputy Dean to oversee the research/teaching strategically. The teaching and research committees can decide the action plans, where Associate Heads of School are capable of implementing day-to-day activities
Streamline central services by focusing on aligning administrative services e.g., student services, faculty management, procurement, IT, and HR) across faculties, significant efficiency gains can be made. Streamlining these services may not always produce direct financial returns in terms of faculty budgets, but it can result in more effective use of university resources.
Mergers will not lead to efficiencies in process given their long term impacts and distraction of staff from core business. Central governance of mergers, such as the proposed 'Creative Industries', are also inefficient as they lack engagement with staff needs and priorities, and don't reflect the actual research strengths in the university. Ceasing the Creative Industries merger could be a savings opportunity in reduced administrative burden.

Faculties should not be allowed to hire their own staff if a central function exists. This current practice creates uncoordinated activity and can often be counterproductive.
Its an instrumental decision and I think it will be effective.
N/A
While the direct financial return may be low, there is additional return through reducing multiplications, processes and resource requirements. There are some schools that have a very odd assortment of degrees and research foci that do not make sense from a strategic perspective.
Great to have $2-4M in the back pocket but this is likely a once off change for the right change. Look at University of Warwick structure as a flatter model. Others have a thinner model around Colleges.
We need to stop changing the structure all the time. Yes a standardised faculty structure would make sense and using the process of setting up Creative Inustries related FASS/DAB merger would provide a context to set up the new model and then apply it across the university and commit to that model for a few years . Let it stabilise and learn from a period where there isn't as much structural change.
While some savings could be achieved, particularly by reducing costs associated with Deans, Faculty Executives, and related administrative salaries, I am not convinced that these mergers would deliver enough financial benefits to justify the disruption and effort required to implement such changes.
I think the current Faculty structure is more than adequate for UTS to be an excellent institution. The Faculties and Schools are actually the highlight of the UTS structure in my opinion. The savings and rationalisations can come from seeking reductions in staff numbers in Central parts of UTS, with an audit of Central staff relating to Research Management along with Teaching & Learning likely revealing that there are too many staff in this area. While job losses and downsizing are very difficult to comprehend for those who lose their job, one can argue that the level of employment in these professional staff roles has been too fast and too much in the past 5 years, so in reality we are fortunate to have had these positions as somewhat of a luxury over this timeframe, however, it is not feasible to retain them.
Faculty Architecture prototype sounds good, however the detail will be important. It's difficult to have the exact same structure in a small faculty versus a faculty like Engineering and IT with large student and staff numbers.
The faculties I feel is what drives the product for our income. We need to continue to innovate to be leaders in our industry. At the same time we need to make sure that operational and financial effectiveness are always considered.
I think merging faculties will diminish the standing and function of faculties.
Centralized commercial, financial and contract management functions will better support faculties and avoid resource duplications and help leverage better commercial outcomes through scale and volume strategies.
The only other faculty merger I can think of is Science and FEIT, but I would agree that additional faculty mergers are probably not required.
If merging school professional staff to faculty or central is one of the plans, then it is not a good plan. Each school operates differently by design and by that nature, professional staff working within the school have intimate knowledge with the processes and people in their environment. Centralising staff will eliminate this positive element. This will also cause a huge detriment to wellbeing and community building.
Central admin role within faculty would help eliminate time and effort at individual level.
The potential saving of merging faculties seems to be quite insignificant for what could create greater tension and draw negative attention to the unviersity. The risk does not outweigh the potential savings.
NA
Shared services and template structures may offer valid savings, but can also result in poorer outcomes for those Schools, Centres, and Faculties affected. The executive should listen to Schools/Centres to understand their operational needs, then work upwards from there to identifiy efficiencies.
Though faculty mergers (such as with Creative Industries) are expected to only deliver low direct financial returns, and undertaking such mergers would be incredibly disruptive to the operation of the Faculties involved, the university would benefit from centralised structuring (not necessarily management) of administrative processes to improve staffing/role transparency and reduce administrative idiosyncrasies and process inefficiencies.
Agree that inconsistencies across to faculties leads to duplication and non-standard processes. This needs to be addressed.
While this can potentially produce savings, there may be greater costs in reducing student and academic staff satisfaction when there is less localised support.

Personal feedback - a lot of the manual workarounds and extensive time to manage and respond to student enquiries comes from the vast difference in processes and ways of working between faculties. Whilst I have not been here long enough to comment on any potential mergers, I can see benefit in improving standardisation and consistency. That said, I don't feel it is appropriate to fully centralise admin for all faculties together, as there are some things which will have to remain different (for example, management of work placements). Centralisation within faculties could be a help, rather than each school having their own ways of working, alongside improved consistency of approach to managing actions/ tasks/ issues/ processes which apply across all faculties.
na
Introducing charges would require convincing evidence that it would be beneficial for the university and all stakeholders. Therefore, further investigation is necessary to thoroughly analyse the potential benefits before making any decisions.
Understandable
-
It is clear that our service provision is currently unproductive. This has been reported back to UTS time and time again in staff surveys. Often there are many levels of management that need to sign off on a simple process, wasting valuable time and resources. Centralisation may be one option. Consistency among faculties, using the faculty with the most streamlined system as an example, would be ideal.
I think a great amount of efficiency could be gained not by changing the Faculty structure. But having a consistent arrangement and governance of units within faculties. Having said that though on really has to consider, the efficiency, of ver small faculty units such as the TD school and maybe even law. Within our faculty our internal structures make very little sense an cause inefficient operations. For example in the physical sciences research institute and centres sit within the school. Whilst in the life science they sit independent to the School. Which as highlighted previously causes issues when the are delivering teaching and hdr supervision to the schools students, but the school has no oversight or control of how they deliver.
Nothing to add
I think it would be good if we could get a bit more information on how the CI project relates to the overall OpSus project. At last Q&A the question was raised about how the current 4 Change Projects relate to overall Op Sus. The VC specifically mentioned ITOM & HROM, he didn't fully respond re CI or UAPO. There is a lot of uncertainty and stress around at present so it would be good to get more detail on how CI discussions relate to OpSus as the timelines for Stage 2 of CI implementation and the full merging of professional structures in particular seem to align with the OpSus timelines as well. It would be very useful for staff to understand that if they put time and effort in CI discussions they wont have to redo this work as part of OpSus.
Universal Design approach for key areas of accessible content, curriculum design, assessment design and centralised support for Faculty delivery of inclusive practices and adjustments. Collaboration is required to combine current expertise.
The variation in roles and responsibilities across faculties should be addressed; as well as communication that we are all working for the uplift of the student experience. This may impact on student related policies and procedures. Academic services are often based on what is best for academic staff, without reference to the student experience. That should be an area of focus.
I make this comment noting that due to our current change Major Organisational approach I am not privy to the drivers and rationale that fed the work on Creative Industries nor a clear avenue to give feedback. I do wonder at why it has taken over a year to land on FASS and DAB merging. When you ask anyone at UTS, they speak about this being the inevitable outcome from the start. It is not clear to me why TD School was not included and why it remains separate now. Does a faculty need to reach a critical mass or criteria to warrant being separate? I would hope when we look at subjects and courses that this may inform the Disciplines that move forward and whether anything could merge, be removed or added. Would there be benefit in the reduction in the number of Schools. Clearer Academic reporting lines. Will we look to more standardisation across the Academic workload models?
Based on what now amounts to many years of direct experience GIPA s.3.4 [redacted], I am of the opinion that the key functions of GIPA s.3.4 [redacted] would be better served if managed by (as applicable) Student Services and the relevant committees of Academic Board, in a manner analogous to the way coursework degrees are administered. GIPA s.3.4 adds very little value beyond these administrative functions, and on the contrary tends to increase the workload overhead of frontline academics GIPA s.3.4 [redacted], to little or no tangible gain. Tangible improvement to the HDR experience and processes are typically the result of efforts within the discipline-based Faculties. Thus, in the current financial environment, continuing to GIPA s.3.4 [redacted] seems difficult to justify.

na
This should stay on the table.
There is not enough information/clarity in the discussion paper to provide meaningful feedback, this needs to be elaborated on.
Given the breadth of other cost saving activities, I would agree this may not be the best use of limited resources
The only one explicitly provided is the merger of FASS and DAB, which does not have the support of substantial numbers of faculty staff. One also has to question whether students learning to be journalists could be considered members of any creative industry.
There are sometimes nuances in how different disciplines operate, but we need to identify where these are real or just habit where faculties have needed to set processes up through lack of central guidance and support. It is difficult to see a case for further faculty merges based on the discipline groups. There is a good case to look at centralizing some administrative activities for improved function and compliance.
I agree that the lower potential return from merging faculties does not appear to be worth the distraction, especially at this time. One point of consideration may be TD School. Since it was excluded from the new faculty for Creative Industries, I think it is challenging for TD to be a school that does not belong to a faculty. I hear feedback about how difficult it is for TD to be across everything when they don't have Dean representation in ULT, for example. I am not in TD School so not directly across this, but I think there may be an opportunity to reconsider the structural fit of TD School to make it more effective.
Standardisation and centralisation makes a lot of sense to reduce costs. Distinguishing valid reasons for difference or different emphasis will be a challenge for those involved in making the decisions.
This argument goes around and around - one year management centralises, 5 years later they devolve. Change is expensive. I hope any change to Faculty structure is not just change for change's sake.
I see standardisation across faculties and schools as beneficial. It is unclear what the "Faculty Architecture Prototype" is.
I agree, and I do not believe merging more Faculties will be beneficial.
The course and research viability work will create efficiencies and fundamentally reshape faculties. The merging, dissolution and potential creation of new faculties should remain an option to ensure operational alignment with any efficiency driven decisions.
I am not convinced that standardised models across faculties is the best approach. My observations that faculties are far leaner than central management functions.
There are too many different operating models at faculty level at UTS. Same roles can have different names in faculties even (e.g. ADT&L and AD Education). Consistency in the faculty structures and roles will also assist other units when they are working and supporting faculties.
Recommend that we consider which activities can be centralised or managed at the faculty level, review the organisation design for each faculty and aim for greater standardisation. This would reduce legal risk by reducing inconsistencies in our practices and processes.
In this particular case, getting rid of staff while underperforming academics continue to complain from burn out will not be a cost saving. Additionally, there is no creative industry. Time and again, the creative industries are made up of freelancers and single owned businesses because they cannot afford to scale up. The economy of scale will not allow it. Nevertheless, if we were to apply the concept and change the teaching and operational model to one that encourages and supports innovation, moving the dependence away from academics, and allowing students to experiment with professional staff, then there is a chance creative will take on a new form, one that creates a new path as opposed to redressing the old and calling it new.
Merge will take time and will provide valuable insights into future decisions
The merging of faculties for such low returns doesn't seem worthwhile. It is clear from the current experience in DAB and FASS that proposed mergers creates a huge amount of uncertainty and distraction for staff.
Duplication of capabilities has occurred at UTS due to limited communication between faculties. While the benefits of further mergers are uncertain, increasing staff and student awareness of existing capabilities and access options could help prevent future duplication. AI automation could play a role here. A fine-tuned LLM, trained on detailed data about UTS facilities and staff expertise, could power a chatbot to assist students and staff in finding specific capabilities. Additionally, the CAPEX process should include a step to verify that proposed bids do not duplicate existing resources, which could be automated by the bot.
I am glad that this is not a financial decision but a long-term view.
No specific feedback.

Mergers are very disruptive - agree other cuts should be made first.
Each faculty has it's own strategies and system on various processes. It is important that processes are being reviewed first then the people within the structure to assess the efficiency or any benefit of merging faculties or schools.
Could it be useful for the Faculty Architecture prototype to also consider processes and systems? It's not uncommon for faculties to have their own technology systems developed for various admin purposes when the same need exists across other faculties.
Instead of merging further faculties or school, we should think about how to increase the level of collaboration between different entities. The cross-faculty collaboration grant is a good start but we would actually activities before this to build cross-faculty contacts as basis for the grant's projects. Networking activities centred around specific topics, like monthly round tables to specific topics) could be helpful.
other faculty mergers (e.g. Bus/Law, Health/Science) would contribute to meaningful overhead savings...as well as consolidation of schools into disciplines under overarching schools/colleges along with the rationalization of professional teams and leadership teams accordingly
All savings (even small ones) should be considered - are there other benefits (aside from financial) to be gained by reducing a siloed faculty structure, such as collaboration?
I will leave it to others to determine whether few faculties or schools is worthwhile (or worth the change management expense... I can well image UTS has spent at least $20m to achieve the $2.5-$4m in savings merging DAB and FASS). However, much can be saved by ensuring enterprise-wide activities and processes are the same across all faculties and schools. A considerable amount of processing cost in the centre goes to supporting the many varieties of a single process because faculties/schools/academics resist uniformity. This also negatively impacts the student experience as students keep telling us (and we are now, slowly, addressing). So, have as many faculties and schools as you see necessary BUT ensure the leadership of the same understand that there will be one way of doing a thing going forward (unless they want, and ULT supports, a user pays model).
I think there are a number of negatives with respect to merging of faculties, and it should be only done if the staff support it.
Some greater standardisation would be welcome, particularly in the equity, diversity, and pathways space. The Centre is actively working on this through much closer collaboration with faculties on their goals for student diversity and is changing the governance around social justice and impact to better connect the various faculty committees with the Vice Chancellor's Social Justice and Inclusion Committee. The Centre recommends a senior person in each faculty is made responsible for equity, diversity and inclusion.
Cautioning that a Faculty Architecture Prototype should only be created in conjunction with a clearer understanding of the roles and responsibilities of varying central functions.

Remuneration strategies: Work has been done on establishing clearer remuneration strategies, in part to ensure greater transparency in the application of remuneration elements, so pay distortions ...
This can be negotiated downwards to support the needed changes
Need more detail, what happend to the Distinguished Prof program?
With regards to discretionary remuneration in my GIPA s.3.4 on-call allowance which is absurd. Also minor perks like mobile phones which for which the latest models are provided and used by staff primarily as a personal phone can be reveiwed for some minor savings.
No comment
Who gets performance bonuses?
I would like to respectfully suggest a small reduction in senior executive/ULT salaries as a gesture of commitment and shared responsibility.
The kinds of people such MCU senior events staff who need to attend late evenings on a regular basis are exactly the level on staff that I believe should retain loadings and allowances - even people working at Kmart are paid more for evening and weekend work. Comparatively there are many academic staff who are sent overseas for conferences etc. in what way does this really assist our students in their day to day study? This should be capped both in budget and number over a period of years. Performance budgets should not be tied to a university - we are for the good of society and the good of students. It has been show time and again that we are affected by exterior outcomes over which there is little control when it comes to our numbers. We are not bankers I don't believe these payments should be applicable.
see my comments in operating model and remunerate according especially when it comes to external engagement and collaborative research
There is great disparity in salary levels within the role bands and some that are paid outside of the role level guide whilst performing the same role. Performance bonuses are an important recognition for staff that have gone above and beyond their role requirements for the university. If we do not recognise effort, our service levels will fall.
My only comment would be around the need for transparency
I'd rather have a smaller team with higher salaries that would be 20% less than my current salary budget and get more work done. Provide more funds for staff wellbeing and office activities. Staff turnover is significantly lower further reducing expenses.
You need to pay more not less if you expect to retain and attract staff to build high performing teams which you need if there are fewer resources. Keep the loading as it's the most flexible way to pay professional staff what they are worth or you will lose them.
Perhaps making it harder to get a bonus - I noted the thresholds seemed to be lowered in the last year. Bonuses are a privilege and should be earned with work that is clearly exceeds the PD requirements. Or require a non-direct supervisor reference for a bonus - noting that this would be an additional administrative burden on senior staff so may not be worth it.
Please reconsider the exorbitant and unnecessary remuneration for senior staff from the VC down.
These payments should be removed to reduce the impact across all staff. I had previously received a loading but I have not applied for one in 2024. The situation is inequitable given the current situation if some staff are paid loadings and allowances (unless these are for taking on higher duties).
1. Promote the use of 'buying 2 or 4 weeks leave' to all full-time permanent staff as a means of generating savings, particularly for teams where their work fluctuates over the year. 2. The majority of university staff are not eligible for performance bonuses. It is disappointing to hear $2.5m is spent on these and at-risk payments.
Transparency would be great. Didn't even know that some staff were paid bonuses or provided with an allowance.
Yeah, so few of us ever get even a jump up in level that this has little impact on us. Although we do like the loading we are currently getting that has almost brought us up to parity with our peers in other universities.
Eliminate loadings and allowances until UTS has operational sustainability.
should be done

Discretionary bonuses have been shown to have little impact for academics. The tiny amounts offered have no relevance for professional staff either. If UTS is serious about Business Development (BC) in the new DVC EEP portfolio there should be substantial at risk compensation / bonuses attached to BD roles. HOWEVER for this to work UTS must fix its delivery so that industry partners are properly account managed along with the facilities, labs, and researchers who deliver to them.
I believe personally that university staff are paid extremely well - i dont believe in bonuses or performance bonuses. We are here for our students - we tend to forget that. Ultimately, making research, teaching, and learning student-centered ensures that universities, ie UTS, fulfill our primary mission: to ensure students are equipped with the knowledge, skills, and experiences they need to thrive in both academic and professional realms. Prioritising student outcomes over personal gain builds stronger, more sustainable institutions that are deeply committed to their communities and future generations.
An hireling is worth their labour. Renumeration is about livelihood, please maintain dignity when dealing with peoples livelihoods.
nothing to mention
N/A
Agreed and provided feedback earlier that further transparency is required among senior staff, and performance related incentives need to be justifiable and equitable.
Will we create a HEW 10 level to keep high performing HEW 9's around?
One suggestion - performance bonus based on margin returns not income. “Revenue is vanity, Margin is Sanity”. Are the activities undertaken returning $ to the business?
Pay transparency and inconsistency even across teams within the same Centre is a HUGE issue at this university. We are losing incredible talent because we are not offering competitive employment contracts.
I think there should be a standardized approach to remuneration. If there are instances where certain remuneration differs (attracting certain skills, allowances etc) it should become part of a standardized approach including those instances and the requirements for those instances have a criterion to be met.
I would consider scaling back pay, allowance and bonuses carefully, as this creates a disincentive to perform (and resentment in employees). I would instead, consider the performance targets that these allowances, bonuses are tied to. Can performance targets/measures be improved to increase performance towards UTS's goals?
Discretionary remuneration is key to ensuring that we motivate and maximise the efforts of the workforce to produce the best outcomes for the Institution. Such strategies should be clearly set out and easily measurable when tangible deliverables have been met.
Pay-by-performance set against stretch goals for Professional Staff to maintain their allowances could be a way to offer transparency and fairness. A monetary gift card for Exceeding Expectations in lieu of a large bonus or being underpaid would go a long way to increasing morale in the current economic environment.
Revising remuneration strategies to address pay distortions is overdue but requires transparency and equity across all staffing levels. The focus on discretionary payments, such as bonuses and allowances, must ensure fairness and avoid penalising staff in lower-paid or less visible roles. Efforts to redistribute resources should prioritise sustaining morale and acknowledging diverse contributions rather than reinforcing hierarchical inequities.
This would be a good thing! In the latest ITU restructure, the REM team came back with laughable benchmarks on what we should be paying people who are technical experts. We have too many staff because we don't attract good talent because we don't pay them enough and therefore we need more staff to do the same job. The management layer is too heavy and expensive for the outcomes they provide and therefore you can't pay the people who do the work enough. It comes back to accountability and being measured on performance and being rewarded for performance. Otherwise it's a job for life and why try hard?

Performance bonuses often disproportionately benefit senior staff and administrators, while the majority of academics, who consistently work beyond their contracted hours, are overlooked. Many academics contribute 15 or more unpaid hours per week to essential tasks such as research, student support, and administrative responsibilities—representing a significant hidden income for the university. These contributions directly sustain the institution's reputation and operations, yet they remain unacknowledged in remuneration strategies. Rewarding select individuals through performance bonuses, while ignoring this systemic overwork among academics, creates a perception of inequity. This can severely impact staff morale and lead to burnout, which ultimately undermines productivity and the quality of teaching and research. Recommendations: Recognize Unpaid Academic Work: Develop mechanisms to formally acknowledge and reward the unpaid hours contributed by academic staff. This could include equitable workload adjustments, recognition in promotion criteria, or financial compensation tied to overall contributions rather than selective bonuses. Redistribute Bonus Funds: Instead of allocating $2.5 million annually for performance bonuses, these funds could be redistributed to provide broader rewards for all staff who contribute beyond their roles, ensuring fairness and inclusivity. Transparent Criteria for Bonuses: If performance bonuses are to remain, clear and transparent criteria should be established, ensuring they are tied to measurable outcomes that benefit the university as a whole. These should not be limited to senior positions but should also include academics and professional staff who contribute significantly. Address Systemic Overwork: Introduce measures to mitigate unpaid overwork among academics, such as reducing administrative burdens, providing adequate support, and implementing realistic workload models. Prioritize Equity: The focus should be on creating a fair and sustainable pay structure that recognizes the contributions of all staff. This includes addressing distortions in allowances and loadings, which should be evaluated to ensure they reflect actual responsibilities and performance.
I have a vested interest in remuneration strategies. There is a new EB to negotiate in 2025. More transparency on Executive Remuneration would be nice. More defined steps and positive action on improvement career paths would be appreciated. But all of this takes money. Do we have enough to offer good salaries and meaningful career progression?
renumeration should be distributed more fairly. At the moment it's the people who complain who get the money while the rest of us get nothing.
It is well known that there is widespread resentment among staff (and Australian society more broadly) about salaries paid to executives at Australian universities, and so making this a a priority may at least help address morale.
It has been shown through executive presentations that admin staff has become larger than academic staff and the latter, who may work very long hours as responsibilities expand, have questions about value added of excess numbers of the former.
NA
implementing a periodic review of remuneration strategies and market benchmarking would ensure the system remains competitive and aligned with industry standards.
Removal of loadings and allowances should be carefully considered before implementation. These removals will likely make working at UTS less attractive compared to other universities and industry, where salaries are significantly higher. Compared to UNSW and USyd, salaries average $6,500 lower pa for each HEW level.
Remunerations of senior administration staff could be reduced to ensure investment remains focussed on core teaching and research needs.
It is important to be competitive in the marketplace to attract the best talent.
N/A
N/A
Higher duty allowances should be paid where required when the position is substantially above what would be expected at the current level of a person. Minor payments for course directors etc may be a nice gesture but are not more than that given the small amounts and create a disproportionate amount of bureaucracy. Bonuses should be completely abolished as they are inappropriate for a public institutions.
Obviously a bit of this is in the news currently. Too many side-deals that's for sure....some historic but there has been no appetite to tighten. Disappointed the Distinguished Prof Scheme has been put on hold.

Greater transaprency and flexibility in remuneration packages would be very welcome - so being clear about the framework and how it links to academic progress (and the balance of T&L, Research and Engagement work) are all key factors. It his very desirable that remuneration reflect total value the the institution and rewards initiative at pushing the bigger University agenda.
It is only fair to consider such strategies. However, their overall impact appears to be minimal. Greater savings could likely be achieved by reviewing the necessity of maintaining so many senior executive portfolios, such as PVCs and Assistant Directors.
There should be due consideration of matching salaries and staff benefits between Faculties. It is apparent that some Faculties receive Salary Supplementation across all levels of staff. While this was likely a reflection of the difficulties of getting staff to work at a university instead of going into private business several decades ago, I don't this is a problem any more given the uncertainties around the corporate world and also the favourable working conditions provided by UTS. By removing Salary Supplementation and other remuneration differences the University could save hundreds of thousands of dollars with very little risk, with any opposition to this being asked to test the market for value of current UTS pay and conditions.
During periods of extreme financial challenge (like covid) - many senior staff may prefer to defer their supplemental remuneration to alleviate the EB savings in their org unit. this might be considered again.
SSG contracts need to be reviewed for consistency across levels and roles and SSG bonuses need to be re-considered in light of deficits. Bonuses were paid the last two years even with university deficits.
We are in a difficult position as we compete with University of Sydney and UNSW, which have higher salaries for their professional staff. How are we to attract professional staff to UTS? Specialist positions, like the technical staff are at risk of moving to Industry. We need proper comparisons with external competitors.
Rem needs to be flexible enough to enable UTS to hire the best employees for the job, and also retain good staff as well.
I think performance bonuses for academic staff and other high level staff is a good idea to retain top academics and staff. Other universities have a similar structure to reward high performers such as those bringing in large research income.
Remuneration should reflect market competitive rates to ensure we get the highest quality, skilled and experienced resources to support UTS. We are losing resources through not assessing the market rates for the skills and experience we require.
I would mention that senior executive at UTS receive 'market load' for their positions yet UTS does not apply loading for its academic and professional staff. If senior executives receive some form of loading I would argue that other UTS staff should receive it too. Make no mistake, it's a lot of blood, sweat and tears that goes into academic work at UTS and fairer remuneration practices should be implemented. At present pay rises don't keep up with inflation at UTS and I think staff deserve a better outcome than that.
UDL approach, centralized admin role within Units and effective accessible training would reduce the at-risk payments. Student facing role should have standardized understanding on student wellbeing and forward all referrals to one team/person
if 1/10th of the savings are coming from loadings and allowances across the university then this should be reviewed and changes should be made. Particularly if it results in a reduction of job losses.
Clearly more work needs to be done on finalising what this will look like when presented in more detail to staff
There are clear risks to tinkering with discretionary and performance-based remuneration, as these are effective retention or productivity-promoting tools. Simplification of criteria for awarding these payments may be beneficial.
Not knowing the detail around discretionary remuneration such as performance bonuses, it would be re-assuring to see greater transparency around these allocations and greater equity in the distribution of remuneration that encourages staff-retention at non-managerial levels, such as prioritizing the remuneration lower-level staff (rather than higher-level bonuses) for significant contributions to their team and university (especially temporarily taking on higher roles), as well as increasing the possibility of transferring long-term casual staff to permanent roles. This would demonstrate greater regard for staff in non-managerial roles, typically staff involved in the execution of processes / delivering programs and inherently ensure greater retention of institutional knowledge.
Remuneration to senior staff / executive staff should be constantly reviewed. Public universities need not be run as corporate organisations, and remuneration to senior staff should be set at appropriate levels.

Personal feedback - * I'd be interested to see how much the organisation spends on overtime payments. If teams were adequately staffed with permanent staff, there would be much less need for overtime to manage expected workload and regular/ usual demands of peak periods. In some cases it likely can't be avoided, but it should be considered when reviewing the organisations redesign/ structure. It would be better for teams with fluctuating peaks to be staffed with additional permanent staff who could rotate as needed depending on where the work demands were. * GIPA s.3.4 , and for a GIPA s.3.4 level I feel this role is actually paid less than other similar roles which were advertised. Professional staff roles seem to be fairly comparable. I can't comment on more senior management or academic salaries. Team feedback - * Some of the team have been concerned with the wording around this in the paper, and were worried they may be down-graded or have their pay reduced. Care needs to be given to wording of communication around this as it is a sensitive area in a time of financial struggle for many staff.
na
We believe that increasing transparency in how remuneration elements are applied is essential for building trust. We believe that establishing trust is a key objective for operational sustainability, and hence we fully support this approach.
We should continue to address the equity pay gap, recognise that more women do more 'service' without recognition, and continue to champion the role of professional staff in achieving UTS Goals.
Nothing to add
-
This is one simple and straightforward solution that could be implemented. Considering that Unversity senior management is already arguably over-remunerated, additional bonuses and loadings should not be necessary. UTS has a relatively top-heavy management structure already. This needs to be looked at further. It may be that several layers of management roles could become obsolete. Too many levels of management create double handling, unclear job designations, and constant new processes and new initiatives, some of which offer only marginal or no returns. There is little review of whether a new initiative achieved much. It seems that each week staff receive an emailed 'bulletin' from a different senior executive about a different strategic area. This is far too much information to keep track of and dilutes our ability to focus on our jobs (teaching and research). There are often new initiatives in each area, all of which take up time and many of which seem to offer only very marginal improvements on the previous approach. As an example, a level E academic at UTS can easily have 5 or 6 levels of management between themselves and the VC. At the University of Sydney, which has almost double the staff of UTS, the equivalent staff member would almost always have only 4 levels between them and the VC. This may be one of the reasons behind our unproductive processes, see below.
I fully support this approach, and hope that it will address our gender pay gap.
Nothing to add
We need to address role responsibility and spans of management. We have a number of roles from 6-8 with one or no direct reports - and then roles in other areas that are of the same level with much less responsibility and complexity. This causes tensions between units and staff where there is perceived disparity, and significant variation in job titles. Reclassification beyond 1 step should not be possible without interview. We have seen staff travel up 4 HEW levels via multiple reclassifications without advertising over a period of 5-6 years. That is not transparent or good business practice. The proliferation of PVC and reclassification of senior roles over the last 1-2 years has not been viewed kindly by staff on the ground who need resources to complete BAU work, particularly when they mess with operational activities and consume resources away from the front lines.
Have we undertaken a cost benefit on $ spent and actualised benefits for having staff receive the loadings negotiated? I am aware of at least one staff member in LLE who receives a higher salary then me due to a loading who is on a lower classification in a role with less responsibility. Will a review of the Senior Staff Group Collective Agreement occur?
Salary Step Freeze: The university could consider freezing salary steps for a period to help the university save money, with the condition that this applies to all staff levels, including top executives.

UTS has a practice of awarding a step increase in April each year, irrespective of when the new staff member joined UTS. All other universities I've worked at only provide the step increase if: (i) the staff member has completed 12 months of service (ii) is performing their role satisfactorily.
- What is meant by pay distortions between professional, academic and senior staff profiles? why is there no transparency around SSG salaries? everyone HEW 10 and below have set remuneration, why is this not mirrored at the higher levels? Taking the examples of the new WSU VC who forced a reduction in his salary, and the ANU VC who voluntarily took a 10% pay reduction during ANU's recent restructure, will the UTS SSG take similar action to realise real and ongoing salary savings? - If there is a goal to retain staff, how will the fact that UTS remuneration tends to sit approximately 10k below its counterparts be resolved? UTS loses quality staff to other institutions for a variety of reasons, including its inability to salary match. - I have serious concerns around what is meant by "discretionary remuneration" - this can be exploited and lead to misconduct, fraud and/or integrity concerns. It can be used in a punitive way, or be used to "play favourites". This proposal should in no way be used as an excuse to lower base salaries and pay staff less with the hope that they might receive a "Christmas bonus"
Agree the importance of this area, including the significant amount of effort supervisors and managers need to undertake to attract staff that are not aligned to current pay-scales. Allowances are used to attract talent given the current limitations to the HEW pay-scales used by UTS, creating a level 9 ceiling for staff. Consideration of Level 10 could be applied to enable roles to be graded at level 10 instead of moving into an SSS or SSG role. (This is likely the reason for an increased SSS/G cohort and high use of allowances). Whilst a clear remuneration strategy will be helpful if the idea is to remove allowances, it will create an inability to attract quality staff (staff acquisition Risk) into core/critical roles for the University. Removing allowances and leveraging appropriate pay-scales (level10) would see only a limited change to costs but would create significant efficiency and productivity gains not having to establish, approve and administer allowances.
As there has been a deficit in Management transparency to date, it is difficult to have any confidence in promises of greater transparency in the future
There seems to be some disparity with certain levels and responsibility/workload that could be addressed to make remuneration fairer across units. Generally however we pay less that private outside so it will be tricky as we want to ensure we attract and retain good people.
I believe a review in this area would be worthwhile to ensure greater transparency and to address pay distortions among the professional, academic and senior staff profiles. This needs to be managed sustainably and fairly. $10.5M worth of discretionary market loading and allowances is significant in the context of trying to find $100M savings.
I presume it is in consideration but bonus payments could be more contingent on the university meeting a break even point. I have seen a "long term incentive plan" model where bonus foregone in a lean year could be made up for when the organisation is back in the black.
There has already been bad press about the salaries of senior university executive staff. Let's not invite any more by introducing even greater pay disparities amongst staff. Discretionary remuneration, such as performance bonuses, always invites perceptions of nepotism and largesse, real or imagined, especially when they are not transparent. I think it will be a difficult sell to make staff redundant and then justify the introduction of performance bonuses.
The Senior Executive and their salaries should be included in any cost-saving initiatives at UTS, from Faculties upwards. Our Senior Exec. salaries are on a par with Oxford University in the UK, which is, quite frankly, ridiculous.
Market allowances should be removed immediately. These allowances undermine staff agreements, result in less value for the institution particularly when staff are receiving an allowance equivalent to a higher HEW but without the responsibilities. The University should be able to offer employment but is in line staff agreements without market allowances and an overall employment package is attractive because of the culture and the additional benefits such as 17% super and leave entitlements. It would also be prudent to consider the salaries of members of SLG including ULT - they must be attractive to ensure high-performing staff are attracted to the roles but I believe the general sentiment is that they are overly generous, inconsistent, and applied with degrees of favouritism.
Yes, I agree fair and consistent remuneration is very much a priority - Please see my section on research funding.
Bonuses should be rethought in the context of ongoing remuneration work. There is an ability to baseline and stabilise cashflows.
Without seeing the detail on this it is difficult to comment. The challenge is that different academic disciplines have different market values and different market opportunities. The seems to be clear performance accountabilities for academic staff that are very transparent - it is not clear to me that this is the case for professional staff and central executive staff.

To engage staff with adequate training we are competing with private sectors and other Universities. At the moment our remuneration is somewhat similar to other universities or significantly lower than some of the top universities. We are definitely lower than the private sector.
It will be important to maintain our good staff. Currently there are challenges with paying market rates. There are processes for promotions for academic staff that are clearly understood. It is very difficult to promote professional staff. We rarely promote from within and there not clear ways of developing succession plans.
This is important work from an equity and equal access perspective.
I hope so. There are currently no career promotional pathways for professional staff. They could be performing above their remit and yet because the system is not designed to support them, they aren't receiving the remuneration due to them. Likewise for those who do not perform, and still are automatically given a pay raise every year. I think better systems are required.
It would be great if UTS aligned themselves with other Universities in the pay structure e.g. level 8 at UTS is lower than a Level 8 at USyd
Retaining good employees is essential when going through change.
Yes sounds good. Performance bonuses could actually save money as staff will strive for them and produce more value than is paid out. You need incentives to get best performances from staff members.
It makes sense to critically look at performance bonuses while we are worried about financial sustainability
Is it possible to divorce renumeration from job title so that acquiring and deploying deeper and broader skill and knowledge sets for a role can be reflected in renumeration?
Yes, remuneration policies should be more transparent especially at the top.
Agree
Removing pay distortions has long been needed. I have never been in favour of performance bonuses, especially in a university environment and when they are not available to the staff that probably have the greatest need for them (eg new lecturers teaching huge classes, early career researchers who work long hours to write successful grant proposals). There is minimal evidence that bonuses actually improve work performance, and we should be trying to attract and retain people who are aligned with our social values. Can we get rid of performance pay and have other forms of recognition of outstanding performance?
Current workplace practices do not fairly or equitably capture when staff are working above hours or taking responsibilities more closely aligned to senior roles, will consideration be made to ensure this is tracked in future and appropriate remuneration of staff afforded? Also needs to have greater oversight of how and when retention payments and strategies are put in place - bonuses/ loadings are currently made as a workaround to PU processes for staff selected to go up a level.
> Get rid of the Senior Staff bonus for starters (at least for 2024 to be paid in 2025). > Get rid of the Senior Staff Agreement and place all senior staff on individual contracts (continuing where appropriate and with certain entitlements but without the union-backed 'enterprise' tool for protection).
It sound like this is an area which needs looking at.
It is critical that the gender pay gap is closely monitored and considered in the remuneration strategy.
Suggest a scheme where professional staff members of the Senior Staff Group could volunteer to go to a HEW 10, noting that HEW 10 does not have access to bonuses. Faculties have previously asked if there can be HEW 10 roles established and are advised that UTS does not utilise this band
I welcome transparency around discretionary remuneration to ensure equity.

Facilities management: Backlog maintenance and other facilities management priorities (including compliance-related work) will be under constant review, noting that UTS has a relatively modern cam...
We have too many buildings at the heart of Sydney... Sell a few...
no comment
Agreed
For a positive student experience and good staff morale, existing infrastructure should be well maintained.
The question around new buildings etc. has been raised within our department - especially with the sale of Blackfriars, are these new buildings being created only to be sold off next time that we have a major issue with the education market. It would seem the $300mill mortgage payment is actually a major part of our current issue and if it were not taking place we would not need such dire cost reduction measures...are we simply paying this one, only to have another created?
Under-resourced, and needs to be integrated into ServiceNow. I've had tickets open for literally years with facilities that I have no way to track or follow up on.
Facilities for teaching do not keep up with growing student numbers at the moment
Unless critical be sure there is an ROI that is realistic with 95% assurance or pause spend
Hopefully the new space management policy will enable UTS to identify justifiable space allocations. Otherwise no feedback as I am not sure what is being proposed beyond what is outlined above.
OK
No comments.
I hope it will also support existing buildings that also need to be looked after and improved for them to be enjoyed/used by staff/students.
Yeah, you still need to start spending more on facilities. Like replacing the fire supression in GIPA s.3.4 that was spec'd for some process that has never occured here, and will cost $15k to get regassed if we ever accidently trigger it. GIPA s.3.4 I've only nearly triggered it once. Oh and it gets upset ever time there is bushfire smoke. To the point we have to get it disabled to prevent it discharging.
Assume variability; preserve options
UTS's campus is good - greater thinking needs to be given about how to deliver experience using these assets - Tech Lab and Protospace in particular need to be adequately resourced to deliver tours, events, and symposia. Executed well these would generate significant revenues and brand uplift.
The continuous improvement regimen seems to be working.
nothing to mention
N/A
Can we possibly repurpose some staff-used space for student learning and create new or expand facilities, considering the university has adapted to a hybrid working model.
The roof of Building 3, Level 5 still leaks when it rains heavily.
What is the use of creating a state-of-the-art campus and not maintaining it? If this was your home, would you maintain it? In regards, Creative Industries and facilities-driven research engagement what is the return on investment? Will the investment pay for itself?
GIPA s.3.4 ! We all know that already, don't we? E.g. GIPA s.3.4 ...come on guys. Really? Simple things cost $0ks to get done and take forever. We are not agile GIPA s.3.4 This part of the organisation is broken.
Facilities has always responded efficiently and effectively. To re-direct resources away from general maintenance would further discourage people to work on campus.
The emphasis on prioritising strategic property spending is reasonable, but the constant review of backlog maintenance raises concerns about whether critical compliance or safety issues might be deferred. Any cost-saving measures in facilities management must not undermine the usability, safety, or accessibility of the campus for staff and students.

This needs to be brought into the service management office and systems aligned using service now integrated into BMS/EMS/Honeywell. The SMO should be moved out of ITU and report directly to Glen and have dedicated IT, commercial, security and maintenance staff supported by vendor contractors. These should have dotted lines into ITU and property.
We don't want the buildings to start falling over or people injured on campus due to a lack of maintenance. UTS is a public university. We need to keep it maintained in good condition. I don't think this is an area we can spare to save.
In B10 there has been a serious (past?) issue of not identifying and reliably servicing the air system. Service professionals report some filters had not been changed since the B10 remodel in 2009 (subsequent to a HIRO), despite staff reporting to B10 building management. This results in 'indoor air pollution' which impacts health and productivity.
NA
A priority based maintenance schedulig system would categorise maintenance tasks based on urgency such as safety compliance, critical infrastructure, or non-urgent cosmetic work and allocate resources accordingly. By continuously reviewing and updating this system, UTS can ensure that backlog maintenance is addressed promptly without neglecting the development of new or extended facilities aligned with strategic goals. Additionally, this could involve leveraging data analytics to predict maintenance needs, optimising budgeting, and reducing downtime or disruption to campus activities.
Investment in new and extended facilities should be less of a priority in a more constrained fiscal environment, especially given the substantial construction the university has already undertaken in recent years. More important is ensuring that student experience is maximised through diverse subject offerings and fair teaching loads for staff, and investing in research and professional development to maximise research output and impact.
We should re-evaluate the need for all the facilities and its purposes to map the actual resources and facilities the university will need to run the operation.
N/A
We don't do enough here as a result of red-tape, resistance or avoidance. I get the impression academia is a slave to property.
The facilities investment focus should be on the old/ out of date facilities which are no longer fit for purpose - especiallu as related to creative industrues but also for other research and teaching facilities. Other "nice to have" improvement s to work areas and other non essential facilities investments can be managed pragmatically and if that means cosmetic or other imprvemens are delayed then that's a good compromise so that investment goes where it will make the greatest difference towards fulfilling the vision
Toilet blocks are very run down in building 10 L5 ie half the doors don't lock or close.
Not enough information to make a comment.
A good idea.
Better facility management will be helpful.
We need more support from Space Management to better utilise the existing spaces. For example, we are trialing a desk-booking system (for sharing work desks/hot-desks) but we got the detailed information on use of the system from the Marketing Unit who are using the same system.
No comments.
Noting that we are working on hybrid mode for however long it will be, the university should start considering what to do with building and facilities that have to be kept open and operational even without people occupying them. Or bring back staff to more days on campus to re-invigorate the campus with the usual life and vibrancy it had pre-Covid. Or if not, perhaps start opening the facilities to commercial financial leases, eg industry partners that can benefit UTS. Three to four days back on campus will help with student experience, staff collaboration and ways of working, get more normalcy back in life at work, and energy.
I do not see this as a priority at this time.
Nil.
NA
Consideration for more fit for purpose teaching spaces should also be conducted, many spaces no longer align with our approach to teaching and learning.
Welcoming development for the future of UTS

Without understanding what these prioritisations will be, this appears to be likely to only defer maintenance costs that are likely to get larger, saving a small amount in the short term and costing more in the mid to long term. One request I would make is to shift the Facilities Management maintenance request system to ServiceConnect, which would allow for better case management as the current system does not provide progress updates to the user. ServiceConnect should be the single platform for all CRM within the University.
na
Overall, we are satisfied with our dealings with facility management. However, we would welcome any more efficient approaches to this area and would be happy to hear the details.
Understandable
Facilities management and maintenance/remediation works to improve the efficiency of our infrastructure is key to improved operation and results in lower energy and water bills, as well as emissions. This not only saves money but contributes to our Climate Positive Plan targets/commitments.
There can be a misalignment between senior management and the actual needs in regards to teaching and research, which can cause cost blowouts with little benefit. An example of this is the sophisticated teaching spaces that were designed for Buildings 1 and 2. Many have expensive kit outs, but often there is a cheaper version that would actually work better in terms of teaching. For example, smart boards instead of standard white boards often don't work well while being more expensive, and Surface pro computers instead of desktops in certain teaching spaces are also not as practical or liked by students, while being much more expensive. Hence more consultation and a willingness to take on board that feedback would be beneficial.
I support this initiative
Nothing to add
If that is the case, why was money expended this year by Facilities to bring in external consultants to design new buildings in the next 15-20 years. I hope work like this will at least pause for 2025. Will there be a greater focus on maintain and potentially enhance rather than large scale building development?
Building 5 – there were previously discussions on renting or selling this space. Can we relook into this option and other possible spaces?
NA
No comment
Many of the UTS buildings may be relatively modern, but much of the systems and infrastructure leave much to be desired. For example, technology needs to be properly integrated into classrooms/lecture halls to ensure that these can be used effectively. Existing systems tend to have poor integration, with minimal oversight/ownership of compliance related matters.
The campus is an amazing asset for UTS. We could look further optimise maintenance spend for those assets most likely in need.
Per the letter above, leasing arrangements to external clients should be considered part of any savings strategy
Obviously we need to maintain and costs will come if we don't, and meet our compliance H&S obligations. We also need to ensure we have good teaching and research facilities as if we don't maintain standards we can lose out to our competition, losing both prospective students as well as prospective staff. We should however not build for the sake of it.
I agree with the approach described here.
Focusing on high ROI for facilities investment and maintenance should be the priority.
It would be a significant mistake to reduce maintenance on facilities - maybe the lessons from Sydney university a number of years ago on this topic is one worth paying attention to.
We can do some great work with FM in utiilising AI for reduced energy and building maintenance costs. We can build in generative AI functionality that can help support building maintenance such as providing information to support the maintenance activities. More work is required on timetabling and space utilisation but this is a complex problem but likely to be worth tackling.
Noted.
no comment
Update the UTS logo in front of building 1 to reflect the new branding - small but it hasnt changed in over 10 years.
There needs to be a baseline of maintenance that is met, some of our buildings are quite tired (DAB being one) which obviously plays a big role in how the university is perceived. Any delay of maintenance or building projects really needs to be very carefully managed so we don't sacrifice staff and student experience of our buildings in the process.

Campus presentation, building upkeep, asset optimization & statutory compliance are critical enabling components that attracts and retains, whilst delivering positive student & staff experiences. Risk management and compliance is effectively a license to operate and should not be compromised at any stage.
I suggest create a process for technically adept staff members to perform some of the work that is usually done by sub-contractors. For myself there are many minor building infrastructure tasks that I could've done instead of having a sub-contractor come in and do it. The current management regulations prevent staff from doing such tasks and these could be relaxed. Perhaps staff training and certification could be used to ensure government regulatory compliance etc.
We need to really lookout Building 5 which idoes not reflect a modern campus elsewhere
No specific feedback.
Stop spending now on buildings - we have enough!
Agree
UTS should ensure that faculties have the necessary resourcing to do their job. For example, if student numbers increase drastically like in FEIT, it would be important for senior leadership to review if current resources and especially teaching spaces are still sufficient.
Sounds good/innocuous in theory but understand that inefficiencies exist in our facilities and working arrangements that don't aid the efforts of teams to work more sustainably, efficiently or effectively. If compliance-related work is deprioritised, then accept (and if possible mitigate) the associated risks (which include legal action).
Nothing to add.

Centres: The cost of maintaining our research and other centres needs to be reviewed, noting that most of the resources are applied either to research or to other strategic activities and would ne...
Consolidate
As noted above, the Research Centres need to be examined closely, my understanding is generally they have underperformed re leveraging internal funds. they appeared to escape the 2022 Blueprint rationalisations. Research/teaching staff embedded in Faculties to my view are the best way to go
Research centers with lower funding and publication outcomes should be discontinued.
Developing business models that focus on research commercialisation to support the centers to come to a self-sustaining position.
More detailed information is needed for this initiative as it is not clear what these centres look like or do.
The research centres do run the risk of duplication - and also there is a clear divide and disconnect between these centres and academic staff working outside these. Collaborative centres in conjunction with clinical partners would be a good way of splitting the cost and also facilitating engagement and research opportunities.
Perhaps KPIs can be adjusted to make centres do what they're supposed to do - facilitate collaboration to win larger grants and mentor ECR/MCR
Important to think about what UTS looks like to the outside world in 3-4 years when we want to bounce back - once you shut it down it's really hard to get it back, people and credibility. Better to scale back and hang on to your superstars as you will need them to regrow capacity and capability fit for market.
I am not sure what is being included in the above. No feedback.
The Centre for Social Justice and Inclusion (CSJI) at UTS enables university-wide collaboration on equity, diversity, and inclusion matters, making it a distinctive and impactful part of the institution. As a practice-based centre, CSJI goes beyond theoretical frameworks, developing and implementing programs that address real-world issues faced by underrepresented communities. Its approach fosters strong partnerships with internal stakeholders, including faculties, student services, and central recruitment teams, ensuring that equity initiatives are embedded across the university. This collaborative model allows CSJI to create comprehensive, sustainable solutions that are informed by the needs and perspectives of those directly impacted. The centre's street credibility is rooted in the tangible outcomes of its programs, which have been designed in partnership with diverse university departments and communities. These initiatives have led to measurable improvements in access, support, and retention for equity groups. Additionally, CSJI's external credibility positions UTS as a thought leader in the sector. Its work is recognized not only within the university but also by external stakeholders such as government bodies, community organizations, and industry partners, further establishing UTS as a leader in social justice and inclusion. This practice-based, collaborative model sets UTS apart from other institutions, reinforcing its commitment to making a meaningful impact through inclusive, actionable strategies.
Please provide more detail this is extremely vague.
In the Faculty of Health, GIPA s.3.4 employ staff through operating funds, yet the expectations on those staff to teach is minimal. If academic staff are funded by UTS, there should be an expectation that they teach under a 40/40/20 model unless they are on an externally funded fellowship. Similar reasoning applies to centrally funded institutes such as the GIPA s.3.4 . It is inequitable that teaching academics are being scrutinised for every teaching hour while supporting other academic staff who have no expectation for teaching. Essentially, if an academic staff member does not teach then they should be fully externally funded.
No comments.
TechLabs is expensive, no doubt of that. The only problem with closing it is that the redevelopment of the engineering facilities in the city was entirely designed on shifting the majority of the engineering workshops out here. So there is no possibility of moving the workshops back to the city without either loosing most of the capability or spending a bucketload of money to refit the city buildings. Even then you probably wouldn't be able to move things like the structures or service-life group back in to the city because their are no spaces suitable to be refitted without tearing a building down and starting over.
Research is incremental. It's based on building on other peoples ideas and taking the idea further. Organise around value and impact.
the centres are a historical and unique aspect of UTS. Often they are poorly performing. They funding need to be reduced to keep the centres "hungry". No staff in the centres should be on 100% research positions. Centre directors should not be on SSG payscales (or above)

Clearer more relevant marketing and positioning is needed here.
Remove the GIPA s.3.4 . Based on evidence of GIPA s.3.4 , the return on investment from GIPA s.3.4 is not very compelling. Policies for fairness and pluralism can be upheld through other university functions, and supported at the faculty level.
I was involved in the HDR revamp project in FEIT in 2018, along with school managers. While the architects presented an appealing vision for space, aesthetics, and resources, they ignored our input, resulting in the creation of illogical and underutilised spaces. Most of these were later modified or removed within three years. Moving forward, sit-stand desks and shared office spaces should be prioritised across all faculties. Building 11, for example, was designed without consideration for future growth and is a continuing problem. FEIT is significantly under-resourced in terms of space for teaching and learning, and timetabling for big classes remains a major issue. While these are operational challenges, they also highlight broader systemic problems. Additionally, the external facade of the tower is outdated and incongruent with the surrounding Broadway area.
I refer to my earlier comments regarding the need for a transparent model for research investment (cash and in-kind) that incentivises our researchers to properly price their research projects and be held accountable for it. such a model will improve understanding of true project cost. Current incentives are giving the opposite effect of what UTS needs and desires.
nothing to mention
N/A
N/A
Centers - Research and other - KEY question are they financial self-sufficient? Are they bringing in income (External / other)? once again return on investment - Both financial and operational. What are they bringing to the table?
I think the centres should be reviewed in terms of performance/outputs. If the centre is largely inactive, then it probably shouldn't continue.
There are many excellent centres which allow like-minded colleagues to work together effectively and to build bigger outcomes as a result. There are, however, some (one or two man) centres which do not make sense at all. Centres and disciplines should be united, rather than one being for Research only and the other for Teaching only purposes. We have to do both research and teaching and one should inform the other and vice versa.
Research Centres provide a micro-specialised expertise and source for reputation. The Academic Benchmarks are the lever in which to indicate/action under-performing areas that are in need of attention or further admin support. Investment in non-revenue generating centres or institutes could be offset by the measured impact of their collaborations with stakeholders in (and for) UTS.
Reviewing the costs of maintaining research centres is a high-risk proposal. Centres are often hubs of innovation and collaboration, and cutting resources risks damaging UTS's research output and reputation. Any changes must ensure the continuation of key functions and avoid fragmenting research efforts that are critical to the university's strategic goals.
N/A
We have a lot of research centres. They all do great work. Many acronyms to remembers!! Some streamlining may help to promote our research.
Please eliminate research centres that don't bring in at least 2:1 external funding: internal funding. This is the case for quite a few research centres in Science. Why is the university supporting them- they have been a drain on the budget for years, while academics like myself have got zero funding support despite bringing in ARC funds.
From my experience the research centres/groups I am associated with have minimal internal funding given to them, so it's not clear how much savings would be made here.
In Blueprint, there have been set goals of investment and return ratio. Did any of them actually meet the target? Staff in the centres are not necessarily performing better in research than balanced staff in the schools, yet are still research intense. This resource can be better used to replace casual needs.
I'm not entirely sure how best to address this, but perhaps a simple approach could be to conduct a cost-benefit analysis to assess the current spending on maintaining research and other centres.This would help identify areas where resources are being used efficiently and where adjustments might be necessary. If changes are needed, reallocating resources from less critical activities or seeking external funding could be options to consider.
Research centres serve and important role in facilitating research collaboration (far more than a faculty or school merger) and should continue to receive investment.

Centres relying on external funding has to be centralised with the faculty operation as its part of the University and has to follow University policy and regulations. Exceptions can make the operation of the centre within the University difficult. Primarily, its the management which can make the centre's operation exceptional. In reality its not, the operation can continue in-line with the University goal and vision.
N/A
Research centres that are not involved in any teaching and make a loss need to be reconsidered.
Sure does! Clear policy as to what they are defined as, what the KPIs are and accountability to our ecosystem in a transparent way is necessary.
This will be challenging in terms of how it fits with the initiative for the Research productivity pillar. The research centres could be important resources to enable a more productive research agenda sourcing funding from a broader cross-section of funders . Centres could be centres of ececllence on the funding as much as clearing houses for the research topics. This could be a resource that we would want to reinvest vs disolve.
The admin role support for Centres and the structure will need to be reviewed. Additionally, there is a need to assess the capabilities and skillset required for this role, as it should include a business acumen/mindset. This will ensure that the role not only supports administrative functions but also contributes strategically to the Centre's goals and objectives.
As written under 9., I recommend conducting a thorough review of research institutes that rely heavily on operational funding for research only activities. For instance, do they truly require up to 40 FTEs funded by Faculty budgets? Could some be merged with others — how many climate/environment or data science Centres and Institutes do we need? — or even reintegrated into the Schools' structure? In my experience, the most effective and impactful research centres are those that align closely with teaching and learning, integrate into existing Faculty structures, and actively engage with industry and government. Prioritising investment in such centres while addressing inefficiencies in others seems like a logical and strategic approach.
Research is a valuable part of university branding and reputation. Cuts to research funding should be made after careful consideration of the effects on reputation. We do not need to have staff focus on research income as a priority, as it is the research publications, outcomes, impact, translation and knowledge exchange that matter. Staff should be encouraged to undertake cost effective research that facilitates partnerships and these can feed into teaching support, impact case studies, industry funding, and other benefits to UTS. Centres certainly need to prove return on investment, however, we need to continue to be mindful that some institutional investment is needed to create suitable research environments and infrastructure.
Agreed. Need to consider all of the support costs associated with centres, include Technical support staff who are funded by the faculty operations budget which is separate to the research centre budget (and therefore the cost benefit to the research centre is not captured).
If we have a plan (say 10 years) of what needs to be kept, off-loaded, or obtained, this will make a lot of sense.
Research and other centres need to be showing value for money for the university investment or it should be redirected
Consolidation of research centres at UTS make may sense. The structure of research centres at UTS still takes a somewhat siloed approach that should be avoided.
NA
As indicated earlier, the reduction of duplication of research centres through consolidation may have positive research output and financial gains.
NA
The value of research centres is often not captured in balance sheets. I would beware of equating cost with value.
Which processes and proceedures can be reduced, standardised and efficiencies improved across the university, including Centres that affords a competitive turn-around time for external engagement and funding applications? How can the silo-mentality or gatekeeping be replaced with collaborative approaches to interactions outside the Centres?

This (personal) feedback is not related to 'Centres' but there is nowhere else to submit it. * It is important for those being asked to provide feedback as part of the consultation to be able to see the broader picture of all proposed changes across the organisation. Reviewing proposed structure and process changes in isolation means cross functional impacts may be missed and feedback has the potential to be incomplete or incorrect. * It is important for the organisation to promote transparency and share information broadly - secrecy and/or absense of information tends to result in people 'filling in the blanks' and fuels rumours and speculation * This paper is lacking definitions - what do you mean by 'add value', what is considered duplication and so on. * There is still very little visibility and clarity of the current changes underway for IT and particularly HR. The new model for IT seems to have delegated work to other areas of the organisation without consultation with those impacted. What governance structure was applied to those change processes? What work was done to ensure stakeholders were consulted and are adequately resourced to meet the new obligations placed on them? Will the same model apply when making changes related to Operational Sustainability? * Who will be responsible for the design of the new structures and processes? There is significant risk associated with outsourcing the design to people who don't understand the business, or hiring externally to create a new team - however we don't have resources spare to back-fill or capacity to take on the additional work if internal resources are used. * There is a comment in the paper that 'UTS has the second highest professional services FTE in the ATN (Australian Technology Network of universities), 245 FTE above the average.' How many enrolments do they have? How many courses do they teach? FTE on its own is not a LFL comparison.
na
HELPS does not have any dealings with research other than the aforementioned support we provide to HDR students. Here, we offer a cost-effective service that can positively contribute to the student experience, as well as the quality of research that is produced by the university. With regards to maintaining costs for centres, similarly as mentioned, merging with UTS College's HELPS could significantly lower costs while maintaining quality by reducing duplication.
Nothing to add
-
I agree with this entirely, as described previously. At other Universities, research centres tend to exist because of external funding, ie ARC Centres of Excellence, CRC funded Centres, joint industry-University funded centres, etc. When the external funding eventually ends, the centres are often wound up and dissolved into the relevant school/faculty. Hence costs are kept in check, while staff are still treated appropriately. Staff can often carry on with important research, and/or change roles and do more teaching, all of which also often changes over time. This gives the University flexibility and allows it to pursue new areas as appropriate. At UTS, research centres appear to be internally funded for many years or even decades with comparatively little accountability or consistency across Faculties. This issue needs to be approached with much more rationality, based on numbers rather than personalities, with the knowledge that institute/centre funding structures will always change over time, and it is not detrimental to the overall research performance of UTS for centres to come and go as those changes occur.
Agree, as stated in earlier comments, we need to ensure we are getting return on investment that is consistent with the rest of the sector. And that it is aligned with our current strategic directions.
Nothing to add
Many of these have a downstream impact on teaching and student administration that would be better if these were rolled into schools and faculties for student management processes so that processing and administration of students can be consolidated.
Indeed. Centre support seems to be highly politicised. This produces the appearance, at least, that support for centres is driven more by senior management attempting to "pick winners" rather than by any transparent performance metrics.
NA

At other universities I've worked at, there has been a policy and program in place to review all centres, and only centres which are undertaking research activities (and generating research revenue) are called centres. These are formally reviewed every 3-5 years to ensure they are financially sustainable, strategically aligned to the university's priorities and research productive. Having said this, the Centre for Social Justice and Inclusion is unique at UTS and brings together cognate groups in pathways and student equity, community engagement and impact, diversity and inclusion to lead, advocate, enact and support the university's agenda to contribute to social justice and global social impact. The strength of this centre is in the co-location and collaboration of these groups working together and in partnerships across the university. The centre is looking to strengthen and further embed their work with the faculties and divisions. Though the name of "centre" might need revisiting, there is no doubt that it should continue as part of UTS Foundations for 2030 strategy.
There is often discussion of the in-kind support from academic/researchers - does this also take into consideration in-kind support from the professional staff for such centres? (i.e. from other units, divisions)?
Centres should align to what is important for the University, are we spreading ourselves to thinly, and how do we measure the contribution of those centres and does it make sense for some centres to come together to come together where there is a relationship or possibility for cross collaboration.
The review of costs should not be restricted to University centres. There is a broad range of maintenance costs that should be reviewed. The maintenance of three campuses in the PRC comes to mind
Unsure on the impact here. The improvement could be as per the faculty changes, how we can streamline and centralise support functions.
I agree with reviewing the cost to maintain the Centres.
I agree that there are too many research institutes at UTS and that these suck valuable resources away from 40:40:20 academics.
There are too many centres and/or units that have sprouted up over time. All should be reviewed and even those that produce a net positive financial return and/or outcomes considered for closure. At this point in time, greater emphasis should be on the core of the university and having siloed units that are aligned to redundant strategies dilute the focus away from this and the strategic goals that will enable the realisation of our vision.
Please see my submission on research - I absolutely agree research centres and institutes must be reviewed, particularly those which will not significantly impact our teaching objectives and students if they were to be discontinued.
Need clear definitions for centres, groups and institutes as well as robust financial modelling.
I think centers need to be looked at - my view is the new concentrations model is a better approach but it needs to be properly funded
Some strategic decisions may need to be made about where our focus should be on a 3-5 year horizon. Choices to be made about what to keep doing and what to stop if we can't afford to do everything. This should be clear and led from the executive team.
Agree. it must be reviewed.
noted
An accommodation strategy should always be reviewed with a commercial property lens.
I suggest bring back usage charges for expensive infrastructure such as laboratories etc. UTS did have these prior to 2020. This would be an easy way to move some of the cost of facility maintenance to research funding, much of which is externally sourced. This was previously in place and it would not be a shock to users if it was to come back.
Research centers that work across faculties should be encouraged to be in line with our DVCRs strategy
The issue-focus of research centres probably contributes to their value in helping connect the university with other communities (in contrast to the discipline-focus of schools).
No comment as this point is rather unclear - not sure what 'other centres' refers to.
Agree
It feels like the centre system is broken. A centre seems to come with a high admin burden but offers no benefits like funding in return. If a centre does not work (like mine where we haven't had any centre meeting or activity for two years), there seems to be no consequence. Centre reviews could include anonymous member surveys to better capture the reality beyond the review report.
is there an opportunity to consolidate centres and streamline central oversight? Seems like some centres receive additional support/ university funding based on the division/ faculty they are under vs others that can't afford such support.

Most, but not all, would need to be accommodated. Get rid of GIPA s.3.4 - I can't imagine we'd need to accommodate it in any other way.
I think there is no problem reviewing centres in a transparent and fair manner.
The Centre for Social Justice and Inclusion whilst not a research centre, is a centre aligned with the strategic activities/priorities of UTS. It is part of the value proposition as articulated by staff and students, and a motivating factor for staff that gives meaning to work. CSJI is unique at UTS and brings together cognate groups in pathways and student equity, community engagement and impact, diversity and inclusion to lead, advocate, enact and support the university's agenda to contribute to social justice and global social impact. The strength of the Centre is in the co-location and collaboration of these groups working together and in partnerships (with faculties and divisions) across the university. It's clear that social justice and social impact are important to our UTS community. Results from the SIF review consultation survey indicate: • 90% say it's important to prioritise social justice • 76% agree UTS has sig social impact • 85% think having a SIF is important And many provide the flagship programs delivered by the Centre in partnership with faculties as examples of social impact e.g. Shopfront, U@Uni Academy, SOUL, Humanitarian Scholarship program, Social Impact grants. So, there is a strong imperative and alignment for the Centre as part of UTS Foundations for 2030 strategy. Some of the ways the work of CSJI is directly related to many of the success indicators listed on page 7 are outlined below: Attracting and supporting a diverse range of talented staff committed to excellence and delivering societal impact: Having a dedicated centre that is focused on social justice and inclusion is a vital way to attract staff to UTS. It is a statement about what the university values and that social justice is not just an add-on or nice to have. A well-established Social Justice and Inclusion Centre helps create a collaborative, supportive, and inclusive campus culture that appeals to high-quality employees. A dedicated social justice centre creates opportunities for interdisciplinary research, teaching, and community engagement, which can be highly appealing to individuals looking for a collaborative, social justice orientated academic setting. Many high-quality employees, particularly in fields like public health, education, and law, are attracted to universities that work closely with local communities. CSJI has established partnerships with community organisations, government entities, and advocacy groups, providing employees with opportunities to engage in community-based work. Translating our research and education into positive outcomes through our focus on partnership with industry, business, government and community: In 2023-24 CSJI implemented community engaged research which resulted in a strengthening of relationships with community members and local organisations across the UTS precinct. Community members agreed or strongly agreed that UTS supported community and its work (93.5%). A total of 80.6% of participants agreed or strongly agreed they had more trust in UTS through engaging with community engaged research. In addition to this, programs such as Shopfront and SOUL (administered through CSJI) have resulted in students being able to effectively build relationships with community and the community sector. The social impact of this engagement has meant that community organisations have been able to increase their reach, better share their mission, and communicate better with their service-users. Successfully engaging and strengthening our community of Alumni and Friends as advocates and supporters: Universities with strong social justice and inclusion mandates not only affect the student body but also contribute to broader societal change by fostering a generation of socially responsible leaders. CSJI is the well positioned to ensure such mandates are continued and prioritised.

Are there any other areas or initiatives you believe could contribute to the university reaching its $100 million savings target? Please provide specific suggestions.
The University is Top Heavy and savings can be realised through reduction of numbers at the top
no
The covid-era VSP and change process resulted in some very uneven staff to supervisor levels. In my unit the highest non-SSG staff is level 9, prior to covid they supervised 5 FTE staff. Since the covid restructure they supervise 1 FTE staff at the same rate. Many of the smaller units have similar structures where it was necessary to keep the incumbant supervisor despite significant staff decreases. While this particular supervisors role is unique and necessary UTS should review such arrangments which are resulting in overcompensation.
Centralise operational services.
OPM takes a very large portion of income. Is this partnership sustainable?
University can offer consulting services, testing and laboratory services (student internship for example), further focus on research commercialisation, increase online and offshore teachign delivery, offer naming rights in return for significant donations look into further monetisation of facilities and assets, rent some spaces for retail shops
Please see my earlier reponse :) headed - PLAN ON A PAGE - MASTERS BY RESEARCH - AN UPTAPPED MARKET.
An area that can bring significant savings is consultant and vendor management - we accept quotations for work and resourcing too easily and do not manage variations well. Consultants and vendors expect to negotiate and are usually open to reducing their scope of work, quotes and variation spends. Another target for savings is utilising internal expertise, most initiative business cases include additional resourcing to be employed to deliver outcomes when existing resourcing could be utilised. There has been analysis done on T&L and some research loss areas however, are there any other activities/offerings throughout the university that are non-value generating and not providing the university with positive ROI - either financial, reputation or rankings?
Streamline IT. The current leadership has no vision and is top heavy. Similar sized organisations manage larger IT footprints with fewer people and much smaller leadership teams. Stop playing security theatre, the Cyber team GIPA s.3.5 .
Review the PVC and DVC portfolios and streamline top management rather than axing frontline and support staff - without which there is no student experience/research / knowledge exchange and/or impact
Has anyone reviewed our use of utilities to reduce electricity bills etc. Can we generate income from under utilised assets, space, equipment etc
Possibly we need to think about OS as a whole of organisation issue - putting silos and fiefdoms aside and have some difficult reflections and conversations. We have had to, in the recent past, write around awkward organisational constructions which can leave authorities or resource 'vacuums' - making it unclear who is accountable/responsible or who is doing the activity - running the risk that no one is. It would be good to have those conversations and address where the structure is not working, the resource is not there, or the authorities are not clear. Rather than create an inefficient operational/procedural work around.
- There is a need to simplify the coursework suite and establish a clear plan and pathway to effectively support each student in achieving success.
This is both a suggestion to save on costs & a way to create significant additional income—albeit not immediately—& as additional bonuses, it has the potential to propel UTS to a new globally-competitive position related to environmental sustainability, contribute to a partial solution to the housing crisis, make a positive impact on the environment, & create yet more impressive contribution/s to the UTS precinct. 'There are countless examples of successful adaptive reuse projects around the world. One example is transforming an old sugar factory into the Wythe Hotel in Brooklyn, New York. This boutique hotel now features a rooftop bar, a farm-to-table restaurant, & stunning views of the Manhattan skyline, all while preserving the building's industrial heritage. Another inspiring case study is the Turbine Hall at the Tate Modern in London. Once a power station, the building has been transformed into a world-class art gallery, attracting millions of visitors annually. <https://billionbricks.org/blog/breathing-new-life-into-old-structures-the-magic-of-adaptive-reuse/> ESTABLISH a partnership with an organisation which specialises in retrofitting existing older buildings. Investigate potential of the proposal IDENTIFY investors either to lease the new buildings after the retrofitting is completed, or who will provide the capital to be repaid by UTS over time with the income achieved from rental. This may even be possible with the retrofitting company itself IDENTIFY one or more UTS buildings that a) that would create the greatest ROI b) are most suitable for retrofitting as high-density living for students, staff & the public & for any other sound investments such as retail outlets/bars/gym/running track/swimming pool UNDERTAKE staff moves/timetable changes to remove the identified building/s from daily use

COMPLETE the retrofitting LEASE high-density accommodation to students, staff & the general public LEASE the other areas for businesses which might include rooftop restaurants/bars/gym/ running track/swimming pool etc BENEFITS: significantly reduced running costs for the buildings—please see resources at the end USE the new buildings & project as a teaching tool in relevant existing courses which may include ongoing collaboration with partner organisation/s, or work with the collaborative partner/s to design & deliver a new course to showcase this work & project There may also be the potential for research opportunities in this plan. Please see these very reputable sources for more information. The first is from a university which has achieved something similar on campus: https://www.weforum.org/stories/2024/02/deep-retrofit-buildings-carbon-emissions-climate-change/ Environmental Health Perspectives (NIEHS): Health & environmental benefits of retrofitting educational spaces ([Environmental Health Perspectives] <https://ehp.niehs.nih.gov/> Environmental & Resource Economics* (Springer Netherl&s): Economic & environmental advantages of adaptive reuse [Environmental & Resource Economics] https://link.springer.com/journal/10640 Environmental Research Letters (IOP Publishing): Energy & carbon efficiency improvements in retrofitted buildings ([Environmental Research Letters] https://iopscience.iop.org/journal/1748-9326 Environmental Health* (BioMed Central): How retrofitting enhances indoor quality & supports sustainability goals ([Environmental Health] https://environmentalhealth.biomedcentral.com/ https://www.weforum.org/stories/2021/11/cop26-buildings-green-architecture-build-better-now-climate-change/ https://www.sciencetimes.com/articles/51571/20241108/retrofitting-turn-old-buildings-green-powerhouses.htm https://www.treehugger.com/preserving-old-buildings-climate-action-5443126 https://clevair.io/en/blog/from-old-to-sustainable-building https://slate.com/business/2021/12/tulip-embodied-carbon-sustainability-old-buildings.html https://www.treehugger.com/preserving-old No space left!

Executive pay cuts and headcount reduction would be one of the most efficient approaches

Promote the option of 'buying leave' to all full-time staff to generate savings. This could be encouraged as an option for staff seeking a better work-life balance.

Are new Study Abroad agreements been look into as these don't fall under the student international caps? Will we reduce the amount of exchange partnerships if some aren't of value to our students and are costing us more? Are we able to invest into buildings (e.g. student accommodation), if they were to raise rates and have to compete with other modern student accommodation providers? Could we close part of the campus during the evenings to reduce energy costs? Could we raise our rates for external parties renting out UTS spaces? Could common softwares be used across the university (E.g. for enrolments, LLE uses Studysmart, Global Mobility uses MoveOn, Student accommodation uses Starrez and not all are integrated with CASS), same thing for payments (one services uses flywire, another allows bank transfers, a third credit card)

Stop sending people overseas on "alumni meet & greet" trips. Stop with all the catered industry meetings.

Faculty GIPA s.3.4 costs savings Remove duplicated roles In GIPA s.3.4 we have AHoS and Ads (1 FTE and 0.5 FTE respectively) with identical portfolios. These roles are redundant, with the AD position field by the AHoS roles for at least 25% of the year (holiday + travel). Futhermore, this removes the need for 4-5 hours of extra meetings per week as currently the meetings at the faculty level do not include the AHoS, so the AD needs to meet with the AHoS, and the AHoS with the HoS and HoD / DL respectively. Solution one: retrench the ADs & AHoS step up – Savings 3-4 SSG roles Solution two: retrench or remove AHoS roles, the AHoS often teach – therefore not as easy to retrench. Savings 1M Remove poorly performing facilities For example, the GIPA s.3.4 are two facilities which are not needed. GIPA s.3.4 will be non-viable with the loss of GIPA s.3.4 teaching, and the GIPA s.3.4 will not make money. Only one researcher (academic) uses these facilities as an integral part of their research. Solution: retrench staff and mothball the facilities. Savings 10M Decrease casual spend The issue with have in the GIPA s.3.4 is that people in GIPA s.3.4 do very little teaching (some none, some minimal). This is also true of some people in the teaching disciplines. If everyone not externally funded for their salary had a 40% teaching load this would drastically reduce the need for casualisation. It would be inpractical for this to apply to people on SSG payscales. Savings 10-15M Remove teaching administration from Academic roles Several academics have reduced teaching load due to acquisition of teaching administration roles. Redistribute these roles to non-academic staff – Savings – 1M (casual budget) Decrease workload associated with “leadership positions” Currently GIPA s.3.4 have 0.5FTE assigned to this role – in reality this is a 0.1FTE position for most GIPA s.3.4 (1 1 hour meeting a week, all difficult issues solved by the HoS or above). This is true for the chair of committees such as GIPA s.3.4 , etc. Solution decrease workload, increase teaching reduce casual spend Savings – 1M (casual budget) Centralise and remove admin support Administrative positions in the schools, institutes and faculty have overlapping roles. Solution is to move all activity to the Faculty level. Furthermore, each centre has 1-2 admin positions from UTS coffers. These are not needed. Savings – 1M Remove a centre or two (or incorporate into the teaching discplines) The GIPA s.3.4 centres, their support from central and faculty coffers is in excess of 25M PA. Are all needed? Solution removes a centre. Savings – 1-5M

UTS must look at growing the top line and how to GROW REVENUES in conjunction with cost cutting. It is at risk of making an organisational level strategic error in not doing this, it will make cuts in areas that will tarnish its brand and cruel its ability to grow which will lead to further declines. This is also critical for improving staff morale which at an all time low and lack of any hopeful statements from faculty leadership

We need to embrace more remote and hybrid learning. Offer more hybrid or fully online programs to reduce the need for large teaching spaces and administrative overheads. Perhaps consider weekend classes. Is the future, no lecturers but using AI instead and a focus on human face to face tutors - a question really? Invest in energy-efficient systems (LED lighting, smart thermostats, etc.) to reduce long-term energy costs across buildings. Could cleaning and security be outsourced? Would this be a cheaper option. Reduce or remove the use of a travel agent - majority of staff can find cheaper deals for flights and accommodation etc themselves - something to consider. Reduce travel unless paid for by research funds and utilise online or virtual visits and meetings. Stop hiring consultants and build internal expertise. Stop allowing senior staff to spend ridiculous money on new desks and refurbishing. Bulk Purchasing: Negotiate with suppliers for bulk purchasing better, to take advantage of volume discounts. Review Service Contracts: Assess existing contracts with vendors for services such as technology, maintenance, or insurance, and renegotiate terms to secure better rates. Shared Services: Collaborate with other universities or institutions to share resources (e.g., joint purchasing of academic materials or shared IT infrastructure) and reduce costs. Stationery is cheap we don't need to buy from Winx. Incentivise efficiency - Set up a program where departments or units can propose cost-saving ideas. Reward those that lead to significant savings. Lets us own some of the cuts and savings. Reduce marketing to a Marketing partner in each faculty like we do with HR and a very small centralised team. they provide little value other than student recruitment.
The union told me they don't want any losses. The town hall i was at wouldn't address staff numbers. The process needs to be takeaway for Faculties and owned by the VCs office. Staff know its going to be one us and not one of them. Please remove the opportunity for well meaning 'seniors' to communicate in this process. Lets not kid ourselves, treat all of us like adults. Expectation: grow up and get on with it.
GIPA s.3.5 is popular and has the capacity to enrol >1000 students per year. GIPA s.3.5 electives (or a major) might also attract students from other programs of study to UTS. Factors limiting our ability to expand the current capacity include timetabling/space issues and small staff numbers. If those factors could be alleviated, it could contribute to resolving the budget deficit.
reduce loop holes in domestic students investment in education. increase tuition fee for domestic students
Has the university considered making available e.g. once off, conditional leave purchasing, unpaid career breaks with some assurance of job security, temporary FTE reduction to find some short term savings that contribute to the $300M bond?
UTS new efficiency department, cut staff 10%.
Review forecasting methods
1. Consider using IoT (internet of things) to monitor the technology/equipment and buildings across campus (e.g., students can scan student card instead of manually taking the roll to give an indication of student numbers in classes/lectures; auto control air conditioning when rooms are being used etc). 2. AI can assist with timetabling which is a huge undertaking each year and resource intensive. 3. For low demand courses, consider partnering with other universities to teach half the course each (we are close to USYD and others have learning spaces in the city). 4. Introduce targeted fundraising campaigns among alumni to support specific initiatives. 5. Consolidate procurement where possible to negotiate better rates with suppliers (could we have joint procurement with other universities for greater bargaining power? Probably not but just a thought. 6. Offer part-time or phased retirement options to senior staff if they are unlikely to take a redundancy.
Lose some admin. How many people "hiding" in Marketing? (Why do we have umpteen (bad) corporate templates for e.g. PowerPoint etc. (https://staff.uts.edu.au/howdoi/Pages/Doing%20my%20job/Communication%20and%20promotion/Design%20digital%20media%20and%20production/find-uts-corporate-branded-templates.aspx)? E.g. why are we sending three people from the Research office to the faculties to talk about deadline door funding applications when the best they can come up (my suggestion) is to prepare a shared Outlook calendar so what know what schemes have what deadlines? Why don't we find some successfully alumni donors from industry/Gvnt. to give us $50m??
Having a clock at ResHUB with the % displayed of how close we are to 100% achieving target!

Delaying drastic measures for two years would allow UTS to avoid making irreversible decisions that could damage staff morale, student experience, and the university's reputation. This pause would provide the time needed to monitor external factors, such as international student caps and government funding policies, which are still evolving. Waiting could lead to more favourable conditions, reducing the urgency for severe cuts. A two-year timeframe would also allow the university to evaluate the outcomes of existing initiatives, such as the Enterprise Resource Planning project and other modernisation efforts, which may yield organic savings and operational improvements without further disruption. This measured approach would enable UTS to explore alternative revenue streams and cost-saving strategies thoughtfully, ensuring that any changes made are sustainable and aligned with the university's long-term goals. Taking this time would also allow for genuine consultation with staff, students, and other stakeholders, fostering trust and ensuring that decisions are informed and inclusive. By avoiding immediate, sweeping cuts, UTS would safeguard its ability to deliver on its mission of education and research excellence, preserving its competitive standing in a challenging higher education landscape. A cautious approach over the next two years would demonstrate leadership and a commitment to the wellbeing of staff and students, positioning the university to navigate current challenges without compromising its long-term vision or integrity.
No new IT software for 2 years. Focus on reducing tech debt and duplicate systems - this does not need a project it needs to be that each day each person spends 2 hours working on this. No new IT hardware purchases unless for break fix or where extended warranty is more expensive than buying new. Hold management accountable for cost savings not just going the easy route of chopping heads. Renegotiate top 20 contracts across the university. Finance to look at abatements for leases. Make it easier to performance manage under achieving people out of the business. Set clear targets for performance and cost saving metrics for SSG staff. Start saying no.
Suggestions for Contributing to the $100 Million Savings Target 1. Talent Retention over New Staff Acquisition Focusing on retaining high-performing and productive staff rather than investing heavily in new hires can be a more cost-effective and sustainable strategy for achieving the university's savings target. Established staff, especially those with proven track records, are more likely to attract future funding through grants and industry partnerships. Losing such talent not only incurs the costs of recruitment and onboarding but also diminishes institutional knowledge and continuity in research and teaching. Retention strategies could include: Competitive remuneration packages. Transparent promotion pathways tied to measurable KPIs. Enhanced professional development opportunities. Recognition and reward systems for outstanding contributions. By prioritizing the retention of proven talent, UTS can safeguard its reputation, ensure continuity in high-quality outputs, and maintain its competitive edge. 2. Flattening Hierarchical Management Structures The university's existing hierarchical and highly centralized management structure is unsustainable and inefficient. While such a model may give the impression of immediate control and success, research consistently shows it leads to high operational costs, slow adaptability, and diminished employee satisfaction. Dictatorial styles of leadership, which often discourage collaboration and innovation, are particularly damaging in academic settings that thrive on creativity and shared expertise. A shift toward a flatter, more decentralized management model would: Empower decision-making at lower levels, encouraging innovation and responsiveness. Enhance collaboration by breaking down silos between departments and faculties. Improve staff morale by creating an inclusive environment where contributions at all levels are valued. Reduce administrative overhead by streamlining layers of approval and oversight. This approach would not only reduce long-term costs but also position the university to adapt more effectively to challenges and opportunities. 3. Cost-Effective Operational Strategies In addition to the above, UTS could explore: Operational audits to identify redundant processes and improve efficiency. Digital transformation initiatives to automate administrative tasks, reducing time and costs associated with manual processes. Flexible work models, such as hybrid work arrangements, to reduce office space requirements and associated costs. Conclusion To reach its $100 million savings target, UTS must focus on long-term sustainability rather than short-term gains. Retaining and empowering its top talent while transitioning to a more adaptable and less hierarchical management structure will not only save costs but also enhance productivity, innovation, and the university's reputation. Addressing these systemic issues is essential to creating a resilient and thriving institution.
281,000 graduates. An Annual Alumni levee of $360.00 per graduate would raise the necessary funds. Seriously, this is a difficult question particularly if have to achieve this level of savings for each year till 2030. Hopefully the rest of the UTS Community can think of some positive ideas. I also think we should publicize our predicament to highlight the impacts of Government policy. And to bring the students into the discussion. They will be impacted by these changes. I also note the UTS Council Meeting minutes have not been published on the UTS website since 2023. One more point - it would nice to see the KPMG report that is referred to as 'The Analysis' in the discussion document.

One, as suggested, the increasingly high cost of administrative or administrative sprawl. Two, by eliminating inefficiencies that inhabit yet do not cross or integrate management lines, i.e. some work is duplicated because its knowledge/work is not integrated.
One area that could contribute to the university reaching its $100 million savings target is increasing academic redundancies. Post-COVID, many students have become more comfortable with digital learning, and the increasing use of AI and online platforms for teaching means that universities may not require as many in-person instructors for certain courses. By leveraging AI and automated teaching tools, universities can deliver quality education at a lower cost, which would reduce the need for as many academic staff. This shift could result in significant savings, particularly in courses that can be effectively taught through digital resources rather than traditional face-to-face instruction.
Remove the provision and support for landlines and mobile phones. Microsoft TEAMS can incorporate VOIP functionality (a phone number attached to a TEAMS account) that can be used from laptops, PCs and portable devices. It can also be used for work-from-home and travel.
There are a number of suggestions in the NTEU's most recent report that could be applied to reduce governance spending, notably minimising staffing cuts due to the inevitable need and cost of refilling those roles in the near term: https://nteuau.sharepoint.com/sites/documents/Public/Forms/Gallery%20Files.aspx?id=%2Fsites%2Fdocuments%2FPublic%2FCampaigns%2FNational%2FEnding%20Bad%20Governance%20For%20Good%2Epdf&parent=%2Fsites%2Fdocuments%2FPublic%2FCampaigns%2FNational&p=true&ga=1
Review of the SSG list.
Further reductions in the use of external consultants. UTS has the breadth of skills, experience and expertise internally to solve its challenges. Existing staff will have the UTS context (when working on these challenges) which is something that is always challenging to convey to external consultants. It will also provide opportunities for internal staff to develop/stretch/rise up to the occasion.
Process are an important aspect, particularly in teaching and learning. A lot of time here is wasted throughout the university, often conducted by very highly paid academics without any benefit associated with them (e.g., many aspects of internal accreditation processes are rather meaningless busy work). This would free academics' time which would reduce the cost of casual staff dramatically.
Although it would only be a small contributor - are we considering how the University can be pragmatic about raising revenue from, for instance, leasing out facilities or other initiatives that might defray some of our operating costs and reduce the amount to be saved ?? This would involve thinking more comercially and being quite creative about how to do it.
Detail review of Strategy 2027 (that was set without consideration of any of the current challenges) to confirm feasibility of the identified project and initiatives to confirm "stop - start - continue" rationale.
I listed them in the questions above.
Have stated it all in the previous answers, but overall, disperse the decision making out and empower Schools and Faculties to make their own strategic decisions which will greatly assist efficiencies; reduce the number of Central professional staff in both Research and T&L portfolios; match staff conditions and teaching hours across faculties so there is a level playing field and this will result in budget savings too; enable international experts to teach and be involved with teaching activities to enhance the global reputation of UTS.
1) We need to minimise concessions for things we have income allocated to, or things that can generate income. 2) Not a direct iniative but a suggestion - Employee moral will likely drop through the restructure. It is important for each unit to have clear goals for the next 12-24 months that will not only help with Opertational Sustainablity, but will keep employees inspired to press forward with enthusiasm in what they will achieve.
I'm expecting to see a leaner UTS on the other side of this Operational Sustainability, but I also hope , even leaner in number, that we become better skilled, upskilled, more modern with tools and equipment, and ambitious; open to possibilities of growth and development, even in areas we're just travelling on the first time, eg First Nations College.
The proportion of central administration/professional staff seems high based on numbers given in presentations. Reductions in casual staff should be looked at before permanent staff numbers are reduced. This must be a very high cost to the university.
UTS could look at the structure of its executive roles in the chancellry. The number of roles is growing year-to-year and it's often quite difficult to see what benefit UTS staff receive from these appointments.
Could Executive staff salaries be capped? Many ethically progressive and values-driven organisations already do this. This could save countless job cuts.
A review of our investments into certain profiling building activities (UTS Startups, Alumni, sponsorship of SXSW, international alumni events). What is the return on the investment on these items which while they can build profile, have they or do they see a return financially? Can we continue to make the same scale of investment of this nature in the current environment?

1. HELPS to run discipline-specific workshops working with faculties. 2. HELPS to provide support to UTS College students. 3. HELPS to offer writing support to HDR students and speaking support delivered by volunteers. 4. HELPS to investigate the possibility of co-locating student services into one space to create a centralised student support hub 5. HELPS to collaborate with CIC, investigate the use of AI for cursory proofreading. 6. HELPS to review UPASS delivery processes and funding. For further details please see response sent to staffquestions@uts.edu.au from HELPS dated 05/12/24
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This response has been prepared collectively by academic and professional staff in the Faculty of Law. Within a short timeframe it has been endorsed and supported by 63 members of the Faculty, and thus it represents more than 50% of our entire staff. UTS has released a consultation paper, Operational Sustainability Initiative: Initial consultation - Discussion Paper (Nov 2024). It presents the notion that UTS is not currently financially sustainable, and invites UTS staff to consider proposed options. The current financial circumstances of UTS are the result of actions and omissions by UTS senior leadership. It would seem appropriate for some reflection and accountability to be a part of the Discussion Paper. It would also seem appropriate to acknowledge that UTS staff demonstrate considerable care, competence and hard work, especially in light of ongoing financial austerity measures. The Faculty of Law would like to respond collectively. Our Faculty is financially stable, sustainable and profitable. Our Faculty operates with calm and competent leadership. We work collegially and have achieved a very high record of success in education, research, impact and engagement. The majority of the Discussion Paper contains background information about the current external and internal environment, and the 'strategic context as we evolve UTS 2027 to build our 2030 Foundations'. The paper purports to present "options" to address this need for 'operational sustainability'. The options are articulated at a very generalised level making it impossible to respond in a meaningful way. A much more detailed and clear articulation and justification of the options currently being considered needs to be provided. Effective 'consultation' involves far more than the release of a document and the holding of a Town Hall meeting. It necessarily involves the provision of detailed and easily understood information so that those who wish to engage in the process can understand the proposals, their rationale, their likely effects and consequences. The failure to provide clarity is exacerbating the stress and anxiety that many staff members may be feeling at this time. It also fails to acknowledge how this process is itself form of workload intensification for staff. We are concerned by the tone of some sections of the document which appear to be suggesting that there is widespread under-performance by staff (eg p16 'UTS is not fully utilising existing teaching capacity', p17 'There are a number of Level D and E academic staff…who have not published, received research income or supervised an HDR student in the last three years', p. 18 which alleges that 'poor processes and unnecessary work' are performed by professional staff). These statements are based upon data which is not meaningful without context, and are hard to reconcile with other elements of the document which gesture vaguely towards reducing inefficiencies rather than performance-based dismissal. The statements appear to rely on work by KPMG commissioned by UTS which has not been disclosed to staff. The lack of transparency and details about options being considered by the university further exacerbate insecurity and anxiety amongst staff and sends the message that their very considerable efforts to maintain quality of teaching and research in the difficult Covid years and beyond are not appreciated by management. We are concerned that a response to this document will be considered 'consultation' in a sense that authorises the approaches set out, including future detail that may be added. We want to be clear that this response should not count as consultation unless the changes to process that we suggest are adopted.
Online could be a potential growth area? There is no associated cost of buildings/ classrooms and no limit on enrolment numbers as long as the faculty is resourced adequately for delivery. However I don't know about the viability of the course progressions and enquiries being managed via KeyPath - I've heard that this is not a financially viable arrangement but can't comment on that. Could this potentially be brought in-house? If not, I would suggest looking at third-party portal functionality for CASS to give them read-only restricted access to relevant screens, to self-serve when managing more basic enquiries. Further team feedback on Op model which could not fit on previous pages: * There are some functions which SPM perform for some faculties but not others - mostly Business, due to a previous arrangement (Service Level Agreement) - such as iAMS RPL pre-assessments for Business (and occasionally for Law) and AVR for outbound exchange for Business. Need to ensure that any bespoke tasks and processes are fully explored and captured as part of the discovery work before changes are planned to structure or workflows. * Need to consider how we work with partners if increasing out-sourcing. Communiation with external partners can be challenging if they don't have knowledge of the organisation and its processes, or access to our systems.

1. Borrowing for Growth: Refinancing the $300 million bond with $200 million appears overly cautious. Additional borrowing, backed by UTS's strong balance sheet, could fast-track critical investments. It is appropriate that the interest costs of this investment be spread over the years in which the benefits are derived, rather than creating a crisis by expensing them over a short period. 2. Benchmarking: Has UTS benchmarked its challenges and solutions against leading universities globally? Are cuts to academic staff the standard response, or are there more innovative approaches? 3. Workload and Retention: High turnover among Heads of Department indicates unsustainable workloads. The burnout rate is high, temporary appointments are being made, and selection processes do not ensure continuity of expertise nor, in some cases, appointments of senior and experienced leaders. These roles are critical to bridging university strategy and operational delivery—investing in their sustainability is crucial.
We have suggested some new ways to optimise the operations model in learning support areas above. We would like to reiterate that, given the budget constraints, UTS should prioritise the academic support services that have the most significant impact on student success, such as HELPS. HELPS is a cost-effective unit that employs sessional-based, casual Advisors, student peers and volunteers – all to great benefit. It is essential at UTS because it addresses critical aspects of student success, ranging from language proficiency to academic performance and inclusion. By providing tailored support for language skills, writing, presentation, and academic literacy, HELPS plays a fundamental role in helping students meet academic expectations and thrive in their studies and the workplace. Its centralised model of support also promotes equity by ensuring that all students, regardless of their background, have access to the resources they need to succeed. It is an integral part of the UTS student experience. The current business model of HELPS allows it to be flexible and it could easily incorporate these additional suggestions to maximise impact and scale: • Run discipline-specific workshops working with faculties. • Provide support to UTS College students. • Offer writing support to HDR students and speaking support delivered by volunteers. • Investigate the possibility of co-locating student services into one space to create a centralised student support hub • Collaborate with CIC, investigate the use of AI for cursory proofreading. • Review UPASS delivery processes and funding. By implementing these strategies, HELPS can continue to enhance its support for the student, ensuring their academic success and contributing positively to the university's overall goals. HELPS champions ongoing collaboration and dialogue between the university's leadership, faculty, and student representatives to ensure that academic support services remain accessible and effective, even in the face of budgetary challenges.
Almost half (49%) of staff at UTS have a negative view of support for change at UTS, 55% lack confidence in the ULT to make the right decisions for UTS, 55% think UTS lacks open and honest communication (Pulse, 2024); UTS could address these weaknesses by following the clauses set out in our agreements, and improving the kind of consultation characterised by this change process. That entails addressing concerns regarding lack of transparency, a sense that leadership is not doing enough to advocate for the sector or understand the work undertaken by staff, and superficial engagement in consultation.
Technology audit - wasted money on unused resources and potentially facilities - consolidating where possible including desk phone handsets, IT leases for unused equipment, office space not being used (exiting leases for external premises wherever possible)
As mentioned, reducing or eliminating our annual $34 M spent on external consultants (according to the UTS 2023 annual report) is a high priority. This should not be required in the context of an organisation with staff with an extraordinary breadth of expertise.
Nothing to add
I know I have mentioned this before but I think we need to seriously review how UTS manages Academic Workload policy. Each Faculty has its own Workload policy which means there is no consistency across Faculties and, as mentioned earlier, policies tend to discourage cross disciplinary work as the models discourage this due to inconsistencies in how workload is counted. There is inconsistency about how HDR supervision is counted, some include it under Research, others under T&L. Staff also tend to fill workload with Research & EPAM before teaching. This of course leads to an increase casual academic spend. I think UTS needs to look at having either a single UTS Academic Workload policy or, at a minimum, a set of standard guiding principles that apply to all faculties so there is consistency in how Workloads are allocated and managed. If a staff member is a Balanced academic or an Education Focused academic, then they should fill their T&L workload first and what is left over is their Research & EPAM allocation. This alone would save considerable expenditure on casual academics. As noted before, research should be based on actual activity and output. If staff arent publishing, gtetting grants or supervising then why are we giving them the allocation? As the paper notes 5% of D&E arent doing this so this would be a large saving if their workloads were reallocated to other things. Finally I think we need to review what we are giving allocations to under EPAM.

We need to look at teams with significant overtime hours. In GIPA s.3.4 the long-term model that has existed to address the large GIPA s.3.4 volumes is predicated on a core group of staff undertaking over-time hours throughout the year. In 023 GIPA s.3.4 In 2024 we have had to hold vacancies for continuing roles, then plans to recruit have paused due to the hiring freeze and we have also reduced casual budget spend. We are fortunate that we have a cohort of staff under 10 willing GIPA s.3.4 to address the volumes received. This has led to GIPA s.3.4 cuts in GIPA s.3.4 that will continue into 2025. To hold on introducing more new technology systems until investment is made in core systems. A commitment made to providing a connected digital experience for students and staff will be a far more cost-effective outcome to what we have now. There are some functions which GIPA s.3.4 . For example, GIPA s.3.4 We need to ensure that any bespoke tasks and processes are fully explored and captured as part of the discovery work before changes are planned to structure or workflows. Should GIPA s.3.4 sit within other GIPA s.3.4 functions. A significant part of the effort now involves GIPA s.3.4 LE. Where possible a reduction of handover across multiple teams should be a design principal. Example. GIPA s.3.4 An opportunity exists to move areas like GIPA s.3.4 that operate using Casuals to staff in continuing positions. If we do this, we need to look to offer a mix of part and full-time arrangements. The GIPA s.3.4 model does not enable us to operate in low or mid-peak periods with continuing staff alone. As we have introduced more teaching sessions, we no longer have the blocks of down time that previously occurred. An operational model that has less reliance on casual resourcing would be a recommended area to explore. Could we imbed a commitment to social justice into the workplan of each employee to volunteer a day a year?
Overall, we understand the issues and what is required. However, would appreciate transparency and details for better engagement.
provide option for staff taking furlough
There seems to have been a growth in the number of senior leadership roles, and if we are looking at the cost and value of all positions at UTS, then we should also include this in the mix. Certainly other universities have looked at the senior leadership group.
No
I think there is a need for data and analytics expertise across these programs to assist bringing this together. In addition, Staff Losses will occur, but we can do this in a genuine and caring way – reaching out to our industry partners for opportunities for displaced staff
In the letter we have produced as a collective of concerned NTEU members of the Faculty of Science we have provided a number of cost savings as alternatives to forced redundancies. We propose the following alternatives to forced staff redundancies. • A freeze on discretionary spending on “strategic priorities” until the financial position of UTS approaches surplus. • Management imposes a staffing freeze until the financial position of UTS approaches a surplus. • A freeze on staff pay increments until the financial position of UTS approaches surplus. • Any restructuring should include senior Management and a review of the number of individual appointments at the DVC and PVC levels. This is in light of an expectation that the individual workloads of less senior staff will increase as part of any revised Strategic Plan. Any decisions regarding a review of the number would include an honest appraisal of the performance of senior staff in their respective portfolios. • Adequate consideration be given to the contribution of natural staff turnover and more strategic recruitment plans in achieving the University's financial goals. • Senior staff should accept salary cuts where this exceeds the same for comparable positions in the public and private sectors. Notably, the discussion paper mentions savings of $10 M annually due to changing our procurement practices. This figure matches current discretionary remuneration (bonuses, loadings, and allowances) provided to senior staff. • There should be consideration of alternative sources of income including fixed-term leasing of what remains underutilised spaces across the campus. • There needs to be an honest and transparent review of the University’s suite of overseas campuses such as UTS Beijing and UTS Shanghai • If redundancies must remain part of any savings package, then, as with the response to previous income reductions with the closure of international borders during the COVID-19 pandemic, any program of redundancies should commence with a round of voluntary redundancies. We judge these to be viable alternatives to forced redundancies. We would be grateful to know which, if any, are being considered and of any arguments as to why any individual alternative could not be part of any savings proposal.
Reduce duplication of system and work, but within required compliance obligations.

I have additional feedback on the paper however there is insufficient space here. As such, I will submit my complete response to Staff Questions. Here are some ideas about the approach I would take to find savings: 1. Analyse indirect cost pools to improve the structural economics of the university. a. Where can we find savings that will have the least impact on teaching and research? We need to protect the quality of our product/service to our consumers; i.e. our award degrees to students and our short forms of learning to enterprise clients and learners, and maintain our commitment to research excellence with impact. Direct costs, such as the academic workforce and professional staff in frontline roles that support students and research would be second priority for cost savings, after exhausting all savings opportunities from the indirect cost pools. 2. Analyse the indirect cost pools from a whole of University approach, with Process Owners assigned to each spend pool. Purchasing/Procurement and Finance would play critical roles in this but there would need to be Business Owners as well who understand the nature and purpose of the spending. The KPMG benchmarking data would likely also provide some insights compared to other universities. 3. Adopt and encourage an "every dollar counts" mindset throughout the organisation. We should tackle the large spend pools first, but the smaller spend pools should not be overlooked. This is another reason to aggregate the spending in each cost pool to obtain the whole of university picture, because some costs may be overlooked when viewed by each faculty/unit/division separately if deemed immaterial. 4. Include every third-party partnership/contract in scope, and treat every contract renewal as an opportunity to get best value in market. We should adopt the mindset that savings AND increased capability can both be achieved through contract renewal. Examples of third-party contracts: a) Media / Marketing agencies - How much do we pay in management fees to agencies such as Bench Digital Media, and are we leveraging our scale to achieve best value from these types of contracts or is each faculty managing it separately? If I understand correctly, we may be paying ~25% of our expenditure in commissions with these agencies. Do we need the agencies or could we do some of this work ourselves with the right expertise? • Similar to the new People Unit operating model, could we not have fewer Strategic Marketing Business Partners who are shared across the faculties, and Specialist Marketing advice from centres of expertise in areas we currently use some of the media agencies for, like scheduling social media? b) Consultants - what is the nature and total cost of all the various consulting contracts being engaged by faculties, divisions and central? Every half million or million dollars of spending in consulting does add up. Do we not have internal talent with expertise who could be seconded to high priority projects instead of paying premium fees to external consultants? Or could we not invest in building in-house capacity to stop utilising external consultants in certain areas? I believe this was the intention in MCU's Market Research area, but we still at times receive the guidance from MCU that it's not best practice for UTS to undertake market research about ourselves since it creates undue (favourable) bias in the responses. It would be good if there were clearer principles about when to engage external consultants versus work that should be done in-house. c) Recruitment agencies – How much do we pay in total fees to recruitment agencies and have we seen the return on investment? d) Int'l agency fees – do we have KPIs for agents and do we measure the return on investment, taking scholarships into account? e) IT Vendors? I don't know the IT area well enough, but do we have third-party contracts in place that continue to roll over without checking for market competitiveness?
Improve targeting of Internal Audit program. We spend a lot of money on audit and I have participated in internal audits that felt more like they were manufactured by the consulting company employed to do them rather than based on any objective policy, obligation or standard. An unnecessary unproductive audit is a waste of management and team effort as well as the cost paid to consultants to complete them. To be clear I am not trying to avoid scrutiny - we participated in a useful audit GIPA s.3.4 which measured us against relevant policy and identified useful actions. Potential savings in the order of hundreds of thousands tangible and more intangible.
There are a number of alternative strategies that could help to alleviate the financial pressure on UTS including: (1) offering voluntary redundancies as a first resort; (2) a freeze on discretionary spending on "strategic priorities" until the financial position of UTS approaches surplus (3) a hiring freeze until the financial position of UTS approaches surplus (4) a freeze on staff pay increments until the financial position of UTS approaches surplus (5) a symbolic reduction in senior staff salaries where they exceed the salary of the prime minister, for example. The costs associated with poor staff moral may not fit easily into financial modelling but they are nontheless real and can cause a large organisation to rot from within.
While the current focus on financial sustainability is commendable, I believe there is an untapped opportunity to increase revenue by leveraging university facilities more effectively. Many universities actively hire out their spaces for private functions, conferences, workshops, and other events, particularly on weekends. Although some of this already occurs at our university, it seems underutilised compared to its potential. Expanding this effort could provide multiple benefits.
Any change needs to clearly communicated with plenty of notice. Many staff at UTS are already change-exhausted.
Revision of the operational sustainability timeline, it is overly drawn out and doesn't inspire confidence in university leadership. Lead with clear intention, with consultation, and demonstrate the ability to make timely decisions. This program should have been completed in 2024.
I'd like to commend our senior leadership team for having vision to change UTS in ways that can be meaningful, impactful and with a longer-term organisational view. I look forward to supporting UTS as we build our Foundations for 2030 and supporting our UTS staff through these changes.

dissolution of the student experience unit which largely replicates elements of LLE and SSU. It was also designed into the LACE work of 2023 and later found to be redundant and removed.
I think this target and focus is wrong to start with. While I agree with improving our operating model, better research and teaching models, the university runs serious risk of irreversible damage with how it is proceeding..
An area that could significantly contribute to operational efficiencies, and indirectly to the $100 million savings target, is the review and standardisation of UTS's suite of template documents. These include template letters, memorandums and PowerPoint presentations . Currently, many of these templates are poorly formatted and difficult to work with. This not only leads to inefficiencies in document preparation but also results in inconsistencies in communication and presentation across the university. Streamlining and improving these templates would bring several benefits, including: 1. Time savings: Staff would spend less time editing and formatting documents, reducing delays and freeing up time for higher-value tasks. 2. Consistency: Improved templates would ensure uniformity in communication and branding, enhancing UTS's professional image. 3. Ease of use: Simplified templates would be more user-friendly, reducing errors and frustration among staff. 4. Long-Term cost savings: The upfront investment in reviewing and redesigning templates could deliver ongoing savings in staff time and administrative costs. UTS may wish to consider its approach to mandatory staff training. Currently, there appear to be inefficiencies in how training requirements are assigned, with some training programs being misaligned with the roles or needs of staff. We should also consider simplifying our rules, delegations framework, and policy settings as this should be able to be interpreted by anyone. Consider communcating these important documents in different ways for different audiences, review all current policies against the governance framework to identify opportunities for consolidation, removal or revision. s
Relevant Staff Feedback Themes: Streamline & Simplify, Responsiveness & Agility, Ways of Working, Responsibility & Accountability. Issue/Improvement Opportunity: There is a lack of clarity and consistency, in approach and accountability for UTS WIL and Internship governance, policies, and procedures. While the Operations team in the Careers unit are responsible for some central operations and processes around WIL and Internships, other areas are left to faculty discretion - there is no official standardized body of governance. As a result, there are operational inefficiencies – such as duplication of work across other units, and exposure to reputational and financial risk. The silo-ed approach also makes business process improvement difficult. This has resulted in duplication of work across other units in CareerHub, and limited opportunity for business process improvement. Proposed Change /Solution: • Establish centralized owner/team for Internships across UTS. Currently the responsibility and guidance around UTS internship governance and process is unclear, with many areas varying between faculties. • For more info on this: "WIL, Internships and Career Development" submission included as part of SSU's feedback. Issue: Insufficient?? technical/business/product support for scope and scale of operations • The scope of work and responsibility has changed, since CareerHub was first adopted. • Was not considered in the IT Unit transformation redesign despite CareerHub being a widely used platfor. Proposed Changes/ Support: • Include CareerHub as one of the platforms that get product-focused support from IT, instead of project-level support. Our stakeholders, would also greatly benefit from a product and platform owner, given the scale of operations. • We have worked towards process optimization as part of our 2024 annual strategy this year and have already made great progress. With more central support, there is significant opportunity to make further progress. o E.g. Increased capacity to support more Internship, Work-Integrated Learning, and Award, workflows, which could automate various administrative tasks. This could potentially help with reducing costs of running some of the smaller subjects. o Greater collaboration and standardization (where it makes sense) across related areas of UTS which would decrease duplication of administrative work, and free up staff capacity to work on other tasks that generate more value. (e.g. Academic and Professional Staff can co-design with students to develop course work and improved student experiences,)
all ULT and executive staff should receive a pay cut. and no bonuses until we have achieved our goals.
consider current staff needs and workloads - we are working with less resources and outputs are at the same levels
Consolidation of property related activities.
Explore AI automation solutions, either in-house development and local deployment of LLM's (for data privacy) or through commercially available products, to power automation apps and chatbots.
I think it is good to look at current costs of each of our operations and think of how to reengineer it so that non-value creating activities are discarded
No specific suggestion
I would just say that we should be very careful not to harm reputation and rankings and hence future revenue. Think of revenue not just costs.
OPM courses and the costs on maintaining all the entire arrangement, centralising curriculum setup process the related services at the faculties

I expect that this one is obvious, but have we already reviewed the extent of use of contractors and consultants, particularly in areas like IT where the contract agency can receive high fees in situations where there's an ongoing need for the work and the university needs to retain the knowledge? Does the Keypath funding split represent good value for money long term for ongoing courses where we do the learning design - or do we get the best value from their market analysis and recruitment in the early years of the course?
There seems to be a varying disconnect between senior leadership, academics, and professional staff. For academics, the strategic discussions often feel to far away from the daily work. This is intensified by the feeling that senior leadership might be too far removed from the "machine room" of the university and how their decisions really impact the daily work. If I'm allowed to dream: senior leadership should to some extent get involved in teaching to see the actual student needs and motivations, try working with the teaching IT systems, try creating a project in ResearchMaster, etc. to get in-depth insights in what works well as well as what hinders efficient work at UTS.
simply stripping faculties of many professional roles without understanding what the required resulting structure will be with little understanding of what work will still to be done is not a very constructive solution in my view
1. Cease offering graduation ceremonies in Shanghai - we can invite SILC graduates (along with all other graduates) to Sydney. 2. GIPA s.3.4 realigning functions, as appropriate with GSU, DVCES, DVCEEP and/or elsewhere as appropriate. 3. Split GIPA s.3.4 functions and all things Pathway related to DVCES and the 'community' facing/thought leadership piece to DVCEEP. 4. Centralise Load Planning and Management, statutory reporting and all things data under the CDO/DAIU. 5. Put $10m in an at-risk fund for non-operational off plan (i.e. outside the strategy) strategic initiatives to take advantage of potentially transformational opportunities. 6. Merge UTS College into UTS, merging domestic and international pathways under DVCES. Alternatively, separate domestic and international student recruitment and admissions GIPA s.3.4 with domestic recruitment and admissions reverting to what was SAU and international recruitment and admissions outsourced to UTS College to leverage international marketing, agent management, recruitment, etc. 7. Give the DVCES, DVCEEP and DVCR three different 'leadership domains' (for want of a better term) - DVCES is the lead on all things 'product' (educational products) even if new product initiatives are being driven by faculties or the PVC Enterprise Learning, DVCEEP is the lead on all domestic non-university, non-government client and donor relationships (including industry and professions that work closely with faculties, etc.), and DVCR leading all global key technology partnerships, sector, government and research entity initatives. 8. Consider getting creative with hours of work and working weeks. E.g. is there a financial and productivity benefit to offer those staff who want to take it (including the most senior of leaders) the opportunity to work 0.8FTE with a 10%-15% (versus 20%) decrease off base salary. What would the savings (average) be if 10/20/30% of staff took up the offer? Might not be worthwhile financially, or it might be challenging to operationalise in certain areas, but then again, it could prove both effective in productivity and savings terms based on 4-day working week experiments around the world.
I'm a b it confused about the need to immediately pay back the $300 million bond. Can the loan not be converted to a 30 year mortgage? The report says "revenue remains strong, growing to $1.6 billion over five years", so it is difficult to get a sense of the crisis
Reduce executive pay
I think the correct areas offering the greatest scope for savings have been identified. Certainly it appears that quite a significant reduction in what and how we teach is necessary, as is looking closely at research productivity. Mechanisms should be put in place to continually monitor these areas and leaders made more accountable for keeping these aspects under control in the future.
A review of the number of meetings of committees across the university. Suggest there is a baseline number of meetings that can be had for one committee in a year (eg 6-8 including reserve meetings) with the length being 90 minutes maximum.
NA

Accounting Department Response to Discussion Paper on Operational Sustainability

We value this opportunity to contribute to improving UTS's performance and sustainability. As the university's academic group most closely aligned with financial analysis and reporting, we bring expertise and a deep commitment to UTS's future success. Below, we outline our key observations and recommendations.

General Observations

- The **seven pillars** of the UTS2027 strategy lack clarity on what activities UTS will discontinue to "right size" operations. Given anticipated reductions in students and academic staff, it is imperative to identify what we will stop doing to ensure sustainability.
- We are concerned about disproportionate cuts in the "engine rooms" of teaching and research while maintaining professional staff levels in the divisions. Without significant changes, the current imbalance will only deepen.
- Decisions that led to UTS's financial position should be scrutinised—not to assign blame but to learn and improve. Were decisions to defer capital and infrastructure expenditure made with any assessment of the costs of working with outdated systems? Was there a plan to undertake this expenditure as part of UTS2027? Were decisions to progress professional staff to SSG positions undertaken with the same rigor as academic promotions? Were the operational delivery expectations of the divisions adjusted as the salary costs increased?
- Communications in relation to Operational Sustainability have undermined the collegial nature of the UTS community, causing unnecessary stress and exposing staff to psycho-social risks.

Clarity and Urgency of the Financial Message

We agree with the urgency to act now. The university's financial position necessitates immediate investment in technology and infrastructure to reduce inefficiencies caused by outdated systems. We support immediate investment in such improvement. However, we must be realistic:

- Short-term actions will likely result in **greater losses before yielding surpluses** in the future. **See *Note 1: Financial Statement Analysis*).** This reality must be factored into decision-making.
- Clear plans for financing these losses are critical. Is increased borrowing, given UTS's low debt levels, a viable solution to accelerate our transition to sustainability?

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*Concerns with Proposed Savings – **1. Teaching and Learning Cuts***

This is our major area of concern which we outline below.

1. **Revenue Impact**: The Discussion Paper does not address whether reducing expenditure of teaching and learning will impact revenue. We believe that this is a likely outcome, and should be factored into decision-making about reduced expenditures, so that it is net savings that are modelled rather than gross savings (on the expenditure side only). See ***Note 2: Revenue*** for a fuller discussion on Revenue.
2. **Teaching Capacity and Subject Duplication**: Assertions of underutilised capacity do not reflect the reality in the Accounting Department, where workloads are fully utilised, often exceeding agreed models. We are confident that we do not have excess teaching capacity among our full-time academic staff. Duplication cannot be determined by subject names alone, and without academic staff input into this evaluation, it is difficult for us to believe the conclusion that has been reached. Similar names may be used within a department, between departments within a faculty, or even across faculties, but the content may be distinct in significant ways, such as the level of learning, and the discipline within which it is located. Transparent data is needed to validate these claims.
3. **Subject Profitability**: The analysis of "negative margins" for subjects appears flawed. For example, large, efficient, high-enrolment subjects like 22208 are deemed unprofitable despite aligning with suggested efficiency models. Indeed, academic staff frequently perform work above the requirements of the workload model. We cannot stretch our academic staff anymore without negatively impacting on their wellbeing. 22208 is delivered in the most cost-effective way with GIPA s.3.4 . We note that the academic cost in this subject is relatively low compared to the indirect cost coming from the divisions that have been allocated to this subject. As stated in the Town Hall, low level cuts are not going to get to the $100m savings but this is where the biggest saving is expected (first quadrant). We suggest that the highest cost, i.e., indirect cost of teaching be looked into first.
4. **Fixed cost**: We also respectfully suggest that the remedy for subjects with ostensibly negative margins, which is to not offer them, will not solve the problem. A positive surplus of revenue over incremental costs (variable cost plus incremental fixed cost) for any subject (or department, or program) should help to cover fixed costs. But allocating all of the fixed costs against the revenue does not provide a useful number for decision-making. Fixed costs will still be borne by UTS when the activity that they are allocated to has ceased and the organisation will be in a worse financial position. Fixed costs are rarely decision-relevant in these contexts.
   If further evidence of this logical error is required, we would be happy to provide examples and illustrations using our accounting expertise. (***See Note 3: Teaching and Learning Delivery***).

*Concerns with Proposed Savings – **2. Research Income Assumptions***

Doubling external research income is overly ambitious without a detailed roadmap. Resources must be concentrated where research is conducted—the faculties—not the divisions. We do not understand why there is such substantial spending in this portfolio in the divisions, and not in the faculties where the academics who are doing the

research are located. We do not see the benefit of this expenditure flow to the faculties. (See **Note 4: Professional Staff**).

*Concerns with Proposed Savings – **3. Professional Staff Efficiency***

The imbalance between professional and academic staff is troubling. Faculty-based professional staff have remained lean while divisional costs have ballooned. Have divisional efficiencies been evaluated to the same standard as academic workloads and performance?

We are concerned that the university might not have the right mix of skills among professional staff. Are professional staff skilled in finding industry partners for teaching and research opportunities? Do we spend enough time and resources on marketing our teaching programs? Do we effectively connect with alumni? We respectfully suggest that in all of these areas, academic staff in the faculties are picking up work that should be done more efficiently by professional staff at the faculty level.

We conclude with the observation that staff in the faculties, and certainly the Accounting Department, are facing ever higher workloads within the current policies and guidelines, as additional work is assigned to us piece by piece over time. Each initiative or review or new program or new compliance request requires additional work by academics and professional staff in the faculties. We are being asked to revise and reshape everything that we do, without commensurate reductions in expectations in any other area of activity. In addition, we face reduced budgets that are inadequate to deliver even the minimum that is expected of us.

We are proud of our department's reputation and we care for others whom we work with, as well as being proud of UTS's reputation, so we regularly "go the extra mile" to deliver outstanding achievements. It is disappointing that this is not acknowledged in a material way in the Discussion Paper.

Alternative Strategies and Broader Concerns

1. **Borrowing for Growth**: Refinancing the $300 million bond with $200 million appears overly cautious. Additional borrowing, backed by UTS's strong balance sheet, could fast-track critical investments. It is appropriate that the interest costs of this investment be spread over the years in which the benefits are derived, rather than creating a crisis by expensing them over a short period.
2. **Benchmarking**: Has UTS benchmarked its challenges and solutions against leading universities globally? Are cuts to academic staff the standard response, or are there more innovative approaches?
3. **Workload and Retention**: High turnover among Heads of Department indicates unsustainable workloads. The burnout rate is high, temporary appointments are being made, and selection processes do not ensure continuity of expertise nor, in some cases, appointments of senior and experienced leaders. These roles are critical to bridging university strategy and operational delivery—investing in their sustainability is crucial.

Conclusion

The Accounting Department remains committed to UTS's success and is eager to assist in shaping sustainable solutions. Our recommendations emphasise financial rigor, balanced decision-making, and a strategic approach that prioritises core academic and research activities.

We urge the university to leverage its strengths—world-class staff, innovative research, and financial resilience—to navigate this challenging period. The Accounting Department boasts world-class academics specialising in financing and cost management strategies, who are willing to share their expertise to support UTS in achieving its operational sustainability.

Note 1: Financial Statement Analysis

We have analysed the university's most recent financial statements and the following reported areas of expenditure concern us, in the light of cuts to expenditure on core academic activities related to teaching and learning:

(a) Outsourcing evaluations: we are aware that some professional staff areas such as Payroll have been outsourced. Is this cost effective and is it delivering expected benefits? The academic literature on outsourcing shows that it is effective in quite limited ways, and often results in unanticipated effects, particularly higher costs.

(b) Expenditure on consultants is high compared to the rest of the sector. The cost in 2023 (latest publicly available) is over **$45.53m** which is almost half of the targeted savings. We note that some consultancies in 2022 were used to support ARC grants. Surely, we have this faculty and department specific expertise in this area?

(c) Many other items of expenditure seem to be at unreasonably high levels, and/or to have increased substantially in recent years. We hope that a review of procurement processes will weed out inefficiencies in many of these areas: travel, cleaning, heating and lighting, security staff, entertainment, fees and subscriptions.

Note 2: Revenue

In the learning and teaching area, it is not clear that the loss of revenue from reducing the number of subjects offered has been considered. Has there been any modelling of reductions in student numbers and revenues from reduced subject choices? It is our elective subjects that draw on the particular expertise of academics, and often are the reasons why students enrol at UTS. If we remove our distinctiveness, what will draw students to enrol at UTS versus another university?

Has there been analysis of the most profitable students to enrol, and how we can attract such students?

Note 3: Teaching and Learning Delivery

We do not understand the following statements in the Discussion Paper:

The benefits of reducing subject numbers include:

- *improved student experience and learning and teaching quality, driven by curriculum alignment and enhancement against established principles (a)*
- *resources concentration achieved through reduction in required teaching capacity and professional support activities (b)*
- *enhanced flexibility for timetabling and teaching space utilisation (c)*
- *clearer options for students in relation to electives and timetable choices (d)*

(a) What is meant by curriculum alignment and enhancement against established principles? And how does that improve student experience, which research clearly establishes is based on time with teacher and engaging collaborative learning activities?

Is this related to

Course and subject alignment *– using performance data (enrolment, success, satisfaction and financial margin), design principles and strategic direction to develop clear patterns and trends that inform prioritisation of courses and subjects for curriculum transformation. This stream of work also includes reducing subject portfolio numbers with low or negative margin and consolidation of duplicate subjects within and across faculties.*

When will this evaluation be done and by whom? Isn't this what course reviews have addressed over many years? What does this new evaluation imply about such reviews?

Overall, the Sustainable Teaching and Learning Program would seek to:

- *Improve the quality of the student experience by streamlining course and subject options.*
- *Enhance academic engagement and assurance of learning.*
- *Boost student progression and completion rates.*
- *Maintain academic quality and standards.*
- *Ensure curriculum relevance to increase graduate employment and employer satisfaction.*

How can these be achieved and save money at the same time?

(b) We understand that resources concentration is another way of saying cut costs by offering fewer classes, but this is inevitable in areas with fewer student enrolments. It is not a decision that we will make, it will be made by students. Or is there a strategy to deliberately reduce student numbers in some areas? How will those decisions be made?

(c) Regarding timetabling, space utilisation and students' choices: We know that there are current room constraints that reduce options for students as classes are allocated to unpopular times. Fewer students and fewer subjects will certainly enhance flexibility in this highly constrained area of operations. We also know that there are not sufficient larger classrooms for larger classes to lead to cost savings. For example, some of our subjects in Business Analytics are taught in computing labs, but the only rooms that we can access on the timetable seat 40 students, so enrolling more students just increases the number of rooms and teachers. We do not believe that the classrooms available in the timetable will enable UTS to achieve these benefits.

Proposal for Adaptive Reuse of UTS Buildings: Cost Savings, Environmental Impact, and Enhanced Global Competitiveness

UTS faces a significant financial challenge due to the impact of the COVID-19 pandemic and recent governmental restrictions on international student enrolment. This proposal outlines a financially- and environmentally-strategic response based on the adaptive reuse of UTS buildings. While this is not an immediate cost-saving approach, it not only promises very significant cost savings over time but also represents the opportunity to create new income streams while simultaneously positioning UTS as a leader in sustainable campus development; addressing Australia's current housing crisis; and fostering a globally competitive, and more environmentally-responsible university precinct.

Amidst unprecedented financial challenges, this suggestion demonstrates that UTS has the opportunity to significantly reduce some costs, create new sources of income, and establish a globally-competitive position by investing in adaptive reuse of its campus buildings. This suggestion demonstrates how sustainable retrofitting can provide both immediate and long-term savings while enhancing UTS's global reputation as an environmentally responsible institution.

While this is not an immediate cost-saving approach, it not only promises very significant cost savings over time, but also represents the opportunity to create new income streams while simultaneously positioning UTS as a leader in sustainable campus development; addressing Australia's current housing crisis; and fostering a globally competitive, more environmentally-responsible, thriving and impressive university precinct.

1. Adaptive Reuse and Carbon Footprint Reduction

Studies on adaptive reuse show that retrofitting existing structures significantly reduces a building's carbon footprint by preserving the embedded energy in existing materials while cutting down on new resource use. According to the World Economic Forum, 'deep retrofits' can reduce energy consumption by up to 40%, leading to substantial cost savings on utility expenses while aligning with Australia's climate goals (WEF, 2024)

https://www.weforum.org/stories/2024/02/deep-retrofit-buildings-carbon-emissions-climate-change/

2. Case Studies Demonstrating Successful Adaptive Reuse

Globally, there are transformative examples of adaptive reuse in higher education and urban environments. The Wythe Hotel in Brooklyn, repurposed from a former industrial building, and London's Tate Modern demonstrate how reimagining old structures can produce vibrant, multi-use spaces that attract visitors and generate revenue. Closer to our mission, the University of Chicago has successfully retrofitted older campus buildings to reduce emissions while creating attractive spaces for students and faculty (Science Times, 2024).

https://www.sciencetimes.com/articles/51571/20241108/retrofitting-turn-old-buildings-green-powerhouses.htm

3. Strategic Steps Toward Adaptive Reuse at UTS

- **Partnership with Specialists in Retrofitting**: UTS could forge a partnership with one or more organisations that specialise in retrofitting for sustainability, such as the Australian Sustainable Built Environment Council <https://www.asbec.asn.au/>. Collaboration with experienced firms can provide innovative solutions that yield high ROI through efficient retrofitting processes and optimised energy systems.
- **Selection of Buildings for Retrofitting**: Identify buildings on campus that hold potential for high-density housing, retail, and recreational spaces. Criteria for selection would include (a) ROI potential, (b) suitability for conversion into multi-use spaces, and (c) capacity for eco-friendly upgrades (d) the ability to remove the buildings from UTS use for education and/or research purposes.

- **Operational and Logistical Adjustments**: Transition identified buildings from daily campus use to open space for retrofitting work. With the current work from home arrangement and online study, this reallocation of space will likely be achievable and and supported by staff and students who will understand the financial imperatives of UTS recovery.

4. Revenue Generation and Long-Term Cost Savings

Once retrofitted, these buildings could generate steady revenue through leases to students, faculty, and local residents. Additional revenue streams include commercial leasing to businesses, restaurants, fitness centres, and recreation spaces. These multi-functional buildings not only reduce UTS's reliance on international student fees but also provide affordable, high-density housing to meet the needs of the university community and the general public.

5. Educational and Research Opportunities

UTS can leverage these retrofitted buildings as real-world case studies in environmental sustainability and urban planning, integrating them into courses and research initiatives. This creates an opportunity for UTS to showcase its commitment to sustainable development and collaborate with industry experts on developing curricula that highlight adaptive reuse and sustainable design.

Resources Supporting Adaptive Reuse

1. *World Economic Forum*: Deep retrofits' potential for substantial carbon footprint reduction (WEF, 2024).
2. *Science Times*: Benefits of retrofitting buildings to turn them into green powerhouses (Science Times, 2024).
3. *Treehugger*: How preserving old buildings aligns with climate action goals (Treehugger).
4. *Slate*: Examining the carbon benefits of reusing buildings versus new construction (Slate).

By committing to adaptive reuse, UTS not only addresses its financial challenges but enhances its global image as an innovative, sustainable institution.

Poposal for Adaptive Reuse of UTS Buildings: Cost Savings, Environmental Impact, and Enhanced Global Competitiveness

Amidst unprecedented financial challenges due to the COVID-19 pandemic and the recent reduction in permissible international student enrolments, UTS has the opportunity to address cost issues and establish a globally competitive position by investing in adaptive reuse of its campus buildings. This proposal demonstrates how sustainable retrofitting can provide both immediate and long-term savings while enhancing UTS's global reputation as an environmentally responsible institution.

1. Adaptive Reuse as a Proven Strategy for Environmental and Economic Gains

Environmental and Resource Economics, a leading publication that examines the intersection of environmental policy and economics, highlights that retrofitting reduces resource usage and operational costs while providing considerable ROI over time. Research shows that adaptive reuse can reduce greenhouse gas emissions by up to 70% compared to new construction, as the carbon embodied in existing materials remains preserved (Environmental and Resource Economics, Springer Netherlands).

Studies in *Environmental Research Letters* corroborate this, demonstrating that retrofitting and energy-efficient upgrades can reduce energy use in commercial buildings by up to 50% when combined with sustainable operational practices (Environmental Research Letters, IOP Publishing). These reductions are particularly relevant for UTS, where utility costs form a substantial part of operational expenses.

2. Case Studies and Impact on Carbon Footprint

Real-world examples provide a persuasive argument for adaptive reuse. For instance, the adaptive transformation of buildings at universities in Europe and North America, documented in *Environmental Health*

Perspectives, reveals significant reductions in energy use and operational emissions through retrofitting initiatives (Environmental Health Perspectives, NIEHS). Similar projects, such as the repurposing of old power plants into art and educational spaces, show how a well-executed retrofit can result in a high-ROI, eco-conscious space that serves both institutional and community needs.

3. Strategic Actions for UTS

- **Partner with Specialized Retrofitting Experts**: UTS should collaborate with firms experienced in retrofitting, drawing on their expertise to maximize environmental and economic benefits.
- **Select and Prioritize Buildings for Adaptive Reuse**: Prioritize buildings with strong ROI potential, especially those that could become high-density living spaces for students and staff, as well as mixed-use retail and recreational facilities.
- **Transitioning Campus Operations**: Adjust building occupancy and usage patterns to allow phased retrofitting while minimizing campus disruption. This aligns with the findings in *Environmental Health* (BioMed Central), which highlights the role of indoor environment quality and retrofitting in supporting healthier, more energy-efficient learning environments (Environmental Health, BioMed Central).

4. Economic and Environmental Returns

Retrofitted UTS buildings can serve as high-density housing for students, faculty, and the general public, generating steady rental income while reducing utility costs. The investment could be recouped quickly through leases to commercial tenants, such as rooftop restaurants, fitness centers, and retail spaces. Furthermore, studies suggest that retrofitted buildings often outperform new structures in energy efficiency, yielding ongoing savings in utility expenses (Environmental Research Letters, IOP Publishing).

5. Teaching and Research Integration

UTS can incorporate the retrofitted spaces as case studies for students in fields such as environmental science, urban planning, and sustainable architecture. Collaborative courses with retrofitting firms, based on this adaptive reuse model, would position UTS as a pioneer in practical environmental education, aligning with global sustainability initiatives and showcasing the university's commitment to progressive, eco-friendly solutions.

Supporting Evidence for Adaptive Reuse

- *Environmental and Resource Economics* (Springer Netherlands): Economic benefits and carbon savings of adaptive reuse projects (Environmental and Resource Economics).
- *Environmental Research Letters* (IOP Publishing): Energy and carbon efficiency in building retrofitting (Environmental Research Letters).
- *Environmental Health Perspectives* (NIEHS): Health and environmental impacts of retrofitting initiatives in educational settings (Environmental Health Perspectives).
- *Environmental Health* (BioMed Central): Effects of retrofitting on indoor environmental quality and its role in sustainability (Environmental Health).

By leveraging adaptive reuse, UTS will gain both financial and environmental returns, fulfilling the university's need for operational savings while establishing itself as a leader in sustainable, future-oriented campus development.

Proposal for Adaptive Reuse of UTS Buildings: Cost Savings, Environmental Impact, and Enhanced Global Competitiveness

UTS is confronting significant financial challenges stemming from the COVID-19 pandemic and the recent government restrictions on international student enrolment. By investing in adaptive reuse of existing campus

buildings, UTS can address these financial constraints while positioning itself as a leader in environmental sustainability and innovative campus design. This approach promises long-term cost savings, environmental benefits, and a strengthened global reputation.

1. Adaptive Reuse as a Proven Strategy for Environmental and Economic Gains

Environmental and Resource Economics, which examines environmental policy alongside economic impacts, underscores how retrofitting existing buildings preserves embedded energy and leads to high ROI over time. Studies show adaptive reuse can reduce greenhouse gas emissions by up to 70% compared to new construction, retaining carbon embedded in materials already in place ([Environmental and Resource Economics, Springer Netherlands](https://link.springer.com/journal/10640)).

Findings from *Environmental Research Letters* also demonstrate how retrofitting can reduce energy use in commercial buildings by up to 50%, especially when combined with sustainable operational practices ([Environmental Research Letters, IOP Publishing](https://iopscience.iop.org/journal/1748-9326)). These studies are particularly relevant to UTS, where reducing operational costs is essential.

2. Case Studies and Global Examples of Adaptive Reuse

Examples from around the world illustrate the transformative potential of adaptive reuse. The Wythe Hotel in Brooklyn, New York—once a sugar factory—is now a boutique hotel featuring a rooftop bar, a farm-to-table restaurant, and views of the Manhattan skyline, all while preserving the building's industrial heritage. Similarly, the Tate Modern's Turbine Hall in London, formerly a power station, has been transformed into an internationally renowned art gallery that attracts millions of visitors annually.

The University of Chicago's adaptation of older campus buildings also exemplifies how universities can lower emissions and costs while creating attractive spaces for students and staff ([Science Times, 2024](https://www.sciencetimes.com/articles/51571/20241108/retrofitting-turn-old-buildings-green-powerhouses.htm)). Such real-world examples underscore how adaptive reuse can bring substantial economic benefits while aligning with sustainability goals.

3. Strategic Actions for UTS

- **Partner with Specialized Retrofitting Experts**: UTS should collaborate with firms experienced in retrofitting for sustainability to maximize both environmental and economic benefits.

- **Identify Priority Buildings for Adaptive Reuse**: Select buildings with high ROI potential, focusing on conversion into multi-functional spaces suitable for high-density housing and retail or recreational purposes.

- **Optimize Campus Operations for Retrofitting**: Adjust usage patterns to free up these buildings for retrofitting, minimizing disruption to campus functions. Findings from *Environmental Health* (BioMed Central) support how retrofitting for improved indoor environments can enhance energy efficiency and promote healthier settings ([Environmental Health, BioMed Central] (https://environmentalhealth.biomedcentral.com/)).

4. Economic and Environmental Returns

Retrofitted UTS buildings could provide steady revenue through leases for high-density student and staff housing and generate further income by leasing spaces for businesses, such as rooftop restaurants, fitness centres, and retail outlets. Studies, including those published in *Environmental Research Letters*, reveal that retrofitted buildings often outperform new structures in energy efficiency, leading to ongoing savings on utility expenses ([Environmental Research Letters, IOP Publishing](https://iopscience.iop.org/journal/1748-9326)).

5. Educational and Research Integration

UTS can further leverage these retrofitted spaces as case studies in environmental sustainability, architecture, and urban planning, integrating them into its curriculum. Collaborating with retrofitting firms to develop new courses based on these models will enhance UTS's reputation as a pioneer in sustainable development and provide students with practical, industry-relevant learning experiences.

Supporting Evidence for Adaptive Reuse

1. *Environmental and Resource Economics* (Springer Netherlands): Economic and environmental advantages of adaptive reuse ([Environmental and Resource Economics](https://link.springer.com/journal/10640)).

2. *Environmental Research Letters* (IOP Publishing): Energy and carbon efficiency improvements in retrofitted buildings ([Environmental Research Letters](https://iopscience.iop.org/journal/1748-9326)).

3. *Environmental Health Perspectives* (NIEHS): Health and environmental benefits of retrofitting educational spaces ([Environmental Health Perspectives](https://ehp.niehs.nih.gov/)).

4. *Environmental Health* (BioMed Central): How retrofitting enhances indoor quality and supports sustainability goals ([Environmental Health](https://environmentalhealth.biomedcentral.com/)).

5. *World Economic Forum*: Benefits of "deep retrofits" in reducing energy use and operational costs ([WEF, 2024](https://www.weforum.org/stories/2024/02/deep-retrofit-buildings-carbon-emissions-climate-change/)).

By embracing adaptive reuse, UTS stands to benefit from substantial financial returns and carbon reductions while contributing to Australia's broader sustainability goals.

Dear StaffQuestions,

Unfortunately, I ran into a word-limit issue while trying to submit my responses.

Here is my complete response to the Discussion Paper. Note, I have numbered the following questions to align them to the Feedback form. I pasted as much of my responses into the form, but the last part of some of my responses were cut off.

Also, there are some sections of the paper that I would like to provide input to, however these were not specifically asked about. As such, I have provided all my feedback here in this document.

Please let me know if any questions.

Discussion Paper responses aligned to Feedback Form Questions:

Q4: Do the seven Strategic Pillars sufficiently build on and extend UTS 2027 to provide clear focus and direction as our Foundations for 2030?

The UTS 2027 priorities had clear linkages to the core competencies of the university, namely Education/Learning and Teaching through "Lifetime of learning" and Research through "Connected Research". "Sustainable Partnerships" highlighted how we brought the outside in across our core competencies of Lifetime of Learning and Research. "Our Distinctive Identity" then tried to articulate what it is about UTS that is special, unique and recognisable in who we are, what we do and how we deliver. "Working Together" wrapped up the criticality of our staff to make all this happen.

The seven strategic pillars seem to be less connected, less related to each other and more independent of one another.

For example, the "Creative Industries" pillar is described as a being a "bold, whole of university initiative" yet this appears to have primarily manifested as the merge of FASS and DAB. I do not get the sense that this is a pan-university initiative. I thought the creation of the new faculty was going to set the blueprint for how a faculty's organisation structure could be reimagined, with greater efficiency and effectiveness, and this would have had a pan-university impact, at least with respect to structure. But so far all academic and professional positions appear to have been picked up and moved into one new org structure, except at the Dean's Management Team. It is also not clear to me what the name of the new faculty will be.

In terms of ensuring creativity and innovation across each of the faculties I thought this was partially the role of TD School, through their transdisciplinary elective subjects. Yet

TD School was left out of the new faculty, the reason being as I understood it that TD serves a broad range of industries and sectors beyond just the creative industries.

“Knowledge Exchange” appears to be a framework to represent everything we do. i.e. it does not appear to have a specific research focus. As a result, Research as a strategic pillar appears to have been removed in the UTS 2030 strategy compared with the UTS 2027 strategy.

I think the framing of “Global Partnership” is a clear extension of the “Sustainable Partnerships” strategic initiative and a better articulation of this priority.

I am concerned that the way the “Global Digital Growth” pillar is stated in that it appears to be focused on “future revenue growth”, which may be at the expense of profit. I would prefer this to be stated as “profitable future revenue growth”.

Some of the messaging about the financial issues we currently have is around the number of courses and subjects that are unprofitable on a fully burdened basis. i.e. while they contribute revenue they run at a loss. However new global partnerships such as CinLearn appear to have been modelled on an incremental cost basis with no allocation of university overheads nor academic research costs. Further, the assumption of zero course development costs appears significantly understated to me. As such, I am concerned that the focus is on revenue growth versus profitability, which will not contribute to solving the $100M gap once the revenue is fully costed. And the revenue drivers appear to have been built on an optimistic set of assumptions, including number and timing of courses to market and premium tuition fees for the China market. In the original set of assumptions, it had been determined that UTS should not be priced above 75% of the domestic Australian tuition fee in China. However, the new proposition has assumed a flat $40K tuition per course regardless of discipline area. This places the fees in the ~78%/80% range for FEIT and Business degrees and priced higher than the Australian fees for disciplines such as Education and Strategic Communication (108%). I had understood that the China market for non-MOE recognised degrees would need to be priced lower than the domestic degrees to be competitive. Net, if the revenue is represented at more of a high side/optimistic estimate than a base case scenario, the direct margin will also be represented at the high side and carry great risk of being delivered.

The “Pathways and Participation” strategic pillar seems like it could fit under an umbrella of an Education/Teaching and Learning focused pillar, such as the UTS 2027 “Lifetime of Learning” priority. Similarly, “Student Experience” could fit within the same umbrella.

“Business enablers and improvement” is described as a strategic pillar that “enables all of the above”. I like the depiction in the graphic of this pillar being at the foundation of everything else, but I would see it better described as “Our People and Business Enablers”.

Q5: Do they capture the priorities that will help us achieve our vision?

I feel that Education and Research each need to be drawn out more clearly as the core business areas/core competencies of what it means to be a university, which are needed to achieve our vision.

Q6: Is our current financial state and outlook clear?

The three major drivers of our current financials sustainability challenges are described on page 3, with point 2 stating that "the recent capping of our international student numbers…" is a significant driver of our financial challenges.

Now that the legislation did not pass, it is difficult to understand why the situation for UTS is being described as even less certain than it would have been under the cap. While I understand that the Government has done some damage to Australia's brand image with respect to international students through their proposal of the caps, it seems that the defeat of the legislation would similarly help to show international students that there is support for them to come to Australia. Additionally, what marketing and PR messaging / storytelling approaches are being undertaken by UTS to signal to international students that we are open for business and very supportive of helping them to achieve their learning and career goals?

When the legislation was expected to come into effect in 2025, there was messaging from UTSI and the University that faculties should try to enrol as many international students as possible in 2024, including offering more intakes in Summer 2024, to increase the international numbers ahead of the cap coming into effect.
Similarly, there was a focus to encourage UG International students to enrol in PG courses upon completion, because those students would not count in the cap. But now that the legislation did not pass, I'm not hearing the same level of urgency to increase our efforts so that at a minimum we secure 4,800 and ideally surpass this estimate to reach closer to the forecasted 2025 estimate of ~5,800. The visa processing issues were known when we set our forecast at ~5,800 international students, as stated at page 10, but now, despite the international cap not coming into effect, the sense of urgency in 2024 for increasing our student numbers seems to have been replaced with a sense of caution to not strive for more than 4,800 in 2025.

Net, the current financial state appears as though it could be back in the ~$45M gap range, if we get on the front foot in the absence of international caps and assuming the visa processing challenges remains as they were when the forecast for an additional 1,000 international students in 2025 was made.

Q7: Does this explanation make a compelling case to act now to address our financial sustainability challenges?

Yes, I think that even without the international student cap, we were still sitting on a gap in the ~$45M range. As such I do find it compelling that we need to address a gap of even this magnitude in a systemic way. I don't think it is appropriate or effective to deploy cost savings targets to individual units/Faculties/divisions and have everyone independently figure out how they are going to cut costs, restructure and find new growth opportunities.

Sustainable Teaching and Learning

Q8: Please provide your feedback, comments or suggestions related to Sustainable Teaching and Learning

It is mentioned at Page 16 that "we have significant duplication of subjects".

It would be good if the list of duplicative subjects could be shared with the faculties so that we can address this? I assume this is referring to duplication at a pan-university level? Has someone done the mapping to show similarly named subjects by faculties, and what is the process to review and determine the path forward?

There is also the following statement:

"66% of all subjects taught at UTS have a negative financial margin."

I don't think this statement provides the full context, since it implies that if 66% of all subjects were eliminated the university would be in a significantly better financial state. But a quick analysis of the 2023 ACV data at the Course level reveals that we have 205 Undergraduate degrees, and 189 of these have a negative margin on a fully burdened basis, i.e. 92% of all UG degrees have a negative financial margin, worth ($137M) loss. These courses house many of the negative margin subjects referred to in the statement above.

If we were to eliminate these courses and subjects, we would be left with just 2 x Business, 4 x DAB, 3 x FASS, 2 x Health, 5 x FEIT, and nothing to offer in Law, Science or TD in terms of UG degrees. This obviously would not make sense to have such a limited portfolio. And eliminating these degrees would mean needing to eliminate the $136M of indirect allocated costs that these courses carry, in addition to the direct faculty costs to deliver these courses.

When I examined the 205 UG degrees from a Direct Margin basis, 164 out of 205 are profitable; 80%. Of the 20% that are not profitable, the majority are very close to breakeven. The 41 unprofitable courses yield a total negative direct margin of ($1.1M), which averages to ($26K) negative margin per degree. To summarise, the number of negative UG degrees increases from 41 out of 205 on a direct margin basis to 192 out of 205 on a fully burdened basis, with the loss increasing from ($1M) direct margin to ($137M) fully burdened margin.

So the issue appears to be that the allocated overhead costs are too high, or the direct margin is too low, or a combination of the two. The earlier analysis I provided shows that indirect costs have significantly outpaced the growth in direct costs when comparing 2023 data to 2019, indicating that the initial focus should be to examine the indirect costs. To help determine where the focus should be, did we obtain benchmarking data that shows the average direct margin per faculty at other universities. And the proportion of allocated overhead costs to direct costs at other universities? And how does UTS compare?

This next statement is also made: "Of those [subjects], 67% have less than 10 EFTSL enrolled."

The faculties received some data that showed subjects and headcount (not EFTSL) on 2 Oct 2024, with a request to review and consider where efficiencies could be found. Law provided a response on 16 Oct 2024. We are still awaiting feedback on our response.

When we reviewed the data for Law, we found many examples of Linked UG-PG subjects, whereby Law has already created efficiencies by combining equivalent UG and PG subjects into the same teaching instance. The subject numbers are different, but the teaching instance is the same, with both the UG and PG students in the same classroom being taught by the same teacher. Updating the raw data provided to us for this dynamic made a large improvement to the overall Subject Distribution for the Faculty of Law, as follows:

- Subjects with **1-10 headcount** reduced **from 28 to 7**, down **from 17% to 4%** of the total number of subjects.
- Subjects with **11-20 headcount** reduced from **17 to 11**, down from **10% to 7%** of the total number of subjects.

Of the 7 subjects that remain in the 1-10 headcount range, each is required as follows:

- 3 are Mooting subjects, which are essential offerings for the Brand and Reputation of a Faculty of Law
- 1 is a Research Paper, which is a Linked PG-UG Core Research subject
- 1 is a Capstone Law and Technology subject, which is essential for the Brand and Reputation of a Faculty of Law within a University of Technology. This is an area where we would like to increase our student numbers and research outcomes, however we are under-resourced within our academics to be able to do this. We are trying to address this via the strategic recruitment of backfills for staff who resigned/retired.

- 1 is a Work-Integrated Learning subject that provides a global professional experience as part of an international legal internship, which again supports the brand, reputation and strategy of the faculty
- 1 is a Core Legal Theory subject within the JD

We also provided information on the 11 subjects within the 11-20 range, and a spreadsheet with all the details for each subject, including the subject numbers of each of the linked subjects, and the Faculty direct margin from the ACV.

If other faculties have similar dynamics with linked PG-UG subjects then the raw data would be even more overstated with respect to the number of small subjects identified.

It would be good to receive the feedback on this exercise, and to see the re-cut version of the data taking into consideration the insights provided by the faculties.

Regarding the "67% of subjects having less than 10 EFTSL enrolled". 10 EFTSL is approximately 80 students per subject. This statement implies that we should consider removing subjects with less than 80 students. And the implied basis to do so would be to achieve economies of scale benefits. But there is no scale benefit of marking, so the scale from teaching delivery would need to come from having larger class sizes. i.e. a class of 80 students with 1 teacher would be more cost effective than 3 classes of 26-27 students. But when I compare the publicly available benchmarking of the Student to Teacher Ratio across all Australian universities, it shows the average is 22:1 and the mean is 21:1, with UTS sitting at 23:1. See below table. Note Faculty of Law sits at 25:1.

From a student experience standpoint, if UTS were to increase the ratio significantly beyond the ~25:1 range towards the 80:1 range we would become a significant outlier compared to the other universities, and not in a positive sense. This would also go against the statement made at page 8 that says "Student experience is at the heart of our decision making".

Additionally, we don't have the facilities to accommodate shift towards this quantum of students in a single classroom with a single teacher.

Good Universities Guide - Australian university ratings and rankings 2025

https://www.gooduniversitiesguide.com.au/university-ratings-rankings/latest/undergraduate/student:teacher-ratio

	University	Student:Teacher Ratio
1	ANU	11:1
2	Bond	11:1
3	Flinders	16:1
4	James Cook	16:1
5	Murdoch	18:1

6	Uni Tasmania	18:1
7	UniSQ	18:1
8	Federation University Australia	19:1
9	Swinburne	19:1
10	ACU	20:1
11	CQ University	20:1
12	Sunshine Coast	20:1
13	Uni Melbourne	20:1
14	Wollongong	20:1
15	QUT	21:1
16	Uni South Australia	21:1
17	Charles Sturt	22:1
18	Monash	22:1
19	Notre Dame	22:1
20	U Sydney	22:1
21	UNSW	22:1
22	Canberra	23:1
23	Curtin	23:1
24	Deakin	23:1
25	Griffith	23:1
26	Uni WA	23:1
27	UTS	23:1
28	Western Sydney	23:1
29	UNE	24:1
30	Uni Queensland	24:1
31	La Trobe	25:1
32	Newcastle	25:1
33	Southern Cross	25:1
34	Torrens Uni	25:1
35	Uni Adelaide	25:1
36	Edith Cowan	27:1
37	Charles Darwin	28:1
38	Macquarie	28:1
39	Victoria University	29:1
40	RMIT	30:1

Benchmarking data that shows how many subjects we have per faculty compared to other universities, and the EFTSL comparisons per subject would be useful.

Additionally, the 10 EFTSL has been described as a starting point, but even looking at 5 EFTSL per subject would mean 40 students on average. Are we saying that we are considering moving to a 40:1 ratio which would still be a significant outlier versus all other universities?

Assuming class sizes do not expand out to 40 students per class, the development cost of developing a subject is the main area where scale benefits could be achieved. It

would be good to understand how many new subjects are being developed each year. This could be an opportunity area and another area where I would like to see the benchmarking against the other universities.

The second point from the high-level analysis states that: “Across all subjects, including the subjects that have a positive financial margin, different levels of duplication exist.” For Law this may be referring to the linked UG and PG subjects, which are effectively the same subjects by design, which bring UG and PG students into the same teaching instance to maximise class sizes. Has the data Law provided been cross checked with the KPMG analysis to determine if this is what has been identified? It would be beneficial if the faculties could see the data being referred to here so that we can understand what, if any, opportunities may exist.

The third point states: “Based on the current teaching allocation according to workload models (including face-to-face and associated non-timetabled and administrative time) it appears UTS is not fully utilising existing teaching capacity. “

If this is case, what is the mechanism to correct this? Should there be more standardisation across the Faculty Workload Guidelines? In one of the DVCR’s Engagement sessions she mentioned that there would be some future work to standardise workload allocation of HDR supervision, for example, since this counts towards Teaching workload in some faculties and Research in others. If we are not fully utilising our teaching capacity then it would be good to understand the quantum of F2F/Delivery teaching allowances given for other work activities and how much this varies by faculty internally, and how it benchmarks by faculty to other universities.

After the three points about the high-level analysis, the following statement is made: “Based on these findings, we need to first work together to reduce the size of our subject portfolio.”

From my point of view, we need to first work together to vet the raw data and understand the drivers of it, before jumping straight to reducing the size of the subject portfolio. There likely will be the opportunity to remove some subjects, but removing subjects without addressing the significant overhead burden they carry will just result in the remaining subjects carrying an even larger burden and becoming less profitable then when the other subjects were still there.

On page 17, the following is stated: “Portfolio strategy development – based on our strategic direction and priorities, and enterprise-wide programs, this will create a clear statement that defines the university’s desired portfolio of courses: what we teach, in what modality and to whom. Thus, we ensure clear criteria for maintaining the award

course portfolio and highlighting where there are opportunities that can enable global growth now, and in the future."

Who is contributing to this work? What Faculty representation is included?

Research Productivity and Investment

9. Please provide your feedback, comments or suggestions related to Research Productivity and Investment.

Similar to the initial analysis for the Sustainable Teaching and Learning, I would ask if the data for the Level D and E academic staff has been vetted?

Overall I agree that there appears to be opportunities to increase our research funding. With respect to the point about "Average funding per researcher is $75,000 per FTE compared with the highest performing ATN university, which receives $142,000 per FTE."

It would be good to see the granularity of this statement at the faculty level. It seems to me that the STEM disciplines may attract more funding than the HASS. What is the mix of faculties at the higher performing ATN uni?

Another question I have is about how much duplication of work exists between the Central Research office and the Research offices in the faculties? And where is that work best placed?

Also, how much support should be provided for supervision of HDR students? I saw some internal benchmarking analysis that appeared to indicate a wide discrepancy across faculties. It would be good to understand this better, including completion etc., to determine what an appropriate average amount of time for supervision should be.

And it would be good to standardise whether HDR supervision is a teaching allocation or research allocation in terms of academic workload guidelines, because this varies across the faculties.

Operating Model

10. Please provide your feedback, comments or suggestions related to Operating model.

Regarding the core findings from the deep analysis that was completed;

- With respect to the large number of duplicate and inefficient processes it would be good to understand the quantum of simplification planned via the ERP, CMM investments etc. What are the expected resource savings from these projects?
- Since UTS has the second highest professional services FTE in the ATN, it would be good to see the benchmarking separately for the Faculties and

Divisions/Centres. Where does the 'right sizing' need to occur? It has been identified that there are many inefficiencies in people process, such as recruitment specifically – yet the People Unit re-organisation yields no savings, (as stated at page 12). Why is that? Are those savings expected to come after the ERP is implemented? But would that be possible to make staff reductions when ERP is introduced because the People Unit already went through a restructure?

- Similarly, the reorganisation within DVCES of the Learning Design and Technology Unit, Teaching Learning and Curriculum unit and Education Partnerships and Product Strategy unit etc. did not yield any reduction in roles, noting that there was no ingoing intention to reduce roles when that reorganisation took place.
- It is stated that the professional workforce makes up 62% of our continuing and fixed term staff. According to the 2023 ACV data, from a financial standpoint Total Academic staff costs are $281M and Total Professional Staff costs are $6M lower at $275M. These figures would include casual staff costs on both sides so it is not possible for me to compare the Fixed Term and Continuing only. But the point is that in addition to looking at Headcount, or FTE (it is not stated which basis the 62% refers to), we should also look at the dollars. I would expect professional staff members to cost less on average than academic staff members. From a cost savings perspective, it would be important to understand the cost per staff member and not just the number of staff members.
- Improving the spans and layers of management is a good opportunity, and I feel there also needs to be a cultural shift with respect to managers viewing their roles as being more than the supervision of staff only. They should also feel ownership to deliver specific pieces of work themselves – not everything delegated to their direct reports.

Other inputs from me about the Operating Model include understanding the areas where there appears to be duplication of effort between the faculties and central units/divisions doing similar activities.

Also what are the savings expected from the IT Operating model change?

I would also look specifically at the following org units:

- Is there an opportunity to bring Marketing and Recruitment back together? Has the division of these areas been successful? Our inability to trace the top of funnel marketing activities through to conversion/student enrolment, combined with the split of accountability in the middle of the funnel does not seem to be an effective operating model.

- Is UTSI right sized if we are saying that we are going to be constrained with our international student numbers? With the increasing cost of international scholarships and reducing number of international students are we maximising our return on investment in this area?
- SILC Business School in Shanghai is highlighted on Page 4 and it would be good to understand what the fully burdened profitability is for these courses after 30 years in market, since my understanding is that there was a question mark over their financial viability, based on information shared by the Faculty Finance Manager in 2022/2023.
- TD School was excluded from the new faculty for Creative Industries, but I think it is challenging for TD to be a school that does not belong to a faculty. I hear feedback about how difficult it is for TD to be across everything when they don't have Dean representation in ULT, for example. I think there may be an opportunity to reconsider the structural fit of TD School to make it more effective.
- I would also consider adopting something more similar to the People Unit restructure for the Strategic Marketing Business Partners combined with the subject matter expertise in specialist discipline areas. This could enable MCU to better leverage marketing expertise and skills and reduce some reliance on external agencies/third parties.

Other Areas

Q11. Procurement practices: To me the pursuit of possibly realising up to $10 million in savings by extending our current work around procurement practices would be worthwhile. I would support this work being evaluated for its ongoing contribution.

Q12 Faculty Structures: I agree that the lower potential return from merging faculties does not appear to be worth the distraction, especially at this time.

One point of consideration may be TD School. Since it was excluded from the new faculty for Creative Industries, I think it is challenging for TD to be a school that does not belong to a faculty. I hear feedback about how difficult it is for TD to be across everything when they don't have Dean representation in ULT, for example. I am not in TD School so not directly across this, but I think there may be an opportunity to reconsider the structural fit of TD School to make it more effective.

Q13 Remuneration strategies: I believe a review in this area would be worthwhile to ensure greater transparency and to address pay distortions among the professional, academic and senior staff profiles. This needs to be managed sustainably and fairly. $10.5M worth of discretionary market loading and allowances is significant in the context of trying to find $100M savings.

Q14 Facilities management – I agree with the approach described here

Q15 Centres – I agree with reviewing the cost to maintain the centres.

<u>Other Aspects of the Discussion Paper that were not asked about in the Feedback form:</u>

Transforming UTS – programs already underway

IT Operating Model – how much savings is expected from this program, and over what time horizon? This statement on Page 12 that says "the benefits of which will only be realised if we embed them in our work practices as they become available." makes it sound like there is a risk that no savings are going to be achieved from this, which is concerning.

It is also concerning that the following statement is made about the People Unit: "The People Unit Operating Model is currently being implemented to support this however there are no savings to be realised from this change." This is concerning, that a restructure including staff lay-offs is not expected to yield any savings.

Withing transforming UTS, there are references to several technology investments, which were also referred to on page 5 as follows:

"Technology investments— including the Enterprise Resource Planning system, Curriculum Management Modernisation and Digital Presence Program, among others— aimed at business transformation and expected to deliver operational efficiencies, were in planning and implementation stages. However, increases in professional staff expenditure and pressures on capital investments are difficult to reconcile with the current finance plan." The last statement in the above paragraph makes it sound like there may not be a net savings from these projects which is concerning.

It would be good to understand the quantum of savings expected to be delivered from these investments in technology. For example, I have learned that there are 40 core systems connected to NEO and an additional 30 interrelated systems. Does the investment in the ERP allow the elimination of some of these other systems? What is the pattern and timeline of investment versus savings expected from operational efficiencies? Similarly with the CMM investment, what is the return on investment on this initiative? And how much operational efficiency and revenue upside is expected from the investment in the DPP?

Overall it would be good to understand the investments and return on investment to give confidence that we are able to make smart choices.

Section 2: Our approach to operational sustainability

Again, within the five operational sustainability programs that were identified, I would state “Revenue growth optimisation” as “Profitable revenue growth optimisation”

Since these 5 pillars targeted savings in the $40 - $60M range, it seems to me that these might be sufficient, pending where things land with international students.

Section 3: Future state options for consideration

KPMG was brought in to aid with benchmarking and the assessment of options. Where can we access the benchmarking data? It would have been helpful to include the benchmarking and analysis in the discussion paper, rather than just showing the high level overview of the actions arising from the KPMG analysis. It makes it difficult to interrogate the high-level actions without understanding the details.

I find it interesting that the following statement is the first statement made with respect to considering the options, which to me implies the first avenue of cost cutting is via staffing cuts:

“Given the significant savings required, there is no avoiding the need to reduce both

professional and academic staffing levels.” (top of page 16)

Reducing academic staffing levels is the last place I would look for cost savings, since the academics directly deliver the core business of the university, enabling the delivery of student income, enterprise learning income and research income. I would definitely prioritise reducing professional staffing levels ahead of academics, and carefully consider professional staff reductions options across both central divisions as well as the faculties. The current narrative appears to be squarely aimed at reducing academic and professional staff from the faculties.

The paper states that initially there was a focus on professional staffing levels, but that “given the reduction in student numbers under the international student caps and a larger reduction in expenditure required, academic staffing also come into focus”, page 16.

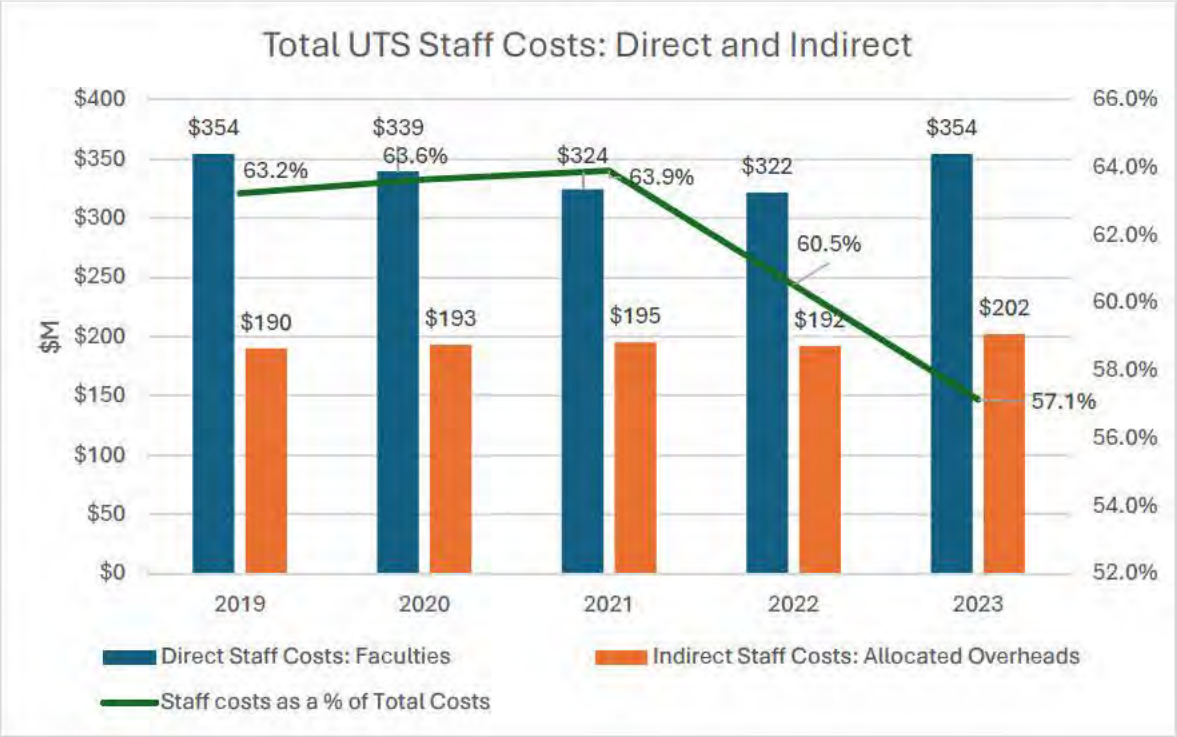
However, when I review the ACV data from 2019 through to 2023 (unfortunately 2024 is not yet available), it shows that total UTS revenue is up $13M in 2023 compared to what it was in 2019, while the absolute cost of the Direct Academic workforce in the faculties has come down ($9M) from $279M in 2019 to $270M in 2023.

Indirect Academic staff was relatively small at $13M in 2019 and this has come down by ($2M) in 2023 to $11M. Net, according to the ACV data, Total Academic workforce costs are lower in 2023 than they were in 2019.

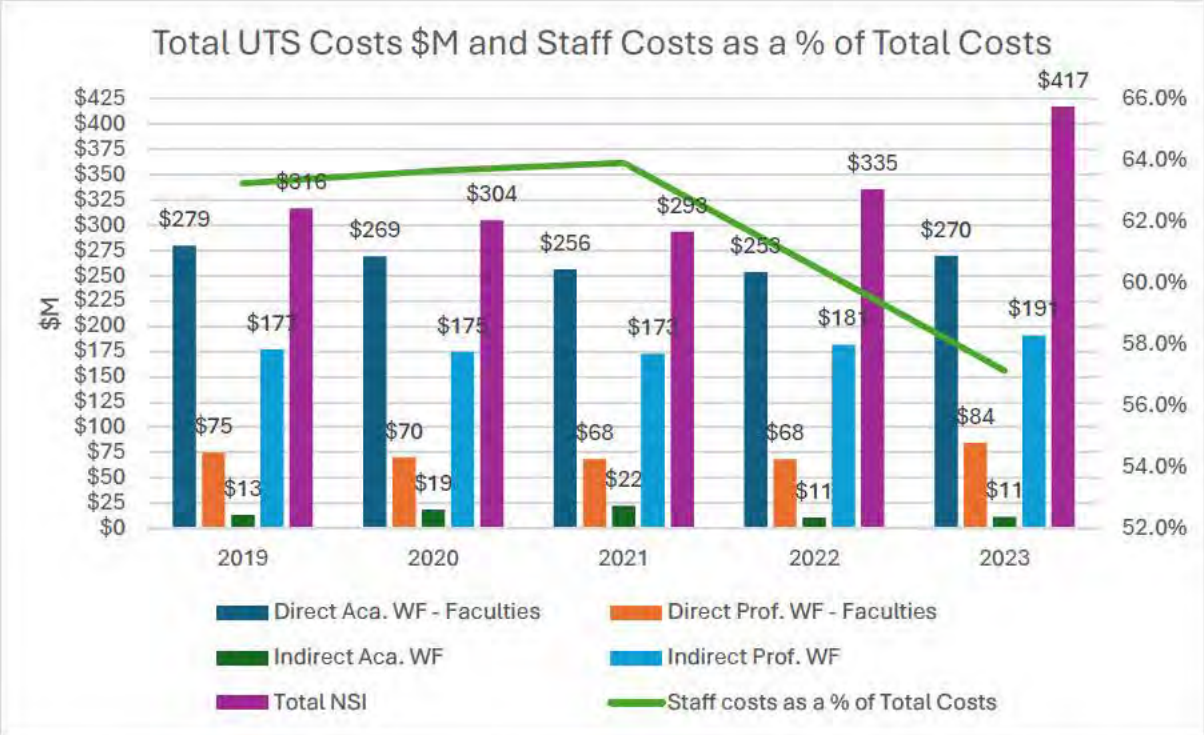
On the Professional staffing side, Direct Professional staffing in the faculties has increased by $9M from $75M in 2019 to $84M in 2023. This is an equivalent offset to the reduction in Academic staff in the faculties, meaning that total Faculty staffing has remained flat in 2023 when compared to the cost structure in 2019.

Indirect Professional staffing has increased by $14M from $177M in 2019 to $191M in 2023.

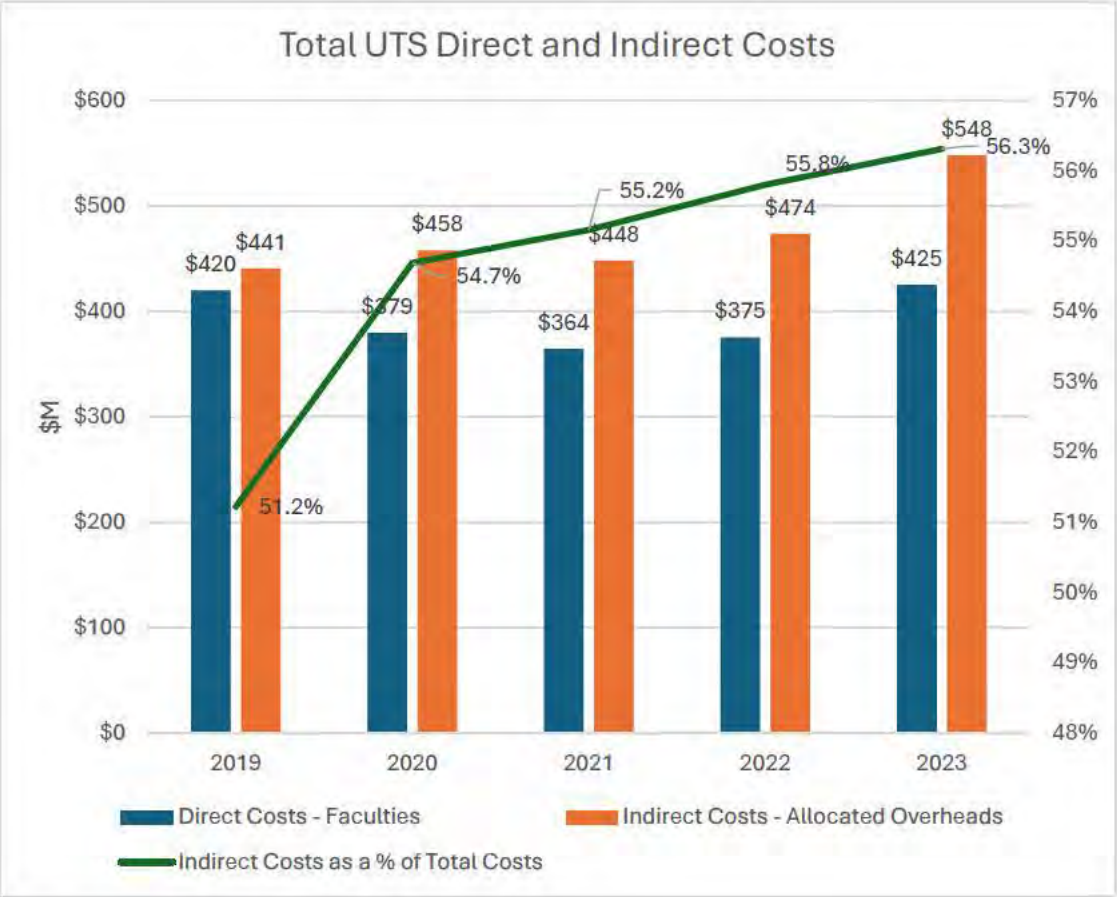
The net overall increase in total staffing costs (Direct and Indirect) is only +$12M in 2023 versus the staffing costs in 2019. Given the relatively modest increase in staffing costs, and the disproportionately larger increase in Non-Salary Items (NSI), Staffing costs as a % of Total Costs have decreased over the period since 2019 from 63.2% of Total Costs to 57.1% in 2023. Refer to the graph below which has been created from the ACV data.



For the breakdown between Direct Academic and Professional staff, and Indirect Academic and Professional staff, please refer to the following chart. This chart also shows the significant growth in NSI since 2019 when NSI was $316M, compared to 2023 when NSI is now $417M; +$101M compared to the 2019 cost structure. This is the area of increase in costs that I would first interrogate to understand the drivers and potential areas to find savings.



Further, in 2019, the split between Total Direct Costs (Academic Workforce (WF), Professional WF and NSI in the faculties) and Total Indirect Costs (Allocated Academic WF, Professional and NSI) was approximately 50/50. In 2023, Indirect Costs as a % of total Costs has increased to 56.3%. See graph below. Again, I feel it would be good to determine what could first be cut from Total Indirect costs and Direct NSI before looking to the Direct staffing costs.



I would suggest the following approach:

1. Analyse **indirect cost pools** to improve the structural economics of the university.
    a. Where can we find savings that will have the least impact on teaching and research? We need to protect the quality of our product/service to our consumers; i.e. our award degrees to students and our short forms of learning to enterprise clients and learners, and maintain our commitment to research excellence with impact. Direct costs, such as the academic workforce and professional staff in frontline roles that support students and research would be second priority for cost savings, after exhausting all savings opportunities from the indirect cost pools.
2. Analyse the indirect cost pools from a **whole of University** approach, with Process Owners assigned to each spend pool. Purchasing/Procurement and Finance would play critical roles in this but there would need to be Business Owners as well who understand the nature and purpose of the spending. The KPMG benchmarking data would likely also provide some insights compared to other universities.
3. Adopt and encourage an "**every dollar counts**" mindset throughout the organisation. We should tackle the large spend pools first, but the smaller spend

pools should not be overlooked. This is another reason to aggregate the spending in each cost pool to obtain the whole of university picture, because some costs may be overlooked when viewed by each faculty/unit/division separately if deemed immaterial.

4. Include every **third-party partnership/contract** in scope, and treat every contract renewal as an opportunity to get best value in market. We should adopt the mindset that savings AND increased capability can both be achieved through contract renewal.

Examples of third-party contracts:

a) **Media / Marketing agencies** - How much do we pay in management fees to agencies such as Bench Digital Media, and are we leveraging our scale to achieve best value from these types of contracts or is each faculty managing it separately? If I understand correctly, we may be paying ~25% of our expenditure in commissions with these agencies. Do we need the agencies or could we do some of this work ourselves with the right expertise?

- Similar to the new People Unit operating model, could we not have fewer Strategic Marketing Business Partners who are shared across the faculties, and Specialist Marketing advice from centres of expertise in areas we currently use some of the media agencies for, like scheduling social media?

b) **Consultants** - what is the nature and total cost of all the various consulting contracts being engaged by faculties, divisions and central? Every half million or million dollars of spending in consulting does add up. Do we not have internal talent with expertise who could be seconded to high priority projects instead of paying premium fees to external consultants? Or could we not invest in building in-house capacity to stop utilising external consultants in certain areas? I believe this was the intention in MCU's Market Research area, but we still at times receive the guidance from MCU that it's not best practice for UTS to undertake market research about ourselves since it creates undue (favourable) bias in the responses. It would be good if there were clearer principles about when to engage external consultants versus work that should be done in-house.

c) **Recruitment agencies** – How much do we pay in total fees to recruitment agencies and have we seen the return on investment?

d) **International agency fees** – do we have KPIs for agents and do we measure the return on investment, taking scholarships into account?

e) **IT Vendors?** I don't know the IT area well enough, but do we have third-party contracts in place that continue to roll over without checking for market competitiveness?

Examples of indirect spend pools that cut across faculties and divisions. These may appear immaterial when considered one unit at a time, but would be good to understand the total quantum of spend int these areas.

a) **Light meals/refreshments and Entertainment** - it would be good to analyse how much is spent for internal purposes only (internal UTS staff only) versus external purposes, such as business development, research collaborations etc. which include people outside of UTS. I think there is an opportunity to reduce the amount of internal spend in this area and to have principles applied at the whole of university level.

b) **Travel** - similarly, it would be good to understand the nature of travel that takes place and how directly it contributes to profitable growth. It would be good to analyse the spectrum of 'essential' travel through to 'non-essential' travel.

c) **Marketing spend** - separate from the marketing agency fees, how much are we spending on marketing and what is its effectiveness? How much is spent towards UG, PG and International and are there intentional strategies against these cohorts based on the differing drivers and levels of market demand? I understand that we cannot currently measure the impact of our marketing spend in terms of number of conversions to student enrolment because MCU does not yet have the data/functionality/analytics to show the conversion rate. Until we have this capability, and the DPP up and running, and a more sophisticated CRM that captures all touchpoints to enable more effective conversion, should we reconsider the amount of investment made in this area?

d) **Staff Professional Development** – how much is spent with external providers versus what could be delivered in-house? With the People Unit Operating model update it seems we may have an opportunity to strengthen this area in-house. I am not saying that Staff Professional development should be cut – in fact I think it needs to be strengthened in the areas of people management, for example, but I think we have an opportunity to be more effective with our resources in this area.

Other feedback:

With reference to our vision at page 3. I feel that the Vision is missing the **why**. It only says **what** we want to be, and it sounds self-serving – i.e. we are in this for the recognition. For me this misrepresents what I feel is the purpose of UTS.

Vision as currently stated: "To be a leading public university of technology recognised for our global impact"

I would suggest something more along these lines:

To be a leading public university of technology that improves lives at the individual, societal, national and global level through the impact of our research and the empowerment afforded by our teaching and learning.

Closing comments:

There was very little discussion about profitable revenue growth opportunities. At page 13, the following is stated: "While we had previously identified new educational opportunities—particularly in short forms of learning and postgraduate education—we recognise that the market has changed in terms of both student demand and competition."

I feel there is money in the B2B market with government, corporates, industry etc. Law has had to decline participating in tenders, including those we were confident of winning, due to lack of resource capacity and I understand this to be true of other faculties. There are opportunities out there, but we don't have the agility and capacity to take them up.

Faculty of Law has demonstrated to be a strong investment choice as a driver of profitable revenue growth for the University. Law has a lean faculty workforce profile, with Revenue and Direct Margin Growth significantly outpacing the faculty's workforce growth. Faculty of Law significantly exceeded its Commencing UG Load target in 2023 by 177 EFTSL; +30%, and again in 2024 by 119 EFTSL, +16%, in addition to another 64 EFTSL of 2024 Continuing UG Load above target, despite the targets having been reset significantly upwards following the strength in 2023. 2025 Taught Load is again forecast to increase +11%, with Gross Revenue increasing by $10M, +18%. PG Commencing load in 2024 returned to 2019 pre-Covid levels and grew +23% versus 2023, which was already +28% growth versus 2022. Continued expected PG growth of +15% in 2025 Commencing and Continuing load yields +20% growth in Gross Revenue; +$4M.

In summary, Law has achieved double-digit Revenue and Margin growth while holding modest low-single digit growth in Continuing and Fixed Term staff. Continuing & Fixed Term Academic staff has a 4-year CAGR of just 4% between 2021A and 2025B, inclusive of the 2024 casual conversions and BAU Replacement staff. Professional staff has a 4-year CAGR of just 3% during this same period. The Teacher to Student Ratio expanded from 23:1 in FY21A to 25:1 in FY25 Budget. Academic Staff to Professional Staff ratio also expanded from 3.2 in FY21A to 3.6 in FY25 Budget. Excluding Anti-Slavery Australia lawyers (hired as professional staff) further expands the ratio to 4.2. Note this places Law well above the total faculties average of 2.7 in FY25B.

Additionally, UTS Law is ranked #7 in Australia: the top ranking non-Go8 Law school, ahead of University of Adelaide and University of WA. UTS Law contributes favourably to the overall UTS Ranking of #9 in Australia, with Academic Reputation and Employer Reputation well above the Total UTS average; UTS Law has an Academic Reputation score of 70.9 versus 43.4 total UTS, UTS Law has an Employer Reputation score of 70.8 versus 57.8 total UTS

Law also has the second highest Direct Faculty margin of all faculties at 53.6% in 2024 Spring forecast. This margin has increased by +2.2 percentage points versus 2023 actuals.

Law is currently in the position of having to actively try to constrain commencing undergraduate student numbers due to lack of capacity to teach, despite these students being profitable on a direct margin basis. These students are profitable to the faculty due to the significant contribution the student makes relative to the Govt contribution; $16,323 versus $1,236 in 2024. The [redacted] shared at the [redacted] in Sept-24 that based on high level analysis, the notional margin on above the cap students for Law is $13,232 per student (second highest behind Business which is $14,540). Net, in the context of financial sustainability, it seems counterintuitive that Law needs to try to constrain student demand and say no to some Enterprise Learning opportunities due to lack of academic resource capacity. Appropriate investment in the faculty's capacity would enable continued profitable growth and has proven to yield a good return on investment. We have a business case in for investment in new academic staff to address the capacity issues, and from a portfolio view I see that Law plays its role of delivering profitable revenue growth and pushing up the overall University ranking. Net, I believe Law is a worthwhile investment choice.

WIL, Internships and Career Development

Proposed Changes for Operational Sustainability

Prepared by UTS Careers

The Current Landscape - WIL, Internships and Career Development

The current Work Integrated Learning (WIL) ecosystem at UTS, particularly internship experience, is supported by a multifaceted framework involving several units with distinct roles:

- The UTS WIL Quality Framework provides a pedagogical structure for WIL in the curriculum.
- The Professional Education and Practice Network (PEPN) facilitated by the Teaching, Learning and Curriculum Unit is a Community of Practice that champions best practices in development, design, delivery, assessment, and evaluation of WIL.
- UTS Careers manages CareerHub, the operational system that advertises potential internship opportunities and handles end-to-end internship processes for a number of subjects across faculties, including Business, FEIT, Science, Law, FASS and DAB.
- Faculty internship teams are responsible for approving and monitoring internships to ensure they meet legal, insurance, and educational requirements, as well as coordinating curriculum and assessments for professional practice subjects.
- Additionally, Careers Consultants from UTS Careers deliver career education within internship subjects, supporting students in their search for internships, their transition into and reflection of internship experiences, and the integration of their WIL experiences into long-term career planning.

Operational Challenges and Potential Risks to UTS

While the involvement of multiple units brings a wealth of expertise and perspectives, the fragmentation of responsibilities brings a lack of clear authority, inconsistencies in processes and student experience, ultimately putting both the University and our students at risk.

For instances:

- **Variation in Staffing and Resources:** There are significant variations in staffing and resources dedicated to internships across faculties. The Transdisciplinary School, with its dedicated team, has well-established processes. In contrast, the Faculty of Engineering and Information Technology (FEIT), which supports a large cohort, has good resources. However, the Design, Architecture, and Building (DAB) Faculty lacks dedicated WIL staff, resulting in DAB students missing out on potential for-credit internship opportunities from industry partners.

- **Inconsistent Processes on CareerHub: The** CareerHub platform hosts 52 active workflows, with the majority dedicated to internship management. There are significant inconsistencies in these end-to-end processes across faculties. UTS Careers are the product owner of this platform and have formed the CareerHub Community of Practice for our internal stakeholders to streamline, optimise and ensure cohesiveness across CareerHub. We're currently working with our internal stakeholders to review processes and identify gaps/differences in processes. However, without a clear line of authority, UTS Careers can only provide recommendations, leaving final decisions to the faculties.

- **Risk with Policy Enforcement:** The UTS Internship Management Policy outlines the Deputy Vice-Chancellor (Education and Students) as responsible for policy enforcement and compliance. However, since the WIL Audit in 2019, there has been no visibility on current WIL and internship activities across UTS. This lack of visibility hampers effective policy enforcement, increasing the risk of non-compliance and undermining the quality and consistency of WIL experiences.

- **Concerns Over Unpaid Internships:** In 2022, it was flagged that UTS was one of the largest hosts of internship experiences for its students. There have been concerns about the number of unpaid experiences hosted by UTS and the number of unpaid hours individual students complete. Some students have completed up to the equivalent of six months of full-time unpaid work. Even though these hours are often required for professional accreditation, the significant number of unpaid hours may have replaced the work of a paid employee at UTS, further raising concerns about modern slavery. The lack of a recent WIL and internship audit makes it difficult to gauge if this is still the case.

- **Decline in Student Satisfaction:** In the 2023 Student Satisfaction Survey (SSS), only 59% of students reported being satisfied with the information they received on internships, a significant decline from 68% in 2022. Despite this feedback, no centralised or coordinated effort has been made to strategically address these concerns. Although these issues were flagged to the relevant groups, inconsistencies in processes and the lack of clear authority make it challenging to implement a coordinated effort to effectively address students' concerns.

Recommendations

Operational Sustainability offers an excellent opportunity to review current practices, reduce inconsistencies, bring in a clearer line of authority, and ultimately enhance the UTS student experience and their employability outcomes. The UTS Careers team can be positioned to centralise the management and coordination of the WIL framework, internship workflows, PEPN, as well as the integration of career education with WIL.

WIL and Career Development are interconnected in providing a holistic educational experience that prepares students for the future of work. WIL serves as a learning methodology, while Career Development Learning enables students to secure and prepare for their WIL experiences. Career Development also facilitates reflection on these experiences upon completion, helping students bridge the articulation gap in describing their experiences and translating these insights into strategic career planning. By amalgamating WIL and Career Development, UTS Careers can create a seamless integration of practical experience with career education, ensuring students not only gain valuable industry insights but also develop the competencies needed for long-term career success.

From the perspective of faculties and WIL professional staff, UTS Careers' expertise in career development can build on the pedagogical WIL framework by providing practical and operational advice to improve students' WIL experiences. Early career education that prepares students to self-source WIL experiences will reduce the amount of intervention needed from their Faculty WIL teams, thereby providing a scalable solution for more students to engage in WIL. The reflection and integration of WIL experiences into longer-term career planning will help students see the value of their academic learning, in turn improving overall student retention, satisfaction and graduate outcomes.

Following the integration of WIL within UTS Careers, the following measures can also be implemented to enhance the current framework:

1. **Revitalise the Professional Education and Practice Network (PEPN):** UTS Careers can address the declining level of engagement from faculties by revitalising the network and aligning its focus with the key strategic priorities of the university.

2. **Facilitate an Audit of WIL & Internship Activities:** Under UTS Careers, the revitalised PEPN can coordinate an audit of WIL and internship activities at UTS, establishing a database that provides visibility of all WIL and internship activities across the university for governance and reporting purposes. UTS Careers can work with relevant stakeholder if the audit uncovers internship activities that are not compliant with the Internship Management Policy. UTS Careers can also use this information to facilitate better communication, tracking, and feedback between students, staff, and industry partners.

3. **Formulate an Internship Management Working Group:** The revitalised PEPN can provide recommendations to the Deputy Vice-Chancellor (Education and Students) and Associate Deans of Teaching and Learning on the formation of an Internship Management Working Group. This group would focus on improving governance and processes across faculties, in line with the Internship Management Policy, ensuring a more consistent and effective approach to managing internships. The existing CareerHub Community of Practice can be used for coordinating compliant processes across faculties.

4. **Integrate the annual WIL Symposium as a featured component of the UTS Teaching & Learning Forum**. This integration will not only improve efficiencies but also promote WIL to academic staff who are not already engaged with PEPN. By featuring WIL prominently in the forum, more academic staff will become aware of and involved in WIL initiatives, fostering a culture of collaboration and continuous improvement.

By implementing these recommendations, UTS can significantly enhance the quality and impact of its WIL programs, providing students with valuable, real-world learning experiences that support their long-term career success. This strategic approach will not only address current challenges, it will benefit academic and professional WIL staff by providing them with operational support and advice beyond the current pedagogical framework. This will foster synergy in the continuous improvement of processes and student experiences, ensuring compliance, and prioritising the wellbeing and safety of students participating in WIL and internship experiences. Ultimately, these efforts will contribute to higher student retention, satisfaction, and improved graduate outcomes, reinforcing UTS's commitment to excellence in education and career development.

The following was in scope of this access application but is already publicly available:

No.	Hyperlinks
1	https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.info.buy.nsw.gov.au%2F__data%2Fassets%2Fword_doc%2F0003%2F589062%2FP-and-MS-Scheme-Rules_July-2024-Updated.docx&wdOrigin=BROWSELINK UTS Code of Conduct UTS Privacy Policy
21	https://static1.squarespace.com/static/5b984f4e5ffd2046651aea73/t/6115b47df447a47878fb93d2/1628812414348/voluntary-code-of-best-practice-for-the-governance-of-australian-universities-may-2018.pdf
28	https://www.uts.edu.au/about/leadership-governance/governance/standing-orders/uts-council
29	https://www.uts.edu.au/about/leadership-governance/governance/uts-act/university-technology-sydney-act-1989-nsw/part-3-council-authorities-and-officers-university