

UTS Disclosure Log Entry – GIPA2025/07

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

Date decided:

31 July 2025

Scope of request:

- Latest version held of any document between UTS and KPMG including information about enrolment numbers, profitability, and productivity of specific subjects, or information about the research output of staff members.
- Research productivity report (expected to be shared with the DVC (Research) by 12/2/2045).

Disclosure Log version 1

This pack excludes:

- Information that has been withheld under the GIPA Act, either from release generally, or inclusion on the disclosure log.

Access application – GIPA2025/07

Released set of information

Date decided:

31st July 2025

Context¹

The information released in response to this access application was dated up to 6th June 2025 when the application was first submitted.

Scope of request:

- The most recent version of documents which have been (1) sent to KPMG by UTS, or (2) sent to UTS by KPMG, including information about enrolment numbers, profitability, and productivity of specific subjects, in 2025.
- The most recent version of documents which have been (3) sent to KPMG by UTS, or (4) sent to UTS by KPMG, including information about the research output of staff members, in 2025.
- The “draft of research productivity” report planned to be developed by 14th February 2025, for the DVC(Research)
- Most recent version of any documents from 2025 that show which subjects are estimated to have a negative or low margin.

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

Draft for discussion only – no decisions made



Operational Sustainability Initiative

ULT Presentation – Interim Summary

As of 1 May 2025

UTS CRICOS 00099F
UTS TEQSA PRV12060

Draft for discussion only – no decisions made

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1. Context and Purpose

Now and in the future, UTS remains committed to its vision to be a leading public university of technology recognised for global impact. As an inclusive university, we remain committed to educating the next generation of technologically empowered and socially responsible professionals and to conduct research characterised by impact, innovation and the dissemination of knowledge that holds public value.

After examining UTS 2027 and the strategic initiatives that underpin its execution, it is clear many of the fundamental objectives remain as important today as when we collectively developed them back in 2018. In reaffirming these fundamentals, however, a need for increasing our focus on what it will take to remain successful for the next five years is critical. We will need to make decisions about how and in what way the university invests its time, resources, and energy and as we navigate the changes ahead. We will also need to be clear about who we are and what success looks like.

Purpose

This paper has been developed to support ULT decision-making on the Academic Program within the Operational Sustainability Initiative. From its inception, the Academic Program has been designed as an integrated initiative to identify the optimal target state academic workforce, refine the course and subject portfolio, and realign research focus areas to institutional strengths, ensuring the most effective use of future research investment.

This paper summarises the indicative decisions Faculty Deans have provided to date on Schools, disciplines, courses and subjects for discontinuation. The purpose of the 1 May ULT session will be to review and confirm these indicative decisions and ensure that the University has a clear path to achieving its operational sustainability objectives.

The paper includes:

- Potential workforce and financial impacts based on the indicative decisions,
- Strategic responses by Faculty; and
- A high-level plan and roadmap until the next ULT session (7 May).

Draft for discussion only – no decisions made

2. Summary of Proposed Impacts (Financial and Staff Impact) – Indicative Only

Below is a summary of the potential financial and staffing impacts based on Faculty decisions regarding proposed discontinuations of courses, subjects, and disciplines. All figures are modelled using ACV data, Finance data, and HR FTE data (noting these figures are yet to be validated) and are subject to change as UTS undertakes detailed impact mapping and organisational design in future phases of work. The projected totals are based on the proposed discontinuations and an estimated salary expenditure of \$208k per FTE, as provided by FP&A.

Faculty / Portfolio	Schools and Disciplines	Total Ongoing Academic FTE (HR NEO) ^a <i>As of 20 January 2025</i>	Total Ongoing and Casual Academic FTE (Finance Data) ^a <i>Data for 2024, Extract as of 24 March 2025</i>				Guidepost FTE Provided to Faculty Deans	Total FTE	Indicative Workforce Costs Associated with Identified FTE (\$)	Variance from Guidepost (FTE)
	Proposed Schools and disciplines for discontinuation	Total (Ongoing Only)	Ongoing	Casual	Total					
[Redacted Table Content]										

s.14, c1(h); s.14, c4(a)(c)(d)

Figures in brackets in this table represent FTE and dollar amounts excluding OPM-related and Indigenous Staff FTE

1 Indicative [Redacted Footnote Content]

**DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE.
ALL INDICATORS OUTLINED ARE INDICATIVE ONLY AND HAVE NOT BEEN CONFIRMED / VALIDATED BY FACULTY DEANS.**

Faculty	Total Ongoing Academic FTE (HR NEO)* As of 20 January 2025	Total Academic FTE (Finance FTE Provided by FP&A)^ As of Data for 2024, Extract as of 24 March 2025			Indicative Workforce Costs Associated with Identified FTE (\$)
	Total (Ongoing Only)	Ongoing	Casual	Total	
BUS	163	160	64	224	s.14, cl1(h); s.14, cl4(a)(c)(d)

BUS: Proposed Recommendations

The information below outlines the subjects and courses the Faculty has identified as non-viable or no longer strategically aligned with its future direction or that of UTS. These recommendations support progress towards the Faculty's allocated guidepost. Key quantitative indicators (impact on FTE, subjects, and courses) are provided below, alongside the strategic rationale for the proposed changes.

Key indicators



s.14, cl1(e) & cl4(a)(c)(d)



Note: The UTS Business School has agreed to discontinue s.14, cl1(e) non-viable subjects and has identified a further s.14, cl1(e) subjects for discontinuation. This brings the total number of subjects proposed for discontinuation to s.14, cl1(e) & cl4(a)(c)(d).

Recommendations Requiring Further Review

1 s.14, cl1(e) & cl4(a)(c)(d)

2

3

4

5

*Based on HR (NEO) data provided by s.14, cl3(a)(b) in 19 February 2025, extracted as at 20 January 2025. Excludes casual employees, honorary assignments, non-academic staff, and research-funded positions, as confirmed with FP&A.
^FP&A data, based on the row 'FTE – Operational – Academic'. The 'Research Portfolio' FTE figure represents the total academic FTE within 'Divisions', and includes items excluded from the HR (NEO) data above, as well as both ongoing and casual academic FTE.





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Faculty	Total Ongoing Academic FTE (HR NEO)* As of 20 January 2025	Total Academic FTE (Finance FTE Provided by FP&A)^			Indicative Workforce Costs Associated with Identified FTE (\$)
	Total (Ongoing Only)	Ongoing	Casual	Total	
FEIT	289	282	82	364	s. 14, cl1(h), s. 14, cl4(a)(c)(d)

FEIT: Proposed Recommendations

The information below outlines the subjects and courses the Faculty has identified as non-viable or no longer strategically aligned with its future direction or that of UTS. These recommendations support progress towards the Faculty’s allocated guidepost. Key quantitative indicators (Impact on FTE, subjects, and courses) are provided below, alongside the strategic rationale for the proposed changes.

Key indicators



s. 14, cl1(e) & cl4(a)(c)(d)

Recommendations

1

2

3

4

5

s. 14, cl1(e) & cl4(a)(c)(d)

*Based on HR (NEO) data provided by s. 14, cl3(a)(b) in February 2025, extracted as at 20 January 2025. Excludes casual employees, honorary assignments, non-academic staff, and research-funded positions, as confirmed with FP&A.
^FP&A data, based on the row 'FTE – Operational – Academic'. The 'Research Portfolio' FTE figure represents the total academic FTE within 'Divisions', and includes items excluded from the HR (NEO) data above, as well as both ongoing and casual academic FTE.

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Faculty	Total Ongoing Academic FTE (HR NEO)*	Total Academic FTE (Finance FTE Provided by FP&A)^			Indicative Workforce Costs Associated with Identified FTE (\$)
	As of 20 January 2025	As of Data for 2024, Extract as of 24 March 2025			
	Total (Ongoing Only)	Ongoing	Casual	Total	
FOH	195	180	112	292	s.14, c1(f)(h); s.14, c4(a)(c)(d)

FOH: Proposed Recommendations

The information below outlines the subjects and courses the Faculty has identified as non-viable or no longer strategically aligned with its future direction or that of UTS. These recommendations support progress towards the Faculty's allocated guidepost. Key quantitative indicators (impact on FTE, subjects, and courses) are provided below, alongside the strategic rationale for the proposed changes.

Key indicators



Recommendations

s.14, cl1(e) & cl4(a)(c)(d)

1

2

3

*Based on HR (NEO) data provided by s.14. d3(a)(b) on 19 February 2025, extracted as at 20 January 2025. Excludes casual employees, honorary assignments, non-academic staff, and research-funded positions, as confirmed with FP&A.





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ALL INDICATORS OUTLINED ARE INDICATIVE ONLY AND HAVE NOT BEEN CONFIRMED / VALIDATED BY FACULTY DEANS.

Faculty	Total Ongoing Academic FTE (HR NEO)* As of 20 January 2025	Total Academic FTE (Finance FTE Provided by FP&A)^			Indicative Workforce Costs Associated with Identified FTE (\$)
	Total (Ongoing Only)	Ongoing	Casual	Total	
NEW	233	226	109	335	s.14, cl1(h), s.14, cl4(a)(c)(d)

NEW: Proposed Recommendations (1/2)

The information below outlines the subjects and courses the Faculty has identified as non-viable or no longer strategically aligned with its future direction or that of UTS. These recommendations support progress towards the Faculty’s allocated guidepost. Key quantitative indicators (impact on FTE, subjects, and courses) are provided below, alongside the strategic rationale for the proposed changes.

Key indicators



s.14, cl1(e) & cl4(a)(c)(d)

[Redacted content]

Recommendations

1

2

2.1

s.14, cl1(e) & cl4(a)(c)(d)

[Redacted content]

Note: s.14, cl1(e) & cl4(a)(c)(d)

[Redacted content]

*Based on HR (NEO) data provided by s.14, cl3(a)(b) on 19 February 2025, extracted as at 20 January 2025. Excludes casual employees, honorary assignments, non-academic staff, and research-funded positions, as confirmed with FP&A.
^FP&A data, based on the row 'FTE – Operational – Academic'. The 'Research Portfolio' FTE figure represents the total academic FTE within 'Divisions', and includes items excluded from the HR (NEO) data above, as well as both ongoing and casual academic FTE.





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Faculty	Total Ongoing Academic FTE (HR NEO)* As of 20 January 2025	Total Academic FTE (Finance FTE Provided by FP&A)^ As of Data for 2024, Extract as of 24 March 2025			Indicative Workforce Costs Associated with Identified FTE (\$)
	Total (Ongoing Only)	Ongoing	Casual	Total	
	NEW	233	226	109	335

NEW: Proposed Recommendations (2/2)

The information below outlines the subjects and courses the Faculty has identified as non-viable or no longer strategically aligned with its future direction or that of UTS. These recommendations support progress towards the Faculty’s allocated guidepost. Key quantitative indicators (impact on FTE, subjects, and courses) are provided below, alongside the strategic rationale for the proposed changes.

Key indicators



s.14, cl1(e) & cl4(a)(c)(d)

[Redacted content]

Recommendations

3

4

5

s.14, cl1(e) & cl4(a)(c)(d)

[Redacted content]

*Based on HR (NEO) data provided by s.14, cl3(a)(b) on 19 February 2025, extracted as at 25 January 2025. Excludes casual employees, honorary assignments, non-academic staff, and research-funded positions, as confirmed with FP&A.
^FP&A data, based on the row 'FTE – Operational – Academic'. The 'Research Portfolio' FTE figure represents the total academic FTE within 'Divisions', and includes items excluded from the HR (NEO) data above, as well as both ongoing and casual academic FTE.

SCI: Proposed Recommendations

Key indicators

*Based on HR (NEO) data provided by s.14, cl3(a)(b) on 19 February 2025, extracted as at 20 January 2025. Excludes casual employees, honorary assignments, non-academic staff, and research-funded positions, as confirmed with FP&A.





DRAFT FOR DISCUSSION ONLY – NO DECISIONS MADE,
ALL INDICATORS OUTLINED ARE INDICATIVE ONLY AND HAVE NOT BEEN CONFIRMED / VALIDATED BY FACULTY DEANS.

Faculty	Total Ongoing Academic FTE (HR NEO)* As of 20 January 2025	Total Academic FTE (Finance FTE Provided by FP&A)^			Indicative Workforce Costs Associated with Identified FTE (\$)
	Total (Ongoing Only)	Ongoing	Casual	Total	
TDI	36	34	11	45	s.14, cl1(h); s.14, cl4(a)(c)(d)

TDS: Proposed Recommendations

The information below outlines the subjects and courses the Faculty has identified as non-viable or no longer strategically aligned with its future direction or that of UTS. These recommendations support progress towards the Faculty’s allocated guidepost. Key quantitative indicators (impact on FTE, subjects, and courses) are provided below, alongside the strategic rationale for the proposed changes.

Key indicators



s.14, cl1(e) & cl4(a)(c)(d)

Recommendation

s.14, cl1(e) & cl4(a)(c)(d)

1

2

(1) Notes on Guidepost Indicator

Total FTE

Scenario 1: s.14, cl1(e) & cl4(a)(c)(d)

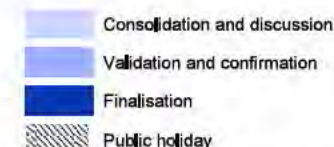
Scenario 2:

Scenario 3:

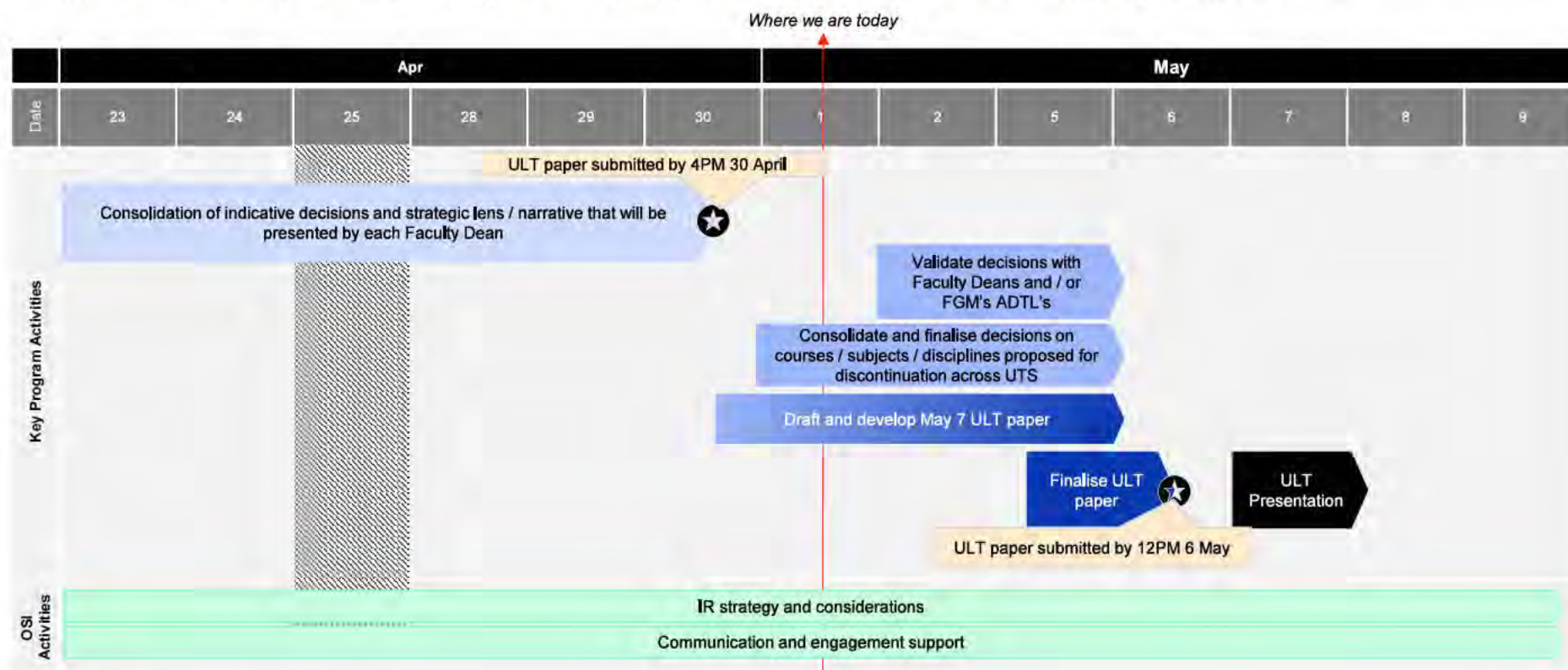
*Based on HR (NEO) data provided by s.14, cl3(a)(b) on 19 February 2025, extracted as at 20 January 2025. Excludes casual employees, honorary assignments, non-academic staff, and research-funded positions, as confirmed with FP&A.
^FP&A data, based on the row 'FTE – Operational – Academic'. The 'Research Portfolio' FTE figure represents the total academic FTE within 'Divisions', and includes items excluded from the HR (NEO) data above, as well as both ongoing and casual academic FTE.

Draft for discussion only – no decisions made

4. High-level Plan and Roadmap Until May 7 ULT Session



A high-level schedule to finalise the proposed courses, subjects, and disciplines for discontinuation has been developed below. This plan will continue to evolve based on ULT feedback and consultation with key stakeholders. Note that the next paper will include an extended plan up to the end of May.



Draft for discussion only – no decisions made

4. High-level Plan and Roadmap Until May 7 ULT Session (Detailed Activities)

Stage 1: Consolidation and Discussion Approx. 23 April – 30 April	Stage 2: Validation and Confirmation Approx. 30 April – 5 May	Stage 3: Finalisation Approx. 2 May – 6 May
<p>1.1 Develop template for May 1 ULT presentation</p> <ul style="list-style-type: none"> Develop a structured template for Faculty Deans to populate as this will be used to support the presentation that Deans will need to do on May 1. At a high-level, this template will include: <ul style="list-style-type: none"> How the Faculty is tracking against its guideposts (i.e., met guideposts / under / over) Outline of strategic lens / strategic narrative that each Faculty will be using to enable the achievement of the guideposts <p>1.2 Circulate template to Faculty Deans</p> <ul style="list-style-type: none"> Team to share links to templates prepared for each Faculty Dean to DVCES / DVCR and any other nominated stakeholder UTS representative to circulate and distribute materials to Faculty Deans <p>1.3 Collate indicative decisions</p> <ul style="list-style-type: none"> Collate decisions relating to courses / subjects / disciplines and FTE impact that have come through from Faculty engagement sessions. Please note that this compilation is indicative only and has not been validated or confirmed by Faculty Deans, ADTLs, or FGMs. Therefore, it may not accurately represent the Faculty's intent <p>1.4 Compile templates from Faculty Deans</p> <ul style="list-style-type: none"> Team to compile Faculty Deans' response to the template provided. This will be submitted to ULT for presentation on May 1 <p>1.5 Draft and finalise ULT paper</p> <ul style="list-style-type: none"> Develop ULT paper that will be submitted by COB by 4PM 30 April. This paper will be a high-level indicative summary FTE impact and will outline the next steps required to finalise the courses / subjects / disciplines for discontinuation Finalise and run through ULT paper with DVCES and DVCR <p>Stage Gate: This session will be used as a sign off for the team to distribute ULT materials to the Chief of Staff</p>	<p>2.1 Validate decisions with Faculty Deans and/or FGM's / ADTL's</p> <ul style="list-style-type: none"> Confirm the quanta of courses and subjects proposed for discontinuation with Faculty Deans, FGM's and ADTL's. This information will be incorporated into the ULT paper that will be presented on May 7 <p>Note: Line by line validation of course codes and subject codes for discontinuation will be done post submission of ULT paper</p> <p>2.2 Draft ULT paper</p> <ul style="list-style-type: none"> Develop strawman pack for ULT paper that will be submitted by 12PM on May 6 <p>2.2 Consolidate decisions</p> <ul style="list-style-type: none"> Finalise all decisions that have come through from Faculty engagement sessions and from information provided by Faculty Deans. This will be the finalised quanta of courses and subjects proposed for discontinuation across UTS Debrief with DVCES and DVCR on the outcomes of the consolidation <p>Stage Gate: This session will be used as a sign off for the team to proceed with populating content for the ULT paper that will be submitted by 12PM on May 6</p>	<p>3.1 Develop ULT paper</p> <ul style="list-style-type: none"> Develop full draft of ULT paper. Structure outlined below to be agreed and signed off <ul style="list-style-type: none"> Context and overview Summary of course / subject / disciplines decisions by Faculty Summary of workforce and financial impact by Faculty High-level plan and roadmap Appendix: <ul style="list-style-type: none"> Key assumptions, limitations and analysis parameters Analysis plan(s) as required Share ULT paper with DVCES and DVCR for feedback and refinement Incorporate feedback from DVCES and DVCR as needed <p>3.2 Finalise ULT paper</p> <ul style="list-style-type: none"> Finalise and run through ULT paper with DVCES and DVCR <p>Stage Gate: This session will be used as a sign off for the team to submit the ULT paper</p>



UTS Detailed Design

Overview of Teaching Capacity at UTS
and Faculty Guideline Deep Dive

DRAFT Only

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Purpose and Overview

This pack has been developed for two primary purposes, as detailed below. Please keep in mind that all information contained in this pack is meant for discussion purposes only, with no decisions finalised. The data and analysis presented here have not been reviewed or validated by Faculty Deans, ADTLs, and FGMs, and may not accurately reflect the current state as understood by the Faculty.

- 1** Provide an overview of the current state teaching allocation across the University by Faculty and the potential opportunities for UTS as a result of rebalancing teaching, research and service allocations
- 2** Provide a summary of key differences in Academic Workload Guidelines by Faculty and potential recommendations for consideration as UTS considers its plans for the future

Teaching Allocation Analysis

UTS has approximately 615,000 teaching hours available from ongoing academic staff (excluding HDR supervision hours)

Available teaching FTE and hours from ongoing academic staff by Faculty
(FTE/# of hours, 2024 ACV Workload Allocation Data applied to 2025 Master HR Establishment Data)

Faculty	FTE					Hours				
	Total FTE	Total teaching	Total research	Total HDR supervision	Total service	Total hours	Total teaching	Total research	Total HDR supervision	Total service
All Faculties	1,176.9	382.3	457.0	38.6	299.1	1,894,820	615,468	735,737	62,070	481,545

s.14, cl1(h); s.14, cl4(a)(c)(d)

- Key assumptions
- Data only represents academic staff members who are ongoing and excludes all casual academic staff members/staff with honorary assignments/research-funded staff.

UTS's average teaching proportion is

s.14, cl1(h); s.14, cl4(a)(c)(d)

Average proportions of FTE and hours from ongoing academic staff by Faculty – HDR separated
(FTE/# of hours/%, 2024 ACV Workload Allocation Data applied to 2025 Master HR Establishment Data)

Faculty	Total Ongoing FTE	Allocation proportions			
		Teaching FTE as proportion of total FTE	Research FTE as proportion of total FTE	HDR supervision FTE as proportion of total FTE	Service FTE as proportion of total FTE
All Faculties	1,176.9	32%	39%	3%	25%

s.14, cl1(h); s.14, cl4(a)(c)(d)

Commentary

- On average, the teaching, research, HDR supervision and research allocations in 2024 were 32%, 39% and 3%.
- Six out of the eight Faculties had average teaching allocations below 40% (s.14, cl1(h); s.14, cl4(a)(c)(d)). Average teaching allocations were lowest in s.14, cl1(h); s.14, cl4(a)(c)(d) (25%).
- s.14, cl1(h); s.14, cl4(a)(c)(d) teaching allocations below 40% were balanced by their higher research allocations (s.14, cl1(h); s.14, cl4(a)(c)(d)). These were the highest research allocations for all Faculties/Portfolios; the lowest were in s.14, cl1(h); (28%) and s.14, cl1(h); (30%).
- Average service allocations were highest in s.14, cl1(h); and s.14, cl1(h); s.14, cl1(h);).

Key assumptions

- Data only represents academic staff members who are ongoing and excludes all casual academic staff members/staff with honorary assignments/research-funded staff.

EFTSL/CP/FTE analysis

s.14, cl1(h); s.14, cl4(a)(c)(d)

s.14, cl1(h); s.14, cl4(a)(c)(d)

and [redacted] have significantly lower EFTSL / FTE ratios than the University average of 101 EFTSL / FTE. [redacted] is on the cusp.

s.14, cl1(h); s.14, cl4(a)(c)(d)

Taught EFTSL / FTE by Faculty
(FTE, Taught EFTSL)

HDR Supervision <u>Separated</u>			
Faculty	Total ongoing teaching FTE (2024 ACV Workload Allocation Data applied to 2025 Master HR Establishment Data) ¹	Total taught EFTSL (2024 ACV data) ²	EFTSL/FTE Ratio of taught EFTSL to teaching FTE
All Faculties	382.3	38,253	101
[redacted]			

s.14, cl1(h); s.14, cl4(a)(c)(d)

Where HDR supervision has been separated, among [redacted] Faculties, the average EFTSL per FTE is 107, leaving [redacted] under by 20.

s.14, cl1(h); s.14, cl4(a)(c)(d)

Among [redacted] Faculties, the average EFTSL per FTE is 92, leaving [redacted] under by 31. This difference may be attributable to [redacted]

s.14, cl1(h); s.14, cl4(a)(c)(d)

Key assumptions

- Data for total teaching FTE only represents academic staff members who are ongoing and excludes all casual academic staff members/staff with honorary assignments/research-funded staff.



demonstrate lower teaching efficiency

exceed averages for both CP and Taught EFTSL

Taught EFTSL / CP Offered and CP Offered / FTE by Faculty

Faculty	Total Taught EFTSL (2024 ACV data) ²	Total Credit Points of Subjects Offered by Faculty (2024 ACV data) <i>CP Offered</i>	Taught EFTSL per CP Offered	Total Credit Points of Subjects Taught by Faculty (2024 ACV data) <i>CP Enrolled</i>	CP Offered per FTE <i>Ratio of CP Offered to Teaching FTE</i>
All Faculties	38,253	13,980		1,767,275	
BUS	[Redacted Data]				
FEIT					
FOH					
LAW					
NEW					
SCI					
TDS					

Among [Redacted] faculties [Redacted], the average Taught EFTSL per CP Offered is 3.0. [Redacted] falls below this benchmark by 1.1.

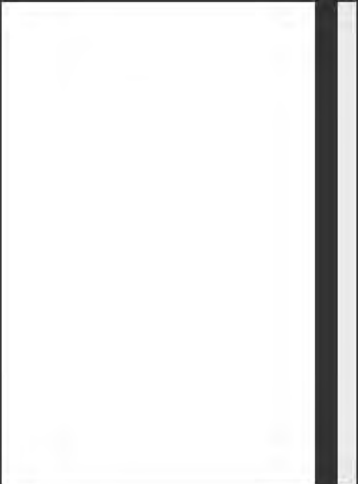

The average Total Credit Points of Subjects Taught by [Redacted] Faculties is 283k, with [Redacted] under by 76k and [Redacted] under by 70k.

Among [Redacted] faculties [Redacted], the average Taught EFTSL per CP Offered is 2.5. [Redacted] is under by 0.7 and [Redacted] by 0.4.

The average Total Credit Points of Subjects Taught by these Faculties is 230k, with [Redacted] under by 182k and [Redacted] under by 100k.

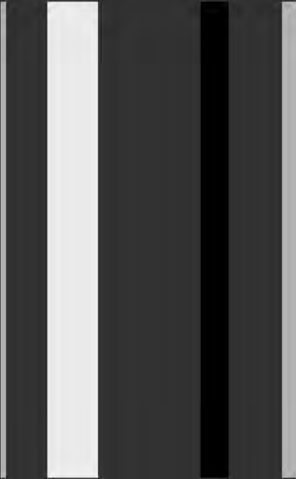
Key assumptions

- Data for total teaching FTE only represents academic staff members who are ongoing and excludes all casual academic staff members/staff with honorary assignments/research-funded staff.
- The calculation of CP offered is based on the subjects listed in the 2024 ACV data, with an assumption of 6CP per subject offered. Please note that all PhD thesis subjects have been excluded from this calculation.
- EFTSL at UTS is defined as 48CP. The calculation of CP enrolled is derived by multiplying the taught EFTSL by 48CP.



Teaching Allocation Analysis – Scenario Modelling

Noting that these do not factor in the findings from the CP/EFTSL/FTE analysis.



Scenario 1: All Faculties increase teaching proportion to the current average (32%), with corresponding reduction in service proportion

s.14, cl1(h); s.14, cl4(a)(c)(d)

Faculty	Total FTE	Allocation Proportions				Change in FTE from current state		Change in hours from current state	
		Teaching FTE as proportion of total FTE	Research FTE as proportion of total FTE	HDR supervision FTE as proportion of total FTE	Service FTE as proportion of total FTE	Change in teaching	Change in service	Change in teaching	Change in service
All Faculties	1,176.9	35%	39%	3%	22%	34.4	-34.4	55,455	-55,455

s.14, cl1(h); s.14, cl4(a)(c)(d)

Scenario 2: All Faculties re-balance to 40:40:20 teaching/research and HDR supervision/ service proportions

s.14, cl1(h); s.14, cl4(a)(c)(d)

Faculty	Total FTE	Allocation Proportions			Change in FTE from current state			Change in hours from current state		
		Teaching FTE as proportion of total FTE	Research FTE (including HDR supervision FTE) as proportion of total FTE	Service FTE as proportion of total FTE	Change in teaching	Change in research (including HDR supervision)	Change in service	Change in teaching	Change in research (including HDR supervision)	Change in service
All Faculties	1,176.9	40%	40%	20%	88.5	-24.8	-63.7	142,460	-39,879	-102,581

s.14, cl1(h); s.14, cl4(a)(c)(d)

UTS could realise financial benefits and re-align with EBA expectations through workload re-balancing

Under both scenarios, potential cost savings could be realised by:

- Reducing ongoing salary expenditure associated with excess service effort (assumed to be conducted by ongoing staff); and/or
- Reducing casual salary expenditure. It is assumed that for all Faculties where teaching hours increased from current state due to re-balancing, the equivalent hours could be reduced from casual teaching staff, decreasing required expenditure.

Faculty	Scenario 1: All Faculties increase teaching proportion to the current average (34%), with corresponding reduction in service proportion		Scenario 2: All Faculties re-balance to 40:40:20 teaching/research/service proportions	
	A: Reduction in expenditure on excess ongoing academic service effort	B: Reduction in expenditure on excess casual teaching effort (previously required to back-fill ongoing academic teaching)	A: Reduction in expenditure on excess ongoing academic service effort	B: Reduction in expenditure on excess casual teaching effort (previously required to back-fill ongoing academic teaching)
All Faculties	\$7.2m	\$4.5m	\$13.3m	\$12.9m

s.14, cl1(h); s.14, cl4(a)(c)(d)

Assumption 1: For Scenario 2B, s.14, cl1(h); s.14, cl4(a)(c)(d) ongoing academics were already over the 40% teaching expectation outlined in the EBA; it therefore appears that the casual teaching spend from these s.14, cl1(h) Faculties was required due to specialist knowledge/other factors, rather than to back-fill 'under-supply' of ongoing academic hours. As a result, no financial benefit has been assumed for these two Faculties under Scenario 2B.

Assumption 2: For Scenarios 1A and 2A, reduction in ongoing service salary expenditure was calculated based on \$208,343 per ongoing academic FTE (provided by FP&A).

Assumption 3: For Scenarios 1B and 2B, reduction in casual teaching salary expenditure was calculated based on the average spend per casual hour per Faculty in 2024. This ranged from \$68.22 per casual hour in s.14, cl1(h) to \$126.60 per casual hour in s.14, cl1(h);

Faculty guidelines analysis

Overview

Summary of key differences and considerations/recommendations

KEY DIFFERENCES

1. **Inconsistent Teaching Workload Metrics:** The lack of a standardised measure of teaching workload allocation (e.g., by credit points, by count of subjects, by number of enrolled students in a subject) results in an inequitable distribution of workload across the University. Without consistent metrics, it is challenging for the University to accurately assess and plan for staffing requirements to ensure a sustainable workforce that can deliver the academic endeavour.
2. **Variation in HDR Supervision Allocation:** Across different Faculties, HDR supervision can be allocated either as part of the teaching component or the research component. Depending on this allocation, there are direct impacts on the teaching capacity within a Faculty. This, in turn, affects the need for additional supplementary workforce, such as casual staff.
3. **Variation in Subject Coordination and Activity Caps:** Caps on subject coordination vary widely (e.g. 2 per session in ^{s.14, cl1(h)} vs 6-8 annually in ^{s.14, cl1(h)} and ^{s.14, cl1(h)} vs up to 4 or 6 standard subject and up to 8 atypical subjects for ^{s.14, cl1(h)}. Some Faculties scale based on enrolments; others do not. Academics performing similar roles face differing expectations and potential workload inequities.
4. **Uneven Buyout and Flexibility Provisions:** Buyout conditions, carryover rights, and new staff teaching reductions differ significantly. Early career staff and grant-active academics are treated inconsistently.

Additional Observation(s) – From Email Exchange with FP&A (20 Feb)

- It is likely that the list of activities reducing teaching capacity may vary across different Faculties. This should be reviewed and confirmed for relevance and appropriateness.

Please refer to [Appendix 2](#) in this pack for further detail.

RECOMMENDATIONS FOR CONSIDERATION

The University should consider **standardising its approach to academic workload guidelines**. This includes:

- Developing a **standardised workload guideline template with clear expectations on the detail required** to avoid its current challenge where the workload guidelines vary in detail, specificity, format, and information provided which leads to numerous areas open to interpretation.
- Developing a **consistent approach for teaching workload allocation** to allow for an equitable distribution of workload across the University (e.g., by credit points, by count of subjects, by number of enrolled students).
- Developing a **standardised framework for subject coordination activities**, incorporating key factors like cohort size, to ensure there is a uniform understanding of role expectations
- **Standardising the allocation of HDR supervision to the research component** of an academic staff member's workload allocation

Introduce a University-wide policy that **defines when and how academic staff can reduce their teaching or service workload** through research grant buyouts or workload averaging. This policy should set minimum entitlements, outline consistent approval processes, and **ensure that any workload relief is transparently managed and equitably applied** across all Faculties

The University should consider **reviewing the list of activities that can reduce teaching capacity, including the percentage of reduction, and work to standardise these across different Faculties while allowing for appropriate nuances specific to each Faculty**

The allocation of workload across teaching and teaching-related activities varies significantly among different Faculties

Faculty		Workload Allocation Categories (Annual Maximum Hours)				
		Subject Design and Teaching Preparation	Subject Delivery (Contact)	Student Interaction / Engagement	Marking	Subject Coordination
BUS	Balanced Academics	s. 14, cl1(h); s. 14, cl4(a)(c)(d)				
	Education-Focused Academics					
LAW	Balanced Academics					
	Education-Focused Academics					
FASS	Balanced Academics					
	Education-Focused Academics					

Commentary

- Most Faculties represented on this slide have the highest maximum annual hours allocated to subject design and teaching preparation, and subject coordination compared to other categories
- Of the three Faculties represented, s. 14, cl1(h); has the lowest allowance to subject coordination, whereas s. 14, cl1(h); has the highest (~90% higher than s. 14, cl4(a); s. 14, cl1(h);)
- s. 14, cl1(h); has the lowest maximum annual hours allocated to marking with a limit of 50 hours per session x 2 sessions for a balanced academic.
- Note: comparison across faculties is limited due to the lack of visibility of the subject design (eg contact hours and time allocated to marking) these are not included in the guidelines; for example, if assessment is designed to take 1hr/student marking and a maximum of 50 hours per session limit is included in workload allocation. Subject design can also decrease taught EFSTL/FTE despite meeting workload allocation guidelines.

Notes: (a) Based on 50 hours per session x 2 sessions (b) Based on coordination of two large core subjects (c) Based on 80 hours per session x 2 sessions (d) Based on coordination of three large core subjects (e) Maximum is based on 1:2 ratio for timetabled/scheduled hours (f) Based on 8 contact (timetabled/scheduled) hours per week x 12 teaching weeks x 2 session per academic year (g) Maximum scenario of student interaction is based on staff who exclusively delivers tutorials will receive 20 minutes per contact hour. (E.g. 20 minutes per contact hour for up to 8 contact hours per week x 12 weeks x 2 sessions per academic year) (h) Based on 70% of the total hours during marking weeks, 8 marking weeks per year (i) Based on 6 subjects of 35 hours each (j) Maximum is based on 1:2 ratio for timetabled/scheduled hours (k) Based on 12 contact (timetabled/scheduled) hours per week x 12 teaching weeks x 2 session per academic year (l) Maximum scenario of student interaction is based on staff who exclusively delivers tutorials will receive 20 minutes per contact hour. (E.g. 20 minutes per contact hour for up to 12 contact hours per week x 12 weeks x 2 sessions per academic year) (m) Based on 80% of the total hours during marking weeks, 8 marking weeks per year (n) Based on 6 subjects of 35 hours each

Summary of Faculty Workload Guidelines

Faculty	Teaching Profiles	Teaching Allocation Method	Subject Coordination Cap	HDR Supervision	Workload Averaging / Buyout
BUS	T&R (40:40:20), Ed-Focused (70:20:10)	Annual hours per profile; coordination has specific caps, but subject size is not factored into base load	T&R academics may coordinate up to 4 standard or 8 atypical subjects annually; Education-Focused staff up to 6 standard and 8 atypical. No enrolment-based scaling is specified.	Allocated under Research only	Workload can be averaged within a calendar year. Teaching overloads may be offset the following year or the year after with Head of Department approval.
FEIT	T&R (40:40:20), Ed-Focused (70:20:10), Research-Focused (20:60:20)	Based on student numbers and project supervision; subject load benchmarked at 3 x 6CP/year	Coordination is expected as part of delivering the equivalent of 3 x 6CP subjects annually. Caps are not fixed but vary based on subject type and cohort size.	Allocated under Research only	New staff (Levels A/B) may allocate up to 25% of workload over two years to development programs. Averaging is mainly applied during onboarding.
FOH	T&R (40:40:20), Ed-Focused (70:20:10), Clinical (60:0:40)	Explicit hourly caps per task (e.g., prep, marking); scales with enrolments	T&R can coordinate a maximum of 4 subjects annually; Ed-Focused up to 7; Clinical up to 6. Coordination hours scale by student enrolments. Clinical subjects receive an additional loading.	Allocated under Research only	Workload may be averaged over two years, with overloads in one year offset by reduced load the next. Plans must be documented and approved.
LAW	T&R (40:40:20), Ed-Focused (70:20:10), Chancellor's Research Fellow (25:75)	Hourly caps for each activity (e.g., contact, prep, marking); scaled by enrolments	Maximum of 2 subjects per session or two consecutive sessions. Coordination load increases with enrolments; additional credit and support available for large or core subjects.	Allocated under Teaching, with strict caps and credit rules	Workload averaging is allowed over two years, with relief granted for overloads. Teaching buyouts can be funded from external grants – up to two sessions per staff member, four per grant team – subject to approval
FASS	T&R (40:40:20), Ed-Focused (70:20:10)	Activity-based, e.g., hours per lecture, tutorial, and subject size	Up to 6 subjects per year. Coordination effort ranges from 20–150 hours per subject, with additional time for large cohorts and complex formats.	Defaults to Teaching; may be shifted to Research at staff discretion	Workload can be averaged over two years. Staff with external grants can request up to 322 hours (20% of annual workload) in teaching relief, with Dean approval
DAB (prior)	Default 40:40:20; profiles are negotiable	3-5 subjects/year depending on level and subject context	Balanced staff typically coordinate 3–5 subjects annually; STFs coordinate 6–8. Load depends on credit points, delivery mode, and student numbers.	Categorised under Research; ≥4 students may trigger reduced teaching	Workload must balance over the year. Mid-year adjustments require Dean approval. While buyout is not explicitly detailed, reductions in teaching can be negotiated for major research or leadership roles.
SCI	T&R (40:40:20), Ed-Focused (70:20:10), Research-Focused (20:70:10)	Based on CPs, student volume, and activity type; detailed classification	Coordination based on CPs and enrolments. Additional load or support is provided when enrolments exceed set thresholds or casual support is unavailable.	Allocated under Research only	Buyout of teaching is allowed using external research funds with formal approval. New staff in development programs may allocate up to 25% of their workload to training over two years.
TDI	T&R (40:40:20), Ed-Focused (70:20:10), Research-Focused (temporary, grant-funded)	Formula-based model with subject CP and student cohort adjustments	Coordination hours are based on subject size and CPs. Adjustments apply for large cohorts, first-time delivery, and complex delivery modes.	Counted under Research; relief from teaching after supervising 1+ students	Averaging and buyout are permitted. New staff can allocate up to 25% of their workload to development programs. Excess teaching hours may be carried over to a future year with Head of School approval.

Deep Dive

Data Sources

All the information extracted from the subsequent slides in this section are the latest available versions of the Academic Workload Guidelines provided to the team by the Provost's office.

Faculty	Data Source / File Name
BUS	V12 – UTS Business School Workload Guidelines – Final – 27 Nov 2024 (Link)
FEIT	DRAFT FEIT Workload Guideline 2024_17 June 2024 (Link)
FoH	FoH Academic Workload Guideline 2024 to2025_FINAL (Link)
LAW	FWG-Law-2024 (Link)
NEW (FASS & DAB)	FASS Academic Workload Guidelines 2024_Final Approved (Link) DAB Benchmarks FINAL 08 – 20 (Link) and DAB Workload Guidelines for Faculty Board – Aug 2020 (Link)
SCI	Science Academic Workload Allocation Guideline (Link)
TDS	TD School Academic Workload Guidelines – September 2024 (Link)

BUS

ACADEMIC WORKLOAD STRUCTURE AND PROFILES

Teaching Allocation by Career Profile	<ul style="list-style-type: none"> Teaching and Research: 40:40:20 Education-Focused: 70:20:10
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TEACHING WORKLOAD MANAGEMENT

Workload Allocation Method	Not clearly defined other than the outline of maximum annual hours for each career profile component. However, clear guidelines on subject coordination is provided.
Teaching Activity Categories	Subject Design and Teaching Preparation; Subject Delivery (Contact); Student Interaction / Engagement; Marking; Subject Coordination (Subject management and logistics, managing tutors or other staff); Professional development; Other
Subject Coordination Limits	For Teaching and Research Academics, the coordination limit allows for a combination of standard and atypical subjects, provided the total does not exceed 4 standard subjects and up to 8 atypical subjects annually. Similarly, Education-Focused Academics may coordinate a mix of standard and atypical subjects, with a combined total not exceeding 6 standard subjects and up to 8 atypical subjects per year.
Workload Averaging and Flexibility	<ul style="list-style-type: none"> Teaching responsibilities are expected to be completed within a single calendar year, without typically “carrying over” or “borrowing” hours from future years. However, in certain circumstances, the Head of Department <u>may approve excess teaching hours to count toward the following year’s workload</u>. When a staff member agrees to exceed their expected teaching workload, they will receive an equivalent reduction in their teaching workload the following year, if possible, but no later than the year after Given the intensive nature of teaching periods, academic staff may experience weeks where teaching responsibilities exceed the weekly average. To accommodate this, academics, in consultation with their Head of Department (or equivalent), can average their teaching workload across the academic year, ensuring that intensive teaching periods are balanced with lighter periods or research-focused times
Method for Reallocation of Service and Engagement Workload Allocations	Certain administrative roles, including but not limited to Head of Department, Director of a Research Centre, and Director of a Program, are eligible for workload allocation. These allocations can vary from 10% to 100% of the total workload and are <u>proportionally distributed across the three workload components – teaching, research, and service and engagement</u>

COMPONENT ALLOCATIONS

HDR Supervision Allocation	Allocated to Research component
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FEIT

ACADEMIC WORKLOAD STRUCTURE AND PROFILES

Teaching Allocation by Career Profile	• Teaching and Research: 40:40:20
	• Education-Focused: 70:20:10
	• Research-Focused: 20:60:20

TEACHING WORKLOAD MANAGEMENT

Workload Allocation Method	<p>Workload will account for the number of students enrolled in a subject and activities such as subject coordination that are integral to delivering a subject.</p> <p>For academics with 40% workload allocation to teaching and educational development, the basic expectation is that they will:</p> <ol style="list-style-type: none"> Co-ordinate, teach into, and contribute to marking for up to the equivalent* of 3 x 6 credit point (cp) subjects per year. Supervise 60 credit points of coursework projects per session.
Teaching Activity Categories	<p>*Calculation of the weight of a subject is based on the contextual modifiers</p> <p>Managing the preparation, organisation, and delivery of teaching, including the design of contact with students, effective assessment schemes, and use and mentoring of allocated casual staff</p>
Method for Reallocation of Service and Engagement Workload Allocations	<ul style="list-style-type: none"> Management, Leadership, and Service roles such as those listed in Table 5 will contribute to the service allocation of the academic staff member's workplan. Workload allocation for these roles is determined by the core requirements of the role, with adjustments for larger cohorts The Director portion of a role is typically less than 1.0 FTE except for Research Centre Directors. Workload allocations should therefore make up the balance. The Research Centre Director's allocation may vary based on staff numbers and complexity of the Centre or Institute In circumstances where the service and engagement-related activity percentage is increased above the default allocation, the remaining allocation will be allocated to the most appropriate area/s.
Workload Averaging / Flexibility	<ul style="list-style-type: none"> New staff may have a reduced workload to accommodate training and development activities as part of their onboarding process and in negotiation with their supervisor, e.g., in accordance with sub-clause 62.11 of the Agreement, new staff appointed to Level A or Level B positions, in any academic career profile, may be required by the University to undertake a two-year development program such as a Graduate Certificate in Higher Education Teaching and Learning, or similar. For these staff, a maximum 25% of their workload will be allocated to completing all components of the development program within the two-year period.

COMPONENT ALLOCATIONS

HDR Supervision Allocation	Allocated to Research component
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FOH (1/2)

ACADEMIC WORKLOAD STRUCTURE AND PROFILES

Academic Workload Components	Workload is structured around three pillars: teaching, research, and service/engagement. Teaching includes subject delivery, program coordination, marking, assessment, curriculum development, and student support. Research covers traditional research outputs, education scholarship, and HDR supervision. Service encompasses governance, leadership, and academic administration.
Teaching Allocation by Career Profile	Teaching loads vary based on three default academic profiles: <ul style="list-style-type: none"> • Teaching & Research (40:40:20): Up to 644 hours per year • Education Focused (70:20:10): Up to 1127 hours per year • Teaching & Clinical Facilitation (60:0:40): Around 805 hours per year These limits are based on a 1610-hour work year and ensure workload is managed equitably across roles.
Career Profile Variability	While most staff are expected to hold the 40:40:20 teaching and research profile, alternatives – such as research-focused or education-only roles – can be agreed based on experience, career stage, and strategic needs. New staff (Level A or B) may have up to 25% of their workload allocated to teaching development programs for the first two years.

TEACHING WORKLOAD MANAGEMENT

Teaching Activity Categories	Teaching-related workload is broken into clearly defined components including subject development, preparation, student interaction, contact hours, coordination, and marking. Each has specific hour limits and indicative expectations. For instance, preparation is capped at 20 hours per subject, while subject coordination scales with student numbers (e.g. 45 hours for a 201–250 student cohort).
Subject Coordination Limits and Embedded Ratios	There is a clear cap on the number of subjects an academic can coordinate per year: <ul style="list-style-type: none"> • Max 4 subjects for Teaching & Research • Max 7 subjects for Education Focused • Max 6 subjects for Clinical profiles Coordination hours scale with student headcount, implicitly embedding student-to-staff workload ratios. These range from 18 hours for a cohort of 1–25 students to 100 hours for 751–800 students, with clinical subjects adding an extra 14 hours per subject.
Teaching Conditions and Protections	To protect wellbeing, academic staff cannot be required to teach: <ul style="list-style-type: none"> • After 9:30pm (unless offshore) • More than two evenings per week • For more than four hours without a break • Within ten hours of the previous day's teaching There is also a guaranteed minimum six-week break from teaching-related duties per year, with at least four weeks taken consecutively unless agreed otherwise.
Workload Averaging and Flexibility	Workload can be averaged over a two-year cycle. For example, a staff member might take on 110% workload one year and 90% the next. These arrangements must be documented in the annual work plan and agreed with supervisors. Variations from standard career profiles are permitted through formal negotiation and are reviewed annually.

FOH (2/2)

GOVERNANCE, APPROVAL, AND OVERSIGHT

HDR Supervision	HDR and honours supervision is categorised under research-related workload – not teaching. Allocations are governed by the Faculty's Research Benchmarks and contribute to fulfilling research load expectations, not teaching targets.
Governance and Approval Pathway	All workload plans must be approved via a structured chain of responsibility that includes supervisors, Deputy Heads of School, Heads of School, and ultimately the Deans Management Group. This multi-layered sign-off ensures transparency and oversight, particularly for load-heavy or leadership roles.
Teaching-Linked Leadership Roles	Leadership roles tied to teaching (e.g. Subject Chairs, Teaching Portfolio Leads) are allocated first within the staff member's service component. Where leadership exceeds the standard 10–20% service expectation, the excess time is deducted from the teaching allocation. There is no automatic teaching "buy-out".
Limits and Non-Teaching Activities	Outside work is excluded from academic workload allocation and must comply with the UTS Outside Work Policy. Conjoint appointments with external partners (e.g. industry) are based on full contracted FTE, not just the UTS-funded portion, and must be agreed jointly.
Transparency and Publication	Workload allocations for all academic staff within a unit must be published annually. This supports transparency and equitable planning and allows Heads of School to identify shortfalls to be covered by casual staff, only after core permanent staff workload is finalised.
Dispute Resolution and Adjustments	Workload allocations can be reviewed and amended during the year through the formal chain of approval. If disputes arise, Clause 63 of the Enterprise Agreement provides a clear resolution pathway.

STRATEGIC WORKFORCE AND TEACHING PLANNING

Strategic Implications for Workload Planning	<ul style="list-style-type: none"> • Embedded student-volume ratios provide useful levers for managing coordination load distribution across staff. • Averaging mechanisms allow for strategic deployment across academic years, supporting flexibility without overwork. • Strict subject coordination and hour limits ensure FTE allocation caps are respected, aiding in budget planning and avoiding burnout. • Clinical subject loading and restrictions on casual subject coordination help protect quality in practice-based programs.
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LAW (1/2)

WORKLOAD PROFILES AND STRUCTURE

Academic Workload Profiles	<p>Full-time academic workload is based on 1610 hours annually (35 hours/week), covering teaching, research, and service. Three default profiles apply:</p> <ul style="list-style-type: none"> • Teaching & Research (40:40:20): 644 hrs teaching, 644 research, 322 service • Education-Focused (70:20:10): 1127 teaching, 322 research, 161 service • Chancellor's Research Fellow (25:75): 402 teaching, 1208 research, no service <p>Profiles may be adjusted via annual work planning. Fractional workloads are pro-rated.</p>
Teaching Load and Coordination	<p>Workload is allocated annually but may be unevenly distributed. Integrated staff usually teach in two sessions (Autumn, Spring); Education-Focused may teach across three, capped at five consecutive sessions over two years.</p> <p>Staff may teach up to three subjects per session, and coordinate no more than two per session or two consecutive sessions. All online and asynchronous teaching is included. Coordinators must receive at least four consecutive non-teaching weeks annually.</p>

TEACHING AND TEACHING-RELATED ACTIVITY

Annual Teaching Expectations	Teaching-related activities include subject delivery, preparation, student interaction, marking, coordination, and curriculum development. Each category has defined upper limits, with total teaching hours capped annually based on role profile. These are not targets but serve as maximum thresholds before workload adjustments or redistribution is required.
Indicative Activity Caps	<p>Integrated staff may be allocated up to 168 hours of contact teaching, 336 hours of preparation, 80 hours for student interaction, 100 hours for marking, and 400 hours for coordination.</p> <p>Education-Focused staff may be allocated up to 312 hours of contact teaching, 624 hours of preparation, 160 hours for student interaction, 160 hours for marking, and 600 hours for coordination. These caps are pro-rated for fractional staff and adjusted for non-standard profiles.</p>
Coordination Allowances	Subject coordination attracts additional teaching credit based on enrolment: 1 extra hour per session for 100+ students, scaling to 4 hours for 700+. An additional hour applies for coordination of certain core law subjects (e.g. Foundations of Law). Subjects with over 130 students may also receive administrative support. Coordination must be shared among team members and scheduled to preserve non-teaching time.
Marking Adjustments	Marking allocations increase with enrolment size. Coordinators receive 10 to 25 additional hours depending on student volume, while second markers may receive 2 to 8 hours for moderation and review. Marking loads may be unevenly distributed between Autumn and Spring by agreement, and when a staff member's marking is insufficient, they may be assigned marking in core law subjects.
HDR Supervision	HDR supervision is classified as a teaching-related activity. Level B and C academics may supervise up to two HDR students, and Level D and E up to four, unless approved otherwise. Staff receive 1 hour of credit per full-time student annually (or 0.5 for part-time), awarded in arrears. A further 1 hour credit is granted in the year following thesis completion. Co-supervision usually splits the workload equally unless varied by agreement.
New Subject Development and Coursework Research	Development of a new subject attracts 1 hour of teaching credit per year. Coursework research supervision is capped at two students per session and attracts 8 hours of marking credit per student, while examination attracts 4 hours. Coordinating these subjects yields 2 hours of teaching credit per session.

LAW (2/2)

FLEXIBILITY, ALLOWANCES AND BUYOUT

Workload Averaging and Carry Forward	<p>Teaching can be unevenly distributed across the year to support other obligations.</p> <p>Where teaching needs arise unexpectedly, staff may carry forward additional teaching hours into the next year.</p> <p>Staff who agree to an over-allocation (e.g., 110%) must be granted a compensatory reduction (e.g., 90%) within two years, negotiated with the Associate Dean Academic Staff.</p>
Teaching Buyout	<p>Teaching may be bought out through research grants or contracts:</p> <ul style="list-style-type: none"> • Each staff member can access up to two sessions of buyout • No more than four buyout sessions per grant team • Pre- and post-buyout PEP is not permitted • Buyouts must be approved by the relevant Associate Deans and costed using Faculty rates (unless otherwise specified by the grant) <p>Teaching relief must be planned in consultation with teaching teams and formalised through a teaching buyout form.</p>
Early-Career Teaching Development	<p>Level A/B staff may be required to complete a 2-year development program, such as a Graduate Certificate in Higher Education.</p> <p>Up to 25% of workload can be allocated toward this, with the remaining 75% distributed according to their default profile. The standard profile is restored after program completion.</p>
Cultural Load Recognition	<p>First Nations staff are entitled to a 1-hour annual teaching allowance in recognition of cultural load.</p> <p>The Faculty commits to minimising this burden and ensuring it is formally reflected in workload planning.</p>

STAFF CONDITIONS AND PROTECTIONS

Teaching Constraints and Protections	<p>Workload guidelines include provisions to protect staff wellbeing and working conditions. Staff cannot be required to:</p> <ul style="list-style-type: none"> • Teach after 9:30pm (except offshore) • Teach on more than two evenings per week • Teach more than four hours without a 30-minute break, or more than seven hours in one day • Commence teaching within 10 hours of the conclusion of the previous session
Non-Teaching Time and Protected Breaks	<p>Staff must receive a minimum of six weeks per year without teaching, coordination, or marking obligations.</p> <p>At least four of those weeks must be consecutive, unless otherwise agreed.</p> <p>This time is protected to support research, renewal, or other scholarly activity.</p>
Staff-to-Student Ratios (Implied Thresholds)	<p>While the guideline avoids stating explicit staff-to-student ratios, multiple workload triggers are enrolment-based. These include:</p> <ul style="list-style-type: none"> • Additional coordination credit at 100+ enrolments (scaling to 700+) • Additional marking load for large classes • Administrative support triggered at 130+ enrolments <p>These implicit ratios guide how teaching loads scale and suggest thresholds for resource planning and equitable allocation.</p>

NEW – FASS

ACADEMIC WORKLOAD STRUCTURE AND PROFILES

Teaching Allocation by Career Profile	<ul style="list-style-type: none"> Teaching and Research: 40:40:20 Education-Focused: 70:20:10
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TEACHING WORKLOAD MANAGEMENT

Workload Allocation Method	<p>Teaching and Learning Activities:</p> <ul style="list-style-type: none"> Lecture / Tutorial: As per timetable or where preparation is required, 1 -2 hours per hour of lecture / tutorial delivered cohort size where applicable Marking: Based on credit point of a subject
Teaching Activity Categories	Educational provision and/or subject and/or teaching program/ course coordination and/or marking and assessment for undergraduate, postgraduate and higher degree, industry programs, short courses, micro credentials etc., and covering all forms of suitable product including student support/success activities, and covering all forms of suitable educational pedagogical development and quality control.
Subject Coordination Limits	<ul style="list-style-type: none"> Each subject has a designated subject coordinator responsible for the overall educational experience of the subject within the context of the course/s it is delivered. S1.2 provides that staff may normally expect to coordinate up to 6 subjects over the academic year Subject coordination effort is based on the subject preparation effort required (ranges from 20 hours per subject to 150 hours per subject). Further, additional time will be allocated based on different cohort sizes (ranges from 5 hours per subject to 25 hours per subject)
Workload Averaging and Flexibility	<ul style="list-style-type: none"> Flexibility in the allocation of work activities to staff by supervisors, depending on individual-level, discipline-level, and school-level circumstances. In any given year, the distribution of activities across different areas of work may vary somewhat for a staff member but should balance out within a two-year period In a year when a staff member agrees to exceed their expected teaching workload, the staff member will receive an equivalent reduction in teaching workload allocation the following year if possible, but no later than the subsequent year Staff members with a teaching and research academic career profile who have approved externally funded grants that specify teaching release may request a variation to their workload pattern. Specifically, to reduce their teaching and teaching-related activities by up to 322 hours (for a full-time, balanced academic, equivalent to 20% of 1610 workload hours, pro-rata for part time academics) List of teaching and learning activities eligible for workload adjustments: Studio, production subjects, OPM subjects, Practicum, WIL, in country study and language, supervision visits in initial teacher education and TESOL and Applied Linguistics programs <ul style="list-style-type: none"> Staff supervising Honours students will receive 20 workload hours per Full-Time student (pro-rated for Part-Time students)
Method for Reallocation of Service and Engagement Workload Allocations	In circumstances where the service and engagement-related activities percentage is increased above the normal allocation for the relevant academic career profile, the remaining allocation will be allocated to the most appropriate area based on the leadership role or if the leadership role spans both teaching and research then divided between the teaching and research components for the duration of the appointment (unless otherwise approved by the Dean and Heads of School). For clarity, there is no automatic reduction of teaching for individual staff.

COMPONENT ALLOCATIONS

HDR Supervision Allocation	Allocated to Teaching component but staff can opt to allocate all HDR supervisions as research activities should they wish
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NEW – DAB (1/2)

WORKLOAD STRUCTURE, GOVERNANCE, AND PLANNING

Workload Framework and Components	Academic workload is structured around three domains: Teaching and Educational Development, Research and Creative Practice, and Service and Engagement, with a default 40:40:20 allocation. However, staff can negotiate alternative profiles – such as Research Intensive or Education Focused – with approval from the Head of School and Dean. Workloads must be deliverable within an average of 35 hours per week, adjusted for part-time and leave arrangements.
Annual Workload Negotiation and Monitoring	Workloads are negotiated annually, typically from November to February, and documented in the Academic Work Plan and Annual Performance Review. Teaching and research demands may vary during the year but must balance over the calendar year. Changes to workload mid-year require Dean approval and should be formally documented.
Governance, Dispute Resolution, and Performance	Final approval of workload rests with the Dean, following negotiation with supervisors and Heads of School. Disputes are escalated from the supervisor to the Head of School and then to the Dean. Where performance is unsatisfactory, staff may be subject to enhanced support and review for up to two years, after which formal performance management may begin if necessary.

TEACHING AND HDR SUPERVISION

Teaching Allocation by Role and Level	Teaching expectations vary by academic level and profile. For “Balanced” academics (40% teaching), staff at Levels A–E typically teach 3 to 5 subjects per year, adjusted for credit points, delivery mode, and student numbers. Scholarly Teaching Fellows (STFs) have higher loads of 6 to 8 subjects, while “Research Intensive” staff carry reduced teaching commitments.
Teaching Activity Inclusions	Teaching encompasses more than subject delivery – it includes curriculum and subject development, course reaccreditation processes (e.g. OCAP), and subject coordination. These activities are recognised in workload planning and can adjust the number of subjects assigned.
HDR Supervision and Impact on Teaching	HDR supervision is treated as a research activity. At senior levels, supervision expectations range from 2 to 6 students (mostly PhDs), with Levels D and E expected to act as principal supervisors for the majority. Supervision of four or more HDRs may qualify staff to negotiate a reduced teaching load, assessed individually.

NEW – DAB (2/2)

RESEARCH, FUNDING, AND SERVICE CONTRIBUTIONS

Research Output and Quality Expectations	Research contributions must align with ERA eligibility standards. A journal article or book chapter counts as one output; books count as five. Co-authored ERA outputs are treated as equivalent to sole authorship, except for outputs where pro-rating by author count applies. At Levels D and E, staff are expected to prioritise quality, impact, and academic leadership, with limited recognition of conference papers except in the context of HDR co-authorship.
Creative Practice as Research	Creative practice can be recognised as a substitute for traditional research, especially at Level C and above. This requires alignment with Faculty Academic Benchmarks and must be supported by a multi-year plan demonstrating academic merit and impact.
External Funding and Research Engagement	Workload credit is given for both preparing and managing research funding applications, provided they are formally submitted. Higher-level academics are expected to pursue larger, longer-duration projects, especially Category 1 grants. Activities should also include researcher development, mentorship, and engagement as part of a broader research leadership role.
Service and Academic Leadership	Service includes roles such as course direction, committee participation, and Associate Head of School duties. Course direction typically accounts for a full service allocation and may reduce teaching obligations. Additional remuneration may be offered for senior leadership roles, and all service is guided by expectations within the Faculty Academic Benchmarks.

SCI (1/2)

ACADEMIC WORKLOAD STRUCTURE AND PROFILES

Teaching Allocation by Career Profile	<ul style="list-style-type: none"> • Teaching and Research: 40:40:20 • Education-Focused: 70:20:10 • Research-Focused: 20:70:10
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TEACHING WORKLOAD MANAGEMENT

	Defined by maximum annual hours for each career profile component across coordination, teaching delivery, assessment and marking, and supervision.
Workload Allocation Method	For any teaching load of 20% or above, two thirds of this teaching allocation must be made up of teaching activities other than supervision of students or on coursework research project subjects, e.g. postgraduate research projects.
Teaching Activity Categories	<p>On campus teaching and teaching related activities include lectures; tutorials; workshops; computer practical classes; laboratory based practical classes; clinics; supervision of projects and/or theses of undergraduate, graduate course work and/or honours students; campus based meetings or consultation for senior students, e.g. advanced degrees or Science Research Experience & Science Professional Experience; supervision of student projects that are part of a research or Professional Experience or placement subject field-based practical classes, e.g. when a practical class occurs in a local field situation, such as local national park or site visit, as part of a semester-long subject and does not involve an overnight stay; and field excursions, e.g. where all/the majority of a subject is taught in the field away from UTS. Remote teaching and teaching related activities include live online lectures; live online Q&A or drop-in sessions; live online tutorials; live online workshops; live online computer practicals; developing asynchronous content (video recording, Canvas embedded content, etc.) that can be used for a minimum of three years without major update; monitoring of online discussion boards and social media discussions; online development of a group project in real time; and video conferencing – group or individually. Teaching related activities include development and marking of assessment tasks; marking of Honours/MPhil theses; supervision of Honours or MPhil research projects; subject coordination; student consultations and communications; supervision of undergraduate Research and Professional Experience students; supervision of postgraduate research projects (course work only); substantial redevelopment of a subject or component thereof; and development of a new subject.</p>
Subject Coordination Limits	Maximum hours allocated differ for subjects that are 2 CP or 4 CP / 6 CP or 8 CP / OPM. For standard offerings, after a set ratio of hours per student cohort size, the School will provide additional casual academic support. Additional workload can be allocated to cover interviewing and training casual staff and holding workshops with staff. If not performed by a casual, this academic support can also be taken up by an academic staff member and added to their workload. If support by continuing or casual academic staff cannot be identified, an exception will be made to the WL allocation for that particular session only and the staff will be able to claim both the original allocation plus the support allocation. For OPM offerings maximum is 20 hours per unit for 7 weeks.

SCI (2/2)

TEACHING WORKLOAD MANAGEMENT (CONT.)

Workload Averaging and Flexibility

Academic staff may buy-out teaching and learning time provided it is fully paid for by grants or contracts at their substantive appointment level and is approved by the academic's supervisor, the Head of School/Institute Director and the Dean, or where there is a cap on the amount of teaching as part of a successful external competitive grant, e.g. ARC Future Fellowship.

Additionally, new academic staff appointed at levels A or B for at least two (2) years may undertake a formal staff development program for up to two (2) years: during this time a maximum 25% of their total workload will be allocated to completing all components of the development program. Their teaching load will be proportionally reduced to no less than 75% of the normal load appropriate to their profile. First time subject coordinators are allocated extra hours to familiarise themselves with the systems during the session.

Method for Reallocation of Service and Engagement Workload Allocations

The normal practice for an integrated academic without a defined leadership role is that workload for service and engagement will not exceed 20%, comprising the 10% baseline and 10% external allocations. Academic staff who are unable to demonstrate baseline service or engagement work will be assigned an additional 10% teaching allocation.

COMPONENT ALLOCATIONS

HDR Supervision Allocation

Allocated to Research component.

TDS (1/2)

ACADEMIC WORKLOAD STRUCTURE AND PROFILES

Teaching Allocation by Career Profile

- Teaching and Research: 40:40:20
- Education-Focused: 70:20:10
- Research-Focused: Not defined; typically apply for limited periods only and require external research funding.

TEACHING WORKLOAD MANAGEMENT

Workload Allocation Method

Defined by maximum annual hours for each career profile component across contact-related activities, assessment, subject coordination, subject development and redevelopment, enterprise learning and Honours supervision.

Teaching Activity Categories

Categories as defined in row above.

Subject Coordination Limits

Subject coordination hours allocated are set according to a formula based on credit points of the subject and student cohort size (first 30 students, per additional student up to 100, and per additional student >100). This will be then adjusted under the following circumstances – coordinating a subject for the first time, large intensive subjects, split cohorts, and external partner brief.

Workload Averaging and Flexibility

Standard teaching reallocations are reduced in the following circumstances:

- New staff appointed to Level A or Level B positions may be required to undertake a 2-year **development** program, with a maximum 25% of their workload allocated to the program (i.e. up to 402.5 hours per year for a full-time academic staff member).
- **Teaching buyout using research funds** (e.g. externally funded projects may require a temporary increase in research workload. Where this is manageable and can be planned for so as not to interfere with teaching requirements and teaching quality, staff members may seek approval for some of the project's funding to be applied towards teaching relief.) Academic staff are expected to maintain some level of teaching in the school - generally, the minimum teaching load should be sufficient to coordinate at least one subject a year.
- **HDR supervision**
- **Course Director or other service roles**

Additionally, a staff member and the Head of School may agree to count excess teaching-related hours against a future year's workload (i.e. to "carry over" teaching hours) on a case-by-case basis. This will generally only be approved where a teaching need arises part-way through the year that cannot be performed by another staff member or offset by reducing other teaching activities.

TDS (2/2)

TEACHING WORKLOAD MANAGEMENT

Method for Reallocation of Service and Engagement Workload Allocations	Certain administrative roles are eligible for workload allocation. These allocations can vary from 10% to 100% of the total workload and are <u>proportionally distributed across the three workload components – teaching, research, and service and engagement.</u>
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COMPONENT ALLOCATIONS

HDR Supervision Allocation	Supervisors are expected to supervise their first HDR student as part of their research workload within their expected 3.5 years (full-time equivalent) to completion, with some allowance provided to early career researchers taking up primary supervision for the first time. Reductions in teaching workloads will be applied for each student starting from the second HDR student supervised , up to a maximum limit of 130 hours per annum allocated from an individual's teaching load. To support early career researchers who don't have prior experience with primary supervision roles, this teaching relief will also apply if the first student they supervise is done as the primary supervisor within TD School.
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Appendix 2: Activities that Reduce Teaching Capacity

List of Activities that Reduce Teaching Capacity

Other		
LAW [Provided by FP&A on 20 February]	<ul style="list-style-type: none"> • Subject coordination credits • PEP • Research buyouts • LSL • Teaching core subjects in first session • Previous year built up teaching credits > done more teaching than profiles in prior years • HR supervision • Staff supervision • Short forms of learning • Director of Academic Programs • Director of Students 	<ul style="list-style-type: none"> • Director of Professional Programs • Director of Higher Degree Research • Academic Liaison Officer • Misconduct and Integrity Officer • Head Juris Doctor Program • Head GDMLP • Head MIP • Internship Program Head • Director Brennan Program • Indigenous Student Liaison • Parental leave
FASS [Note: This needs to be confirmed with Faculty Dean to ensure interpretation is accurate]	<p>All activities listed below have been tagged to the 'teaching' activity under the service and engagement section of the Academic Workload Guidelines:</p> <ul style="list-style-type: none"> • School Teaching & Learning Coordinator • School of International Studies and education NESA Accreditation Officer • Professional Experience Direction (Initial Teacher Education) 	<ul style="list-style-type: none"> • School of Communication Discipline Teaching and Learning Coordinator • School of Communication Honours Coordinator • School RPL Officer / RAO • Course Coordinator / Course Director • School of International Studie & Education Country Major Coordinator
SCI	<p>Academic staff may buy-out teaching and learning time provided it is fully paid for by grants or contracts at their substantive appointment level and is approved by the academic's supervisor, the Head of School/Institute Director and the Dean, or where there is a cap on the amount of teaching as part of a successful external competitive grant, e.g. ARC Future Fellowship.</p>	<p>Additionally, new academic staff appointed at levels A or B for at least two (2) years may undertake a formal staff development program for up to two (2) years: during this time a maximum 25% of their total workload will be allocated to completing all components of the development program. Their teaching load will be proportionally reduced to no less than 75% of the normal load appropriate to their profile. First time subject coordinators are allocated extra hours to familiarise themselves with the systems during the session.</p>
TDS	<p>Standard teaching reallocations are reduced in the following circumstances: New staff appointed to Level A or Level B positions may be required to undertake a 2-year development program, with a maximum 25% of their workload allocated to the program (i.e. up to 402.5 hours per year for a full-time academic staff member).</p> <ul style="list-style-type: none"> • Teaching buyout using research funds (e.g. externally funded projects may require a temporary increase in research workload. Where this is manageable and can be planned for so as not to interfere with teaching requirements and teaching quality, staff members may seek approval for some of the project's funding to be applied towards teaching relief.) <p>Academic staff are expected to maintain some level of teaching in the school - generally, the minimum teaching load should be sufficient to coordinate at least one subject a year.</p> <ul style="list-style-type: none"> • HDR supervision • Course Director or other service roles 	<p>Additionally, a staff member and the Head of School may agree to count excess teaching-related hours against a future year's workload (i.e. to "carry over" teaching hours) on a case-by-case basis. This will generally only be approved where a teaching need arises part-way through the year that cannot be performed by another staff member or offset by reducing other teaching activities</p>



Operational Sustainability Initiative

Target State Academic Workforce – Final
Recommendations

ULT Presentation

As of 26 May 2025

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1. Context and Purpose

Now and in the future, UTS remains committed to its vision to be a leading public university of technology recognised for global impact. As an inclusive university, we remain committed to educating the next generation of technologically empowered and socially responsible professionals and to conduct research characterised by impact, innovation and the dissemination of knowledge that holds public value.

After examining UTS 2027 and the strategic initiatives that underpin its execution, it is clear many of the fundamental objectives remain as important today as when we collectively developed them back in 2018. In reaffirming these fundamentals, however, a need for increasing our focus on what it will take to remain successful for the next five years is critical. We will need to make decisions about how and in what way the university invests its time, resources, and energy and as we navigate the changes ahead. We will also need to be clear about who we are and what success looks like.

Purpose

This paper has been developed to support ULT decision-making on the Academic Program within the Operational Sustainability Initiative. From its inception, the Academic Program has been designed as an integrated initiative to identify the optimal target state academic workforce, refine the course and subject portfolio, and realign research focus areas to institutional strengths, ensuring the most effective use of future research investment.

This paper summarises the decisions Faculty Deans have provided to date on Schools, disciplines, courses and subjects for discontinuation. The purpose of the 27 May ULT is to confirm these proposed decisions to form the basis of the academic staff change proposal. To ensure that the University has a clear path to achieving its operational sustainability objectives.

The paper includes:

- Enhancing Teaching Efficiency Through Curriculum Streamlining
- Potential workforce and financial impacts based on the faculty decisions,
- Strategic responses prepared and updated by faculty

- Proposed subject reductions reduce Credit Points (CP) offered by 30%, while taught EFTSL decreases by just 7%, indicating a leaner curriculum better aligned with student demand. Teaching FTE falls by 14%, reflecting the removal of low-enrolment and unprofitable subjects.
- System-wide efficiency improves, with UTS average EFTSL per CP offered rising from 2.5 to 3.3, surpassing the University's minimum benchmark of 3.0.
- In the future state, [REDACTED] fall below the efficiency threshold, while [REDACTED] exceed it, reflecting stronger alignment between subject offerings and student load.
- For CP offered per FTE, [REDACTED] are the most productive Faculties, while [REDACTED] show the lowest productivity, highlighting further resourcing opportunities.
- UTS aims for a benchmark Taught EFTSL to CP Offered ratio of 3.0 as a minimum threshold for teaching efficiency across faculties.
- This table includes EFTSL and CP data only for subjects taught in 2024. It excludes subjects proposed for discontinuation that were not delivered in 2024.

s.14, cl1(h); s.14, cl4(a)(c)(d)

- Data for total teaching FTE only represents academic staff members who are ongoing and excludes all casual academic staff members/staff with honorary assignments/research-funded staff.
- The calculation of CP offered is based on the subjects listed in the 2024 ACV data and the assigned CP per subject offered. Please note that all PhD thesis subjects have been excluded from this calculation.
- EFTSL at UTS is defined as 48CP. The calculation of CP enrolled is derived by multiplying the taught EFTSL by 48CP.
- The calculation of total ongoing teaching FTE in the future state is based on the total ongoing teaching FTE in the current state minus 40% of the proposed FTE for reduction. 40% is applied to represent the teaching effort of the total FTE for reduction.

3. Summary of Proposed Impacts (Financial and Staff Impact)

Below is a summary of the potential financial and staffing impacts based on Faculty decisions regarding proposed discontinuations of courses, subjects, and disciplines. All figures are modelled using ACV data, Finance data, and HR FTE data (noting these figures are yet to be validated) and are subject to change as UTS undertakes detailed impact mapping and organisational design in future phases of work. The projected totals are based on the proposed discontinuations and an estimated salary expenditure of s.14, cl1(h); s.14, cl4(a)(c)(d), as provided by FP&A. Further refinement of workforce cost savings can be undertaken with the breakdown of ongoing and casuals now available.

Faculty / Portfolio	Schools and Disciplines	Total Ongoing Academic FTE (HR NEO) ⁸ As of 20 January 2025	Total Ongoing and Casual Academic FTE (Finance Data) ⁹ Data for 2024, Extract as of 24 March 2025				Guidepost FTE Provided to Faculty Deans	Total FTE	Indicative Workforce Costs Associated with Identified FTE (\$)	Figures in brackets in this table represent FTE and dollar amounts excluding OPM-related and Indigenous Staff FTE
	Proposed Schools and disciplines for discontinuation	Total (Ongoing Only)	Ongoing	Casual	Total	Variance from Guidepost (FTE)				
s.14, cl1(h); s.14, cl4(a)(c)(d)										

¹ s.14, cl1(h). FTE estimate: excluding s.14, cl1(h); s.14, cl4(a)(c)(d)

Based on HR (NEO) data provided by s.14, cl3(a)(b) on 19/02/25, with an extract date of 20/01/25. Excludes casual employees, honorary appointments, non-academic staff, and research-funded positions, as confirmed by FP&A; ⁹ FP&A data, based on the row 'FTE – Operational – Academic'. 'Research Portfolio' FTE refers to the sum of all academic FTE within 'Divisions'.



Faculty	Total Ongoing Academic FTE (HR NEO)*	Total Academic FTE (Finance FTE Provided by FP&A)^			Indicative Workforce Costs Associated with Identified FTE (\$)
	As of 20 January 2025	As of Data for 2024, Extract as of 24 March 2025			
	Total (Ongoing Only)	Ongoing	Casual	Total	
BUS	163	160	64	224	s.14, cl1(h);

BUS: Final Recommendations

The information below outlines the subjects and courses the Faculty has identified as non-viable or no longer strategically aligned with its future direction or that of UTS. These recommendations support progress towards the Faculty’s allocated guidepost. Key quantitative indicators (impact on FTE, subjects, and courses) are provided below, alongside the strategic rationale for the proposed changes.

Key in



Recommendations

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*Based on HR (NEO) data as of 20 January 2025, extracted as at 20 January 2025. Excludes casual employees, honorary assignments, non-academic staff, and research-funded positions, as confirmed with FP&A.
^FP&A data, based on the row 'FTE – Operational – Academic'. The 'Research Portfolio' FTE figure represents the total academic FTE within 'Divisions', and includes items excluded from the HR (NEO) data above, as well as both ongoing and casual academic FTE.

FEIT: Final Recommendations

Faculty	Total Ongoing Academic FTE (HR NEO)*	Total Academic FTE (Finance FTE Provided by FP&A)^			Indicative Workforce Costs Associated with Identified FTE (\$)
	As of 20 January 2025	As of Data for 2024, Extract as of 24 March 2025			
	Total (Ongoing Only)	Ongoing	Casual	Total	
FEIT	289	282	82	364	s.14, cl1(h);

The information below outlines the subjects and FEIT has identified as non-viable or no longer strategically aligned with its future direction or that of UTS. These recommendations support progress towards FEIT’s allocated guidepost. Key quantitative indicators (impact on FTE, subjects, and courses) are provided below, alongside the strategic rationale for the proposed changes.

Key indicators



s.14, cl1(h); s.14, cl4(a)(c)(d)



s.14, cl1(h); s.14, cl4(a)(c)(d)




*Based on HR (NEO) data provided by s.14, cl3(a)(b) on 19 February 2025, extracted as at 20 January 2025. Excludes casual employees, honorary assignments, non-academic staff, and research-funded positions, as confirmed with FP&A.
^FP&A data, based on the row 'FTE – Operational – Academic'. The 'Research Portfolio' FTE figure represents the total academic FTE within 'Divisions', and includes items excluded from the HR (NEO) data above, as well as both ongoing and casual academic FTE.

FEIT: Final Recommendations

Faculty	Total Ongoing Academic FTE (HR NEO)*	Total Academic FTE (Finance FTE Provided by FP&A)^			Indicative Workforce Costs Associated with Identified FTE (\$)
	As of 20 January 2025	As of Data for 2024, Extract as of 24 March 2025			
	Total (Ongoing Only)	Ongoing	Casual	Total	
FEIT	289	282	82	364	s.14, cl1(h);

The information below outlines the subjects and FEIT has identified as non-viable or no longer strategically aligned with its future direction or that of UTS. These recommendations support progress towards FEIT’s allocated guidepost. Key quantitative indicators (impact on FTE, subjects, and courses) are provided below, alongside the strategic rationale for the proposed changes.

Recommendations	
1	s.14, cl1(h); s.14, cl4(a)(c)(d)
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*Based on HR (NEO) data provided by s.14, cl3(a)(b) on 19 February 2025, extracted 20 January 2025. Excludes casual employees, honorary assignments, non-academic staff, and research-funded positions, as confirmed with FP&A.
^FP&A data, based on the row 'FTE – Operational – Academic'. The 'Research Portfolio' FTE figure represents the total academic FTE within 'Divisions', and includes items excluded from the HR (NEO) data above, as well as both ongoing and casual academic FTE.

Recommendations 1 to 4 – Implications for FEIT Schools

School	Disciplines	18 FTE	% of FTE*
Biomedical Engineering	s.14, d1(h); s.14, d4(a)(c)(d)		
Civil and Environmental Engineering			
Electrical and Data Engineering			
Mechanical and Mechatronic Engineering			
Computer Science			
Professional Practice and Leadership			

Criteria for decision making – to be decided

In addition to discipline area, will potentially include teaching performance, research productivity, commitment to service and engagement, staff diversity implications. **For discussion** – focus on Levels C to E

* Ongoing and fixed term academic FTE, based on April 2025 finance data supplied by FEIT finance partner

Recommendation 5 – Changes to FEIT

s.14, cl1(h); s.14, cl4(a)(c)(d)

s.14, cl1(h); s.14, cl4(a)(c)(d)

Table 1: Existing School Structures

School	Biomedical Engineering	Civil and Environmental Engineering	Electrical and Data Engineering	Professional Practice and Leadership	Mechanical and Mechatronic Engineering	Computer Science
Academic FTE	s.14, cl1(h); s.14, cl4(a)(c)(d)					
Total ERI						
Total EFTSL						

Table 2: New school structures with updated FTE to reflect the proposed changes to academic staff profile

School	s.14, cl1(h); s.14, cl4(a)(c)(d)					
Academic FTE						
Total ERI						
Total EFTSL						

FOH: Final Recommendations

Faculty	Total Ongoing Academic FTE (HR NEO)*	Total Academic FTE (Finance FTE Provided by FP&A)^			Indicative Workforce Costs Associated with Identified FTE (\$)
	As of 20 January 2025	As of Data for 2024, Extract as of 24 March 2025			
	Total (Ongoing Only)	Ongoing	Casual	Total	
FOH	195	180	112	292	s.14, cl1(h); s.14, cl4(a)(c)(d)

The information below outlines the subjects and courses the Faculty has identified as non-viable or no longer strategically aligned with its future direction or that of UTS. These recommendations support progress towards the Faculty’s allocated guidepost. Key quantitative indicators (impact on FTE, subjects, and courses) are provided below, alongside the strategic rationale for the proposed changes.

Key indicators



s.14, cl1(h); s.14, cl4(a)(c)(d)

Recommendations

s.14, cl1(h); s.14, cl4(a)(c)(d)

1

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*Based on HR (NEO) data provided by s.14, cl3(a)(b) on 19 February 2025, extracted as at 20 January 2025. Excludes casual employees, honorary assignments, non-academic staff, and research-funded positions, as confirmed with FP&A.
^FP&A data based on the row 'ETE – Operational – Academic'. The 'Research Portfolio' ETE figure represents the total academic ETE within 'Divisions', and includes items excluded from the HR (NEO) data above, as well as both ongoing and casual academic ETE.

FoH OPM course timelines






Faculty	Course Suite	Commencement		Term Sheet expiry (8 y)												
		Year	Session	Year	Session	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030
Health	Advanced Nursing *	2020	SP2	2028	SP2	Start							End			
Health	Health Services Management *	2020	SP3	2028	SP3	Start							End			
Health	Public Health *	2021	SP2	2029	SP2		Start							End		
Health	Psychology	2022	SP6	2030	SP6			Start							End	
Health	Women's & Children's Health	2023	SP3	2031	SP3			Start								End

Faculty	Total Ongoing Academic FTE (HR NEO)* As of 20 January 2025	Total Academic FTE (Finance FTE Provided by FP&A)^ As of Data for 2024, Extract as of 24 March 2025			Indicative Workforce Costs Associated with Identified FTE (\$)
	Total (Ongoing Only)	Ongoing	Casual	Total	
	NEW	233	226	109	

NEW: Final Recommendations (1/2)

The information below outlines the subjects and courses the Faculty has identified as non-viable or no longer strategically aligned with its future direction or that of UTS. These recommendations support progress towards the Faculty’s allocated guidepost. Key quantitative indicators (impact on FTE, subjects, and courses) are provided below, alongside the strategic rationale for the proposed changes.

Key indicators



s.14, cl1(h); s.14, cl4(a)(c)(d)

Recommendations

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s.14, cl1(h); s.14, cl4(a)(c)(d)

Note:

s.14, cl1(h); s.14, cl4(a)(c)(d)

*Based on HR (NEO) data provided by s.14, cl3(a)(b) on 19 February 2025, extracted as at 20 January 2025. Excludes casual employees, honorary assignments, non-academic staff, and research-funded positions, as confirmed with FP&A.
^FP&A data, based on the row 'FTE – Operational – Academic'. The 'Research Portfolio' FTE figure represents the total academic FTE within 'Divisions', and includes items excluded from the HR (NEO) data above, as well as both ongoing and casual academic FTE.






Faculty	Total Ongoing Academic FTE (HR NEO)* <i>As of 20 January 2025</i>	Total Academic FTE (Finance FTE Provided by FP&A)^ <i>As of Data for 2024, Extract as of 24 March 2025</i>			Indicative Workforce Costs Associated with Identified FTE (\$)
	Total (Ongoing Only)	Ongoing	Casual	Total	
	NEW	233	226	109	

NEW: Final Recommendations (2/2)

The information below outlines the subjects and courses the Faculty has identified as non-viable or no longer strategically aligned with its future direction or that of UTS. These recommendations support progress towards the Faculty’s allocated guidepost. Key quantitative indicators (impact on FTE, subjects, and courses) are provided below, alongside the strategic rationale for the proposed changes.

Key indicators

s.14, cl1(h); s.14, cl4(a)(c)(d)



Recommendations

s.14, cl1(h); s.14, cl4(a)(c)(d)

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*Based on HR (NEO) data provided by s.14, cl3(a)(b) on 19 February 2025, extracted as at 25 January 2025. Excludes casual employees, honorary assignments, non-academic staff, and research-funded positions, as confirmed with FP&A.
^FP&A data, based on the row 'FTE – Operational – Academic'. The 'Research Portfolio' FTE figure represents the total academic FTE within 'Divisions', and includes items excluded from the HR (NEO) data above, as well as both ongoing and casual academic FTE.






SCI: Final Recommendations

Faculty	Total Ongoing Academic FTE (HR NEO)* As of 20 January 2025	Total Academic FTE (Finance FTE Provided by FP&A)^ As of Data for 2024, Extract as of 24 March 2025			Indicative Workforce Costs Associated with Identified FTE (\$)
	Total (Ongoing Only)	Ongoing	Casual	Total	
	SCI	184	165	34	

The information below outlines changes to the structure of the FoS and the subjects and courses the Faculty has identified as non-viable or no longer strategically aligned with its future direction or that of UTS. These recommendations support progress towards the Faculty’s allocated guidepost. Key quantitative indicators (impact on FTE, subjects, and courses) are provided below, alongside the strategic rationale for the proposed changes.

Key indicators

s.14, cl1(h); s.14, cl4(a)(c)(d)



Recommendation

s.14, cl1(h); s.14, cl4(a)(c)(d)

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*Based on HR (NEO) data provided by s.14, cl3(a)(b) on 19 February 2025, extracted as at 20 January 2025. Excludes casual employees, honorary assignments, non-academic staff, and research-funded positions, as confirmed with FP&A.
^FP&A data, based on the row 'FTE – Operational – Academic'. The 'Research Portfolio' FTE figure represents the total academic FTE within 'Divisions', and includes items excluded from the HR (NEO) data above, as well as both ongoing and casual academic FTE.

Faculty	Total Ongoing Academic FTE (HR NEO)*	Total Academic FTE (Finance FTE Provided by FP&A)^			Indicative Workforce Costs Associated with Identified FTE (\$)
	As of 20 January 2025	As of Data for 2024, Extract as of 24 March 2025			
	Total (Ongoing Only)	Ongoing	Casual	Total	
TD	36	34	11	45	\$ 14, cl1(h);

TD: Final Recommendations

The information below outlines the subjects and courses the Faculty has identified as non-viable or no longer strategically aligned with its future direction or that of UTS. These recommendations support progress towards the Faculty’s allocated guidepost. Key quantitative indicators (impact on FTE, subjects, and courses) are provided below, alongside the strategic rationale for the proposed changes.

Key indicators

s.14, cl1(h); s.14, cl4(a)(c)(d)



Recommendation

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s.14, cl1(h); s.14, cl4(a)(c)(d)

2

s.14, cl1(h); s.14, cl4(a)(c)(d)

*Based on HR (NEO) data provided by s.14, cl3(a)(b) on 19 February 2025, extracted as at 20 January 2025. Excludes casual employees, honorary assignments, non-academic staff, and research-funded positions, as confirmed with FP&A.
^FP&A data, based on the row 'FTE – Operational – Academic'. The 'Research Portfolio' FTE figure represents the total academic FTE within 'Divisions', and includes items excluded from the HR (NEO) data above, as well as both ongoing and casual academic FTE.

Research Productivity and Investment

FINAL Current State Analysis
30 May 2025

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.

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
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Research productivity by discipline Research productivity by workforce profile Research productivity by academic level 	<ul style="list-style-type: none"> HDR student profile across UTS Productivity by HDR students RTP and HDR completions HDR student withdrawals/discontinuations and stipend wastage 	<ul style="list-style-type: none"> Staff profile, ERI and other key metrics 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.

Other notes

There are references throughout this report to 'FTE of research effort'. This is distinct from full FTE of staff members; for example, if a staff member with a full FTE of 0.5 spent 50% of their time on research, 0.25 FTE would be counted for the purposes of this analysis. All analysis indicates whether 'FTE of research effort' or 'full FTE' has been used as the basis for calculations.

Summary findings

Research investment	Research productivity	HDR deep dive	Research concentration
<p>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.</p> <p>Despite these challenges, UTS did not significantly shift its research investment patterns over the last three 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.</p> <ul style="list-style-type: none"> UTS's HERDC research expenditure funded by the 'Other Commonwealth Government' category (CRC grants excluding Australian Competitive Grants, RSP and RTP funding) was 70-80% lower than other [REDACTED] (s.14, cl4(d)). For all three years in analysis (2022-2024), 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 and pass-through costs. 	<p>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.</p> <ul style="list-style-type: none"> Of the 23 disciplines at UTS, there were seven disciplines that generated \$1m or less average CAT1-4 income across 2021-24. ERI generation was predominantly driven by academic staff at Level E, who received double the ERI per FTE of research effort compared to Level D academic staff. Out of the 23 disciplines with publications across 2021-24, 14 had fewer publications in 2024 than 2023. 	<p>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.</p> <ul style="list-style-type: none"> HDR supervisions varied significantly across disciplines, with up to 45 students per supervisor in 2024 (Information and Computing Sciences). HDR completions as a % of enrolments (headcount) also varied significantly by discipline, from around ~10% (s.14, cl4(a)(c)(d) [REDACTED]) to ~20% (s.14, cl4(a)(c)(d) [REDACTED]). There was no clear correlation between supervisions and completions by discipline. 	<p>University Centres (research-oriented and engagement-oriented) also varied significantly in their ability to generate ERI.</p> <ul style="list-style-type: none"> Two Research Centres (s.14, cl4(a)(c)(d) [REDACTED] [REDACTED]) generated zero ERI in 2024.

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Research investment

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

Research expenditure

The funding composition for research investment has remained relatively stable since 2022

Research expenditure by funding source
(\$m, 2022-2024)

Externally funded research expenditure RI funded by RSP RI funded by UTS Strategic Fund
Faculty investment on ERI RI funded by RTP



Commentary

- Internally funded research investment (i.e. through RTP, RSP, Faculty investment and UTS funds) and externally funded research investment have grown at a similar rate from 2022-2024. The relative shares of internally funded to externally funded research investment were 32%:68% in 2022, 30%:70% in 2023 and 31%:69% in 2024.
- Total research investment has grown each year (9% or \$12.6m from 2022-23, and 20% or \$32.1m in 2023-24).

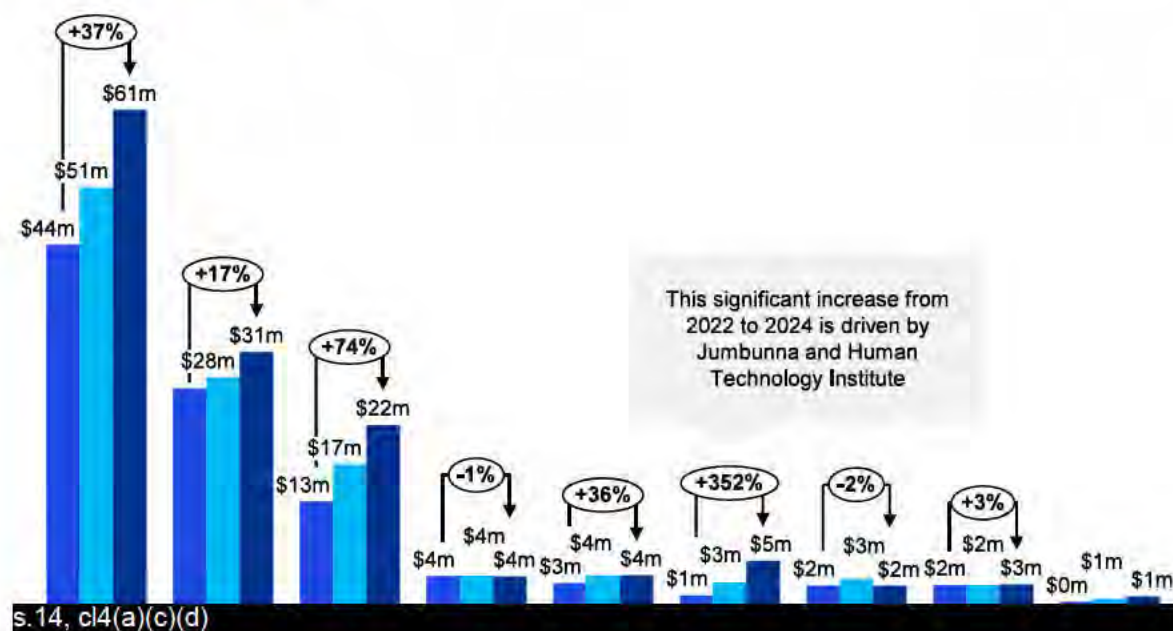
Key assumptions

- UTS advised that the 'Faculty investment on ERI expenditure' figures are lower than actual expenditure over the period, as this category was not consistently tagged and captured.

Research expenditure by s.14, cl4(c)(d) has fallen since 2021

Research expenditure by Faculty/Portfolio
(\$m, 2022-2024)

2022 2023 2024



Commentary

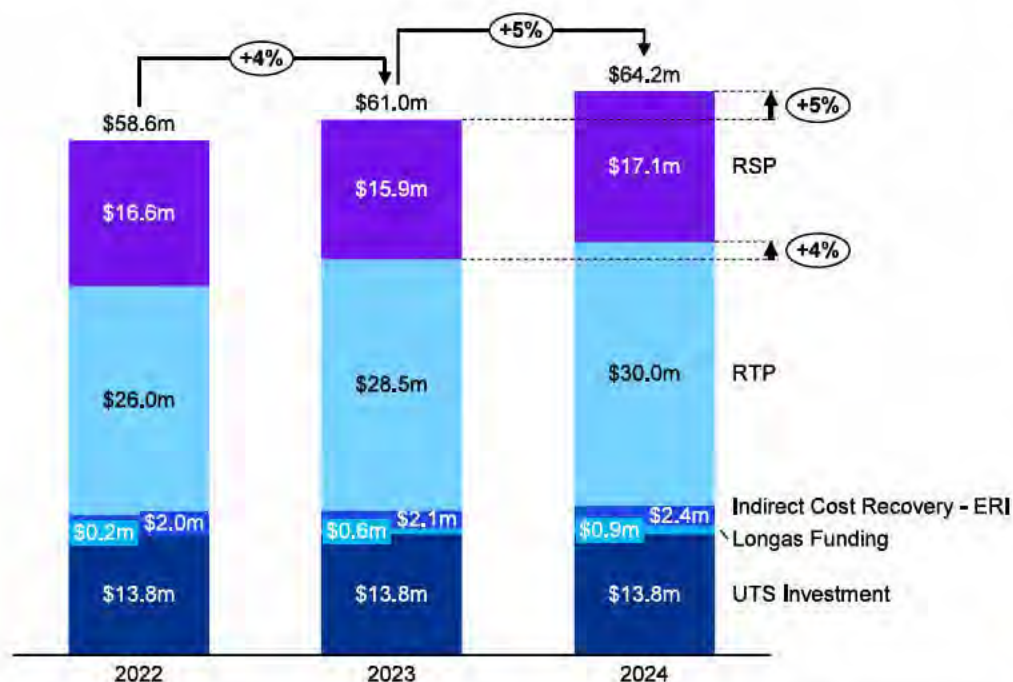
- In 2024 s.14, cl4(c)(d) expended the most research investment (\$61m).
- Expenditure by all Faculties except for s.14, cl4(a)(c)(d) grew between 2022 and 2024. The greatest growth in research investment was in s.14, cl4(c)(d) (from \$1.2m in 2022 to \$5.4m in 2024), driven by s.14, cl4(c)(d) (\$12.7m to \$22.1m), and s.14, cl4(c)(d) (\$44.2m to \$60.8m).
- Expenditure by s.14, cl4(a)(c)(d) fell very slightly (\$3.6m in 2022 to \$3.5m in 2024), as did expenditure by s.14, cl4(a)(c)(d) (\$2.4m in 2022 to \$2.3m in 2024).
- The expenditure figures on this page is likely to be understated as research only academic staff salary is not appropriately tagged in the finance system for accurate recording.

Key assumptions

- UTS advised that the 'Faculty investment on ERI expenditure' figures are lower than actual expenditure over the period, as this category was not consistently tagged and captured.
- Refer [here](#) for key definitions.

UTS' Central Research Budget comprises of five key categories, all of which are invested for the benefit of the Faculties

UTS Central Research Budget (CRB) expenditure
(\$m, 2022-2024)



Commentary

- Central Research Budget (CRB) expenditure has experienced a year-on-year growth over the 2022 to 2024 period
- The primary drivers of growth over the 2023 to 2024 period is from RSP which grew by 5% (\$15.9m to \$17.1m), and from RTP which grew by 4% (\$28.5m to \$30.0m)

Key Notes:

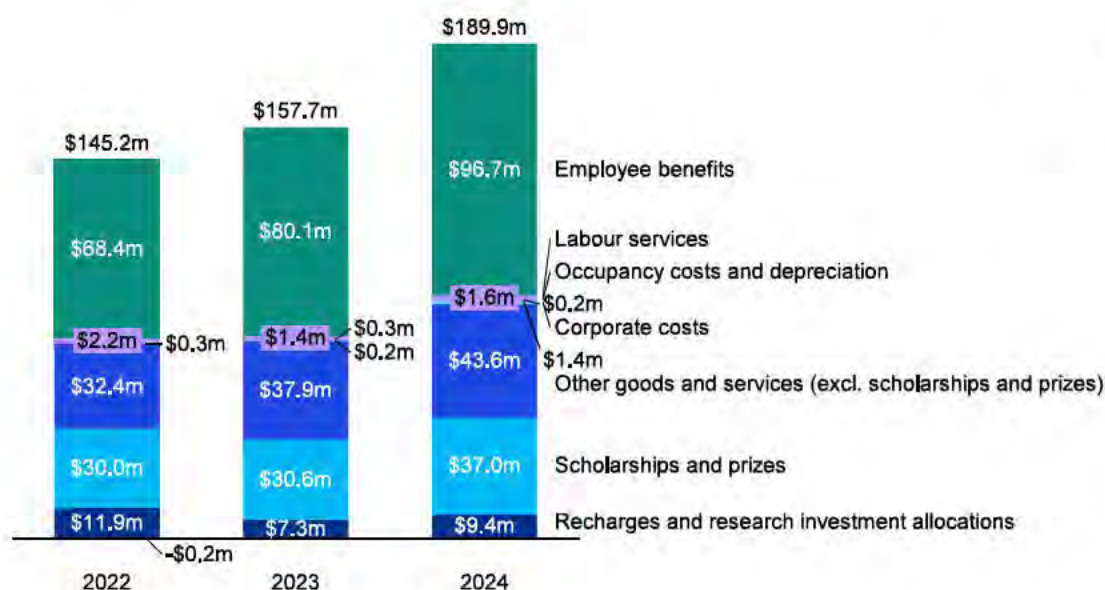
- CRB funding is invested for the benefit of the Faculties. By end of the year, Faculties will have directly received ~80% of the funds and indirectly 10+% (partnerships, CRC payments, additional support for grant preparation etc). It is either:
 - Faculty managed:** contributions for ARC/ NHMRC grants, funding fellowships & HDR support etc
 - Centrally managed:** funding key memberships & subscriptions, payment of HDR stipends etc, Research systems, Research Marketing
- RSP is invested to support strategic research initiatives as determined by the DVCR (eg Funding contributions are allocated to faculties based on committed funds for ARC/NHMRC grants & Fellowships (known at budget preparation))
- RTP is invested in HDR stipends and Graduate research (based on funding guidelines)
- University investment is primarily focused on funding International student stipends

Key assumptions

- Refer [here](#) for key definitions.

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

Research expenditure by category
(\$m, 2022-2024)



Despite relatively poor research investment outcomes when compared with ^{s.14, d4(a)(c)(d)} UTS has not significantly shifted its research expenditure structure over the last three years.

Commentary

- Over the three years, out of total research expenditure:
 - Employee benefits accounted for 47-51%;
 - Other goods and services accounted for 22-24% (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 three 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 period, as most expenditure funded by Faculty investment was not specifically tagged and captured.
- Refer [here](#) for key definitions.

By far the largest spend in 'other goods and services' was expenditure on 'contributions' (cont. overleaf)

Average annual expenditure on 'other goods and services': top 5 'other goods and services' categories
(\$k, 2022-2024)

Organisational unit	'Other goods and services' subcategories				
	Scholarships and prizes	Contributions	Consultancy fees and pass-through costs for research partners	Travel	Office teaching and laboratory supplies
s.14, c4(a)(c)(d)	\$101k	\$263k	\$114k	\$211k	\$9k
	\$322k	\$479k	\$925k	\$962k	\$140k
	\$0k	\$143k	\$207k	\$91k	\$40k
	\$75k	\$137k	\$193k	\$283k	\$29k
	\$6,561k	\$4,304k	\$755k	\$1,931k	\$1,659k
	\$2k	-\$16k	\$112k	\$127k	\$8k
	\$738k	\$5,831k	\$478k	\$595k	\$2,548k
	\$6k	-\$117k	\$32k	\$81k	\$9k
	\$127k	-\$4k	\$2,575k	\$380k	\$27k
	\$26k	-\$310k	\$232k	\$144k	\$31k
Total	\$7,960k	\$10,709k	\$5,622k	\$4,803k	\$4,501k

Note: For the s.14, c4(a)(c)(d) this category predominantly represents pass-through costs for research partners.

By far the largest spend in 'other goods and services' was expenditure on 'contributions' (cont.)

Commentary

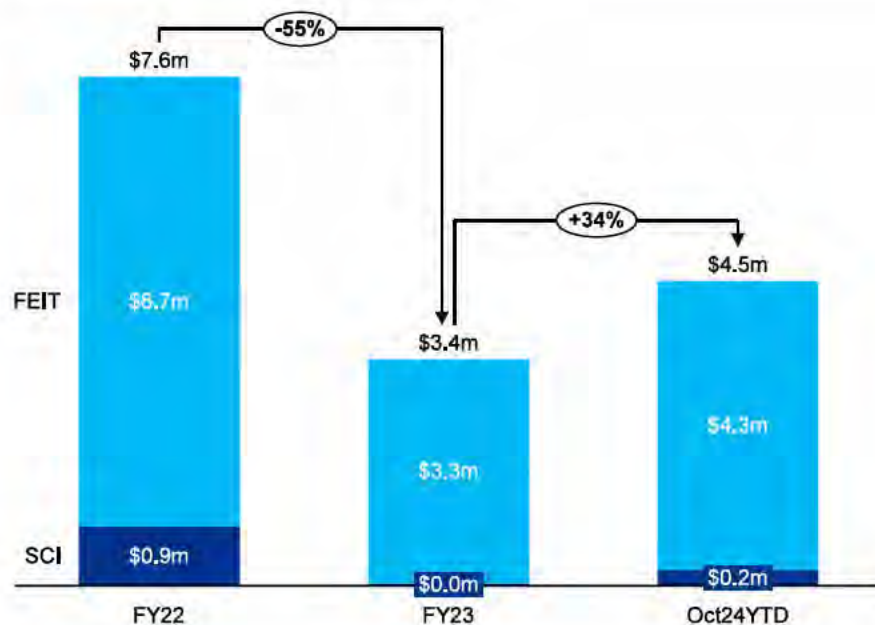
- As a total across 2022-2024, the 'other goods and services' sub-categories with the most expenditure across UTS were contributions, scholarships and prizes, consultancy fees and pass-through costs for research partners, travel (including domestic, overseas and other), and office teaching and laboratory supplies. Scholarships and prizes accounted for 24% of all 'other goods and services' spend from 2022-2024, and contributions accounted for 32%.
- s.14, d4(a)(c)(d) reported an average spend of \$2.6m per year over 2022 – 2024 in consultancy fees and pass-through costs; as confirmed by Research Finance, this was predominantly 'pass-through' expenditure on behalf of research partners, rather than consultancy expenditure.

Key assumptions

- UTS advised that these figures are lower than actual research expenditure across the period, 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 s.14, d4(a)(c)(d) Contingency, and Overheads.
- 'Travel overseas', 'Travel domestic', and 'Travel others' were combined into 'Travel'.
- Average based on 2022, 2023 and 2024.
- 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 International HDR students. These discrepancies formed a low portion of total expenditures (<1%).

There was significant under-capture of research expenditure across UTS; only FEIT and SCI reported research capital expenditure across 2022 to 2024

Research infrastructure CAPEX by Faculty
(\$m, January 2022 - October 2024)



Commentary

- The Faculty of Engineering and Information Technology and the Faculty of Science were the only Faculties who reported capital expenses for research infrastructure in FY22-24. However, consultation with the DVCR and Research Finance confirmed that other Faculties and Portfolios invested significantly in research capital expenditure, but this was not accurately tagged so could not be tracked.
- Based on this incomplete data, FEIT accounted for 92% of total research infrastructure CAPEX across the three years, due to the 'New Environmental Labs: Tech Lab, Level 2' (\$7.4m) and the 'Tech Lab Block D Fitout' (\$6.7m) projects.
- Across the three 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.

Key assumptions

- Note that this view does not include indirect CAPEX.
- Additionally, this view significantly under-captures research expenditure across UTS is not a complete representation of the current state.

Five FEIT projects and thirteen SCI projects across 2021-2024 were tagged in the system as research CAPEX, noting this is significantly understated

Research infrastructure CAPEX by project
(\$m, January 2022 - October 2024)

Faculty	Project	FY22	FY23	Oct24YTD	TOTAL
FEIT	FEIT TECH LAB INDUSTRY HUB	-	-	-	-
FEIT	New Environmental Labs: Tech Lab, Level 2	\$6.3m	\$1.0m	\$0.1m	\$7.4m
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	\$6.6m	\$3.3m	\$4.3m	\$14.3m
SCI	New Dilution Fridge Laboratory in CB07 Lv 00	-	-	-	-
SCI	Science - Modifications to Tissue and Vacuum Labs - CB01,06 and CB07,00/06	-	-	-	-
SCI	CB04,02 OPTICAL LAB	-	-	-	-
SCI	Building 4A - University Hall Proposal	\$0.0m	-	-	\$0.0m
SCI	CRIME SCENE INVESTIGATION LABORATORY'S CB07 L00	\$0.3m	-	-	\$0.3m
SCI	THE HIVE SUPERLAB REFURBISHMENT	\$0.1m	-	-	\$0.1m
SCI	CB04,08 ANIMAL ROOM REFURBISHMENT	\$0.3m	-	-	\$0.3m
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	\$0.9m	\$0.0m	\$0.2m	\$1.2m
TOTAL	All projects	\$7.6m	\$3.4m	\$4.5m	\$15.5m

Commentary

- Based on this incomplete dataset, the number of research projects receiving capital expenditure decreased in the past two years, from 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' (\$7.4m) and the 'Tech Lab Block D Fitout' (\$6.7m).
- All the projects captured within this dataset were expected 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.
- Additionally, this view significantly under-captures research expenditure across UTS is not a complete representation of the current state.

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

- As with the previous pages, there appears to be significant under-tagging of research capital expenditure in Faculty submissions.
- 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. Again, this dataset has significant limitations as other Faculties and Portfolios did not consistently tag CAPEX submissions as research-related.

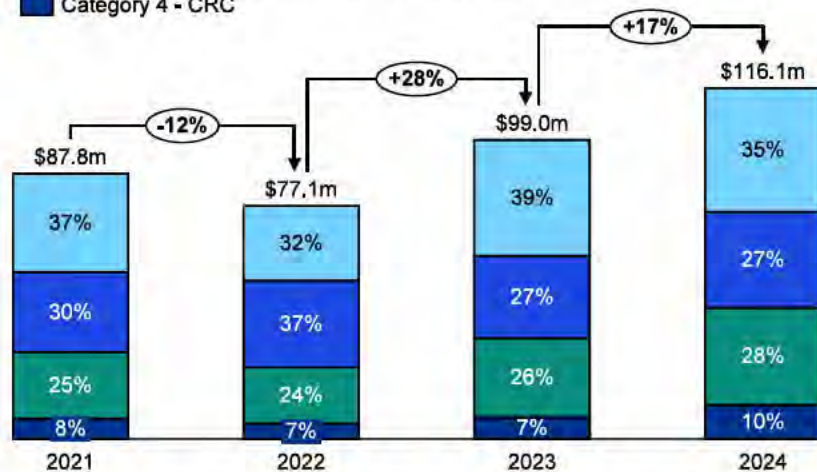
Research investment outcomes

UTS's CAT 1-4 income (and its relative CAT 3 share) grew from 2022-2024

Note: This view is based on UTS's internal accounting methodology (based on ACV), so will not reconcile with publicly reported Department of Education HERDC data (which forms the basis of the following pages). 2024 Department of Education HERDC data is not yet available.

UTS's CAT 1-4 income (\$m, 2021-2024)

- Category 1 - Australian Competitive Grants – Australian Competitive Grants
- Category 2 - Other Public Sector – Other Public Sector
- Category 3 - Industry and Other – Industry and Other
- Category 4 - CRC



Across 2022-2024, the relative proportion of CAT 3 grew each year, although the proportions remain below UTS's aspiration target of CAT 3 income reaching 50% of all CAT 1-4 income.

Commentary

- UTS's total CAT 1-4 funding grew from \$21.8m or 28% from 2022-23 and \$17.2m or 17% from 2023-24. Note that while 2021 is shown here, it may not be an appropriate point of comparison given COVID impacts.
- The relative proportion of CAT 3 income grew each year from 24% in 2022 to 26% in 2023 and 28% in 2024 (excluding 2021, which displayed anomalies due to COVID-19 impacts).

Key assumptions

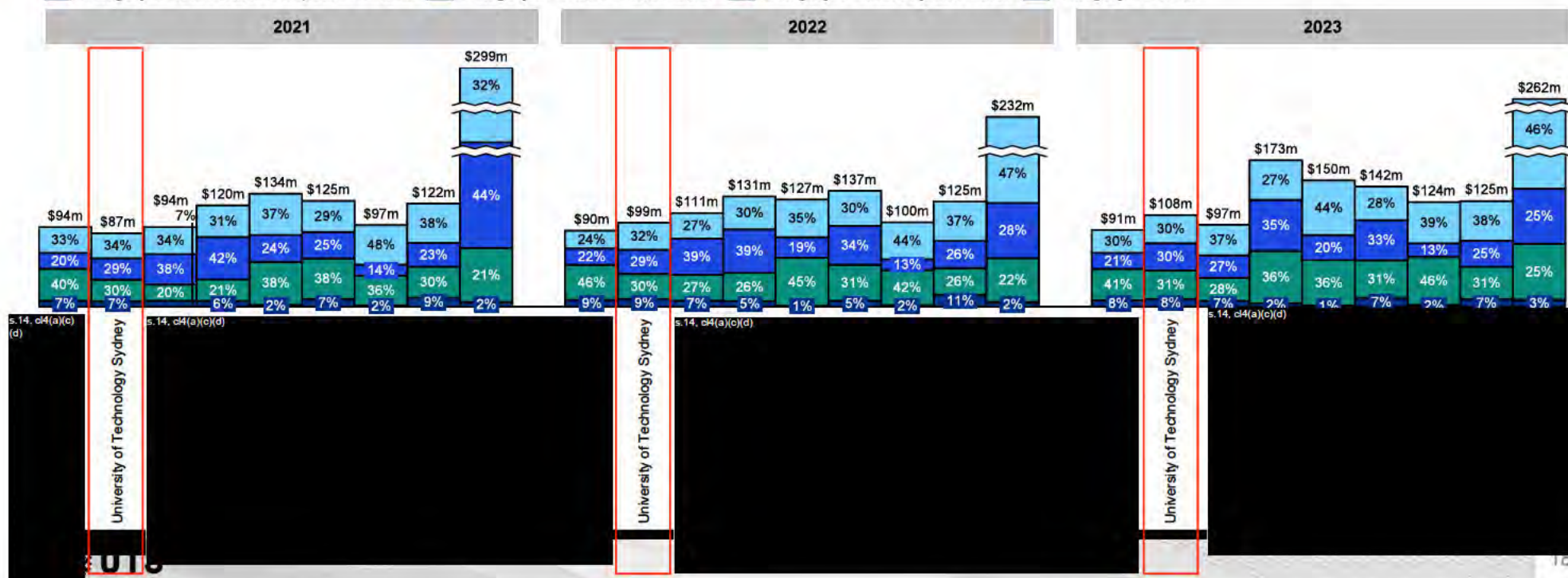
- View only includes CAT 1-4 income; excludes income tagged as 'No HERDC', 'Non HERDC network funding', 'Non HERDC infrastructure', 'RRC adjustment' and 'Not specified'.

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

Note: This view is based on publicly reported Department of Education HERDC data; the required methodology differs from UTS's internal accounting methodologies (based on ACV). This view ensures comparability with other Universities. 2024 Department of Education HERDC data is not yet available.

CAT 1-4 research income across [REDACTED]
(\$m, 2021-2023 (latest publicly available data))

Category 1 – Australian Competitive Grants Category 2 – Other Public Sector Category 3 – Industry and Other Category 4 – CRC



Source: Research_income_expenditure (January 2025)

Despite growth, UTS's external research income remained in the bottom third of s.14, c4(a)(c)(d) (cont.)

Note: This view is based on publicly reported Department of Education HERDC data; the required methodology differs from UTS's internal accounting methodologies (based on ACV). This view ensures comparability with other Universities. 2024 Department of Education HERDC data is not yet available.



While UTS had relatively low ERI when considered against comparators, its ERI growth rate was third-highest within the s.14, c4(a)(c)(d)

Commentary

- Of the s.14, c4(a)(c)(d) UTS received the third lowest external research income in 2023. Its external research income was 12% lower than the next highest result (s.14, c4(a)(c)(d)), 37% lower than the second-highest result (s.14, c4(a)(c)(d)) and 59% lower than the highest result (s.14, c4(a)(c)(d)).
- However, its external research income grew relatively fast - between 2021-23 its growth rate was s.14, c4(a)(c)(d)
- In 2023 UTS and s.14, c4(a)(c)(d) 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).
- s.14, c4(a)(c)(d) had the highest proportion of CAT 3 funding in 2024 (46% and 41% respectively).

Key assumptions

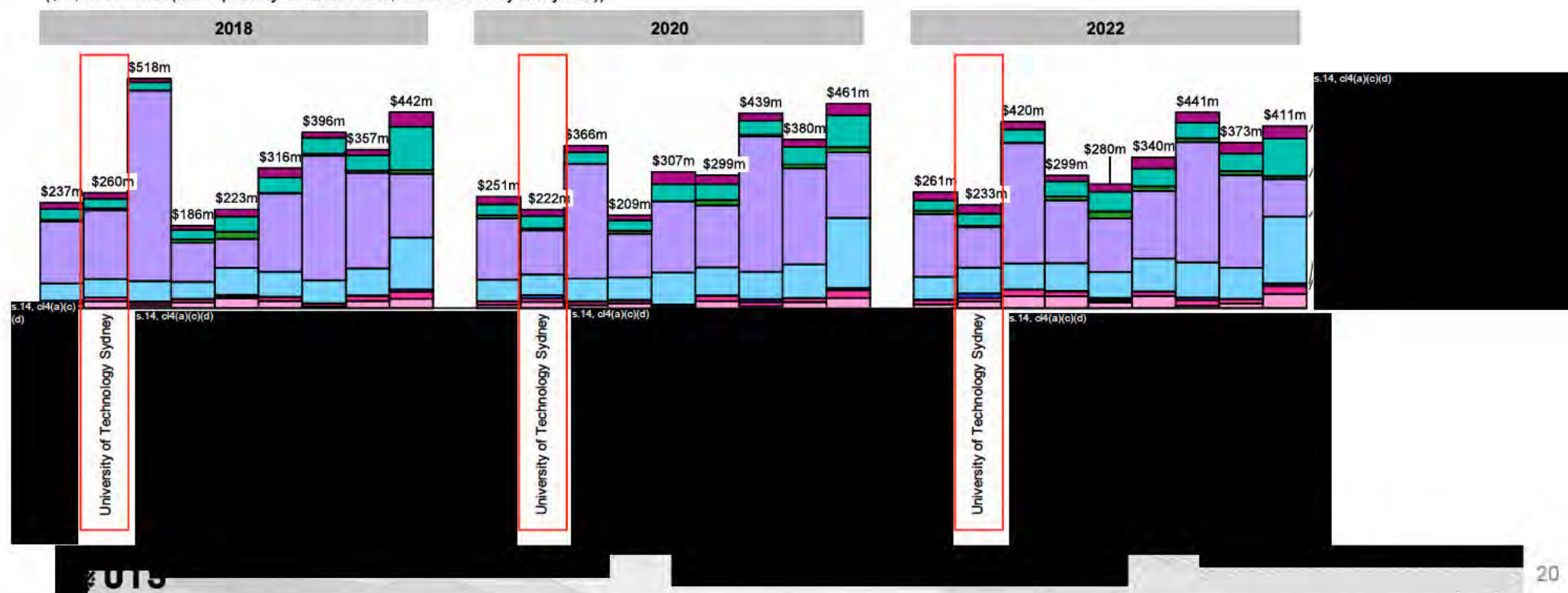
- Select s.14, c4(a)(c)(d) were nominated by UTS.
- Figures based on ABS datasets. Refer [here](#) for greater detail.
- Note that while 2021 is shown here, it may not be an appropriate point of comparison given COVID impacts.

UTS

UTS reported the second-lowest research expenditure funded from 'overseas' sources and 'donations, bequests and foundations' (cont. overleaf)

Note: This view is based on publicly reported Department of Education HERDC data, and relates to all HERDC research expenditures (OPEX and CAPEX) by source. This includes Universities' internally funded expenditures through 'General University funds'. Calculation methodologies are set by ABS and differ from UTS's internal accounting methodologies (based on ACV).

HERDC research expenditure by funding source 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

UTS reported the second-lowest research expenditure funded from 'overseas' sources and 'donations, bequests and foundations' (cont.)

Note: This view is based on publicly reported Department of Education HERDC data, and relates to all HERDC research expenditures (OPEX and CAPEX) by source. This includes Universities' internally funded expenditures through 'General University funds'. Calculation methodologies are set by ABS and differ from UTS's internal accounting methodologies (based on ACV).

Commentary

- UTS's total HERDC research expenditure (OPEX and CAPEX) decreased from \$260m in 2018 to \$222m in 2020 and \$233m in 2022.
- Between 2018 and 2022:
 - UTS grew research expenditure funded by 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 research expenditure funded by 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 research expenditure funded by donations, bequests and foundations in 2022 was the second-lowest of all comparators (\$3m, compared to ^{5.14, c4(a)(c)(d)} \$16m).
- In 2022, UTS's research expenditure funded by 'other schemes' significantly exceeded its comparators, at \$10m compared to an average of \$3m.

Key assumptions

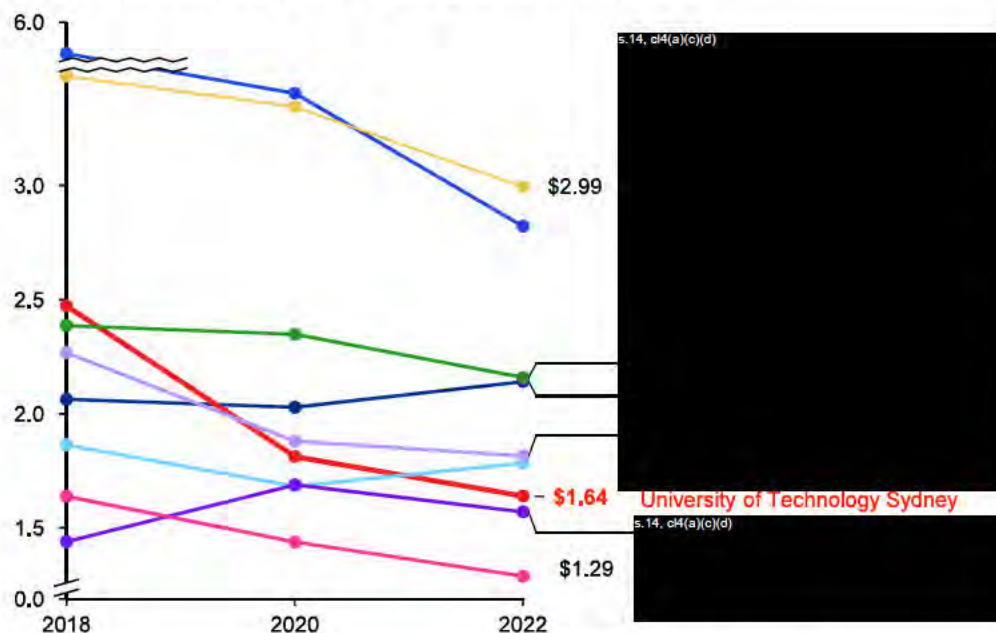
- Categories and definitions were determined by ABS. Refer [here](#) for detail. Note that RSP and RTP totals (from 'Research block grants time series – 2001-2025') were re-allocated to 'Other Commonwealth Government' (previously sitting in 'General University Funds') due to errors in UTS's submission methodology. This was confirmed with Research Finance.
- Select ^{5.14, c4(a)(c)(d)} were nominated by UTS.
- Note that while 2020 is shown here, it may not be an appropriate point of comparison given COVID impacts.

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

Note: These analysis items are based on publicly reported Department of Education HERDC data. Calculation methodologies are set by ABS and differ from UTS's internal accounting methodologies (based on ACV), so will not reconcile with internally reported metrics.

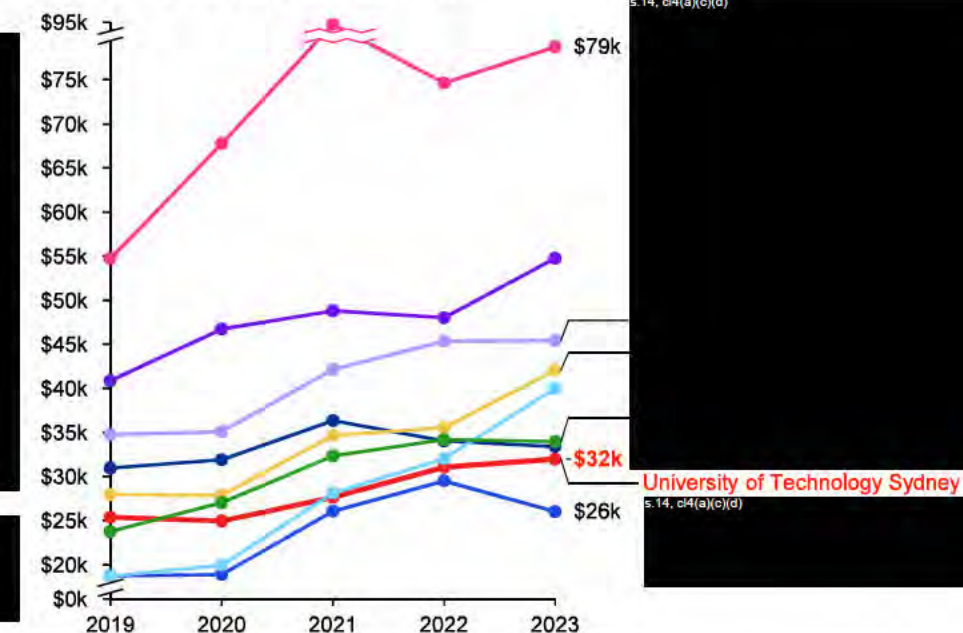
Required spend for every \$1 of research income across

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



HERDC research income per research FTE across

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



While UTS's research spend efficiency was relatively high, its productivity was low relative to other [REDACTED] (cont.)

Note: These analysis items are based on publicly reported Department of Education HERDC data. Calculation methodologies are set by ABS and differ from UTS's internal accounting methodologies (based on ACV), so will not reconcile with internally reported metrics.



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 [REDACTED]. 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 [REDACTED] and the [REDACTED].
- 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 across [REDACTED] the second-lowest. It was surpassed by [REDACTED].
- In 2023 UTS received \$32k in research income per research FTE. This was 42% lower than the second-highest-performing University ([REDACTED]) and 59% lower than the highest-performing [REDACTED].
- The average HERDC research income per FTE across [REDACTED] was \$39k per FTE, \$7k higher than UTS's figure. If UTS's research FTE had earned the average [REDACTED] HERDC amount, UTS would have received an additional \$9m in 2023.

Key assumptions

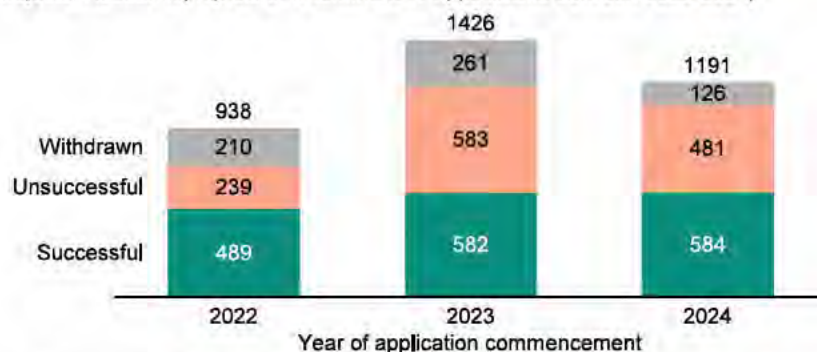
- Research FTE (ABS definition) refers to Academic FTE with teaching-only FTE excluded.
- Figures based on ABS datasets. Refer [here](#) for greater detail.
- Select [REDACTED]
- Note that while 2020 and 2021 are shown here, they may not be an appropriate point of comparison given COVID impacts.

UTS

The relative proportion of research projects that were successful in receiving external funding increased by 5% from 2023 to 2024

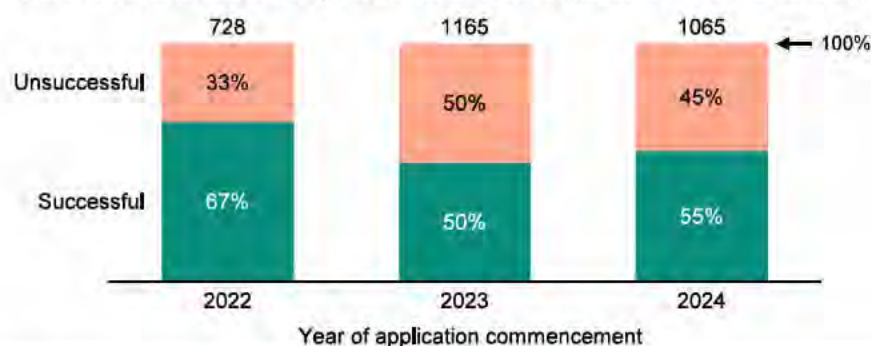
Outcomes for research projects seeking external funding

(# of projects, Research projects that commenced applications between 2022-2024)



Relative proportion of outcomes for research projects seeking external funding

(% (withdrawn excluded), Research projects that commenced applications between 2022-2024)



Commentary

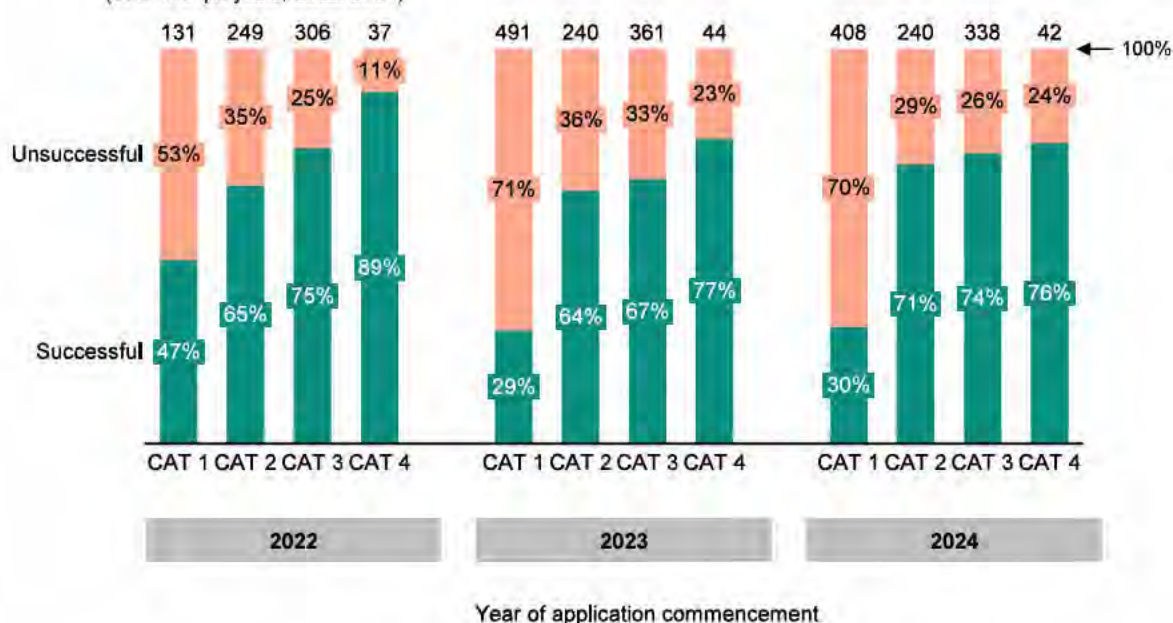
- Applications commenced in 2024 were 5% more successful, on average, than applications commenced in 2023, 55% of all applications commenced in 2024 were successful in receiving funding.
- Withdrawal rates also decreased each year. In 2022, withdrawn applications formed 22% of total successful/unsuccessful/withdrawn applications; this fell to 18% in 2023 and 10% in 2024. This may indicate decreasing levels of time and effort wastage.

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 off' or 'Completed' status and an activity code assigned. Unsuccessfully funded 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 unsuccessfully funded projects is likely to be under-stated given Faculties may not create a myProposals record for applications that are unlikely to be funded.
- Focuses only on records where start date was listed as 2022, 2023 or 2024. Excludes records that received outcomes between 2022-2024 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.

CAT 1 proposals had the lowest success rates, although this is likely due to under-reporting of CAT 2-4 projects in the database

Relative proportion of outcomes for research projects seeking external funding, by number of projects
(% of # of projects, 2022-2024)



Commentary

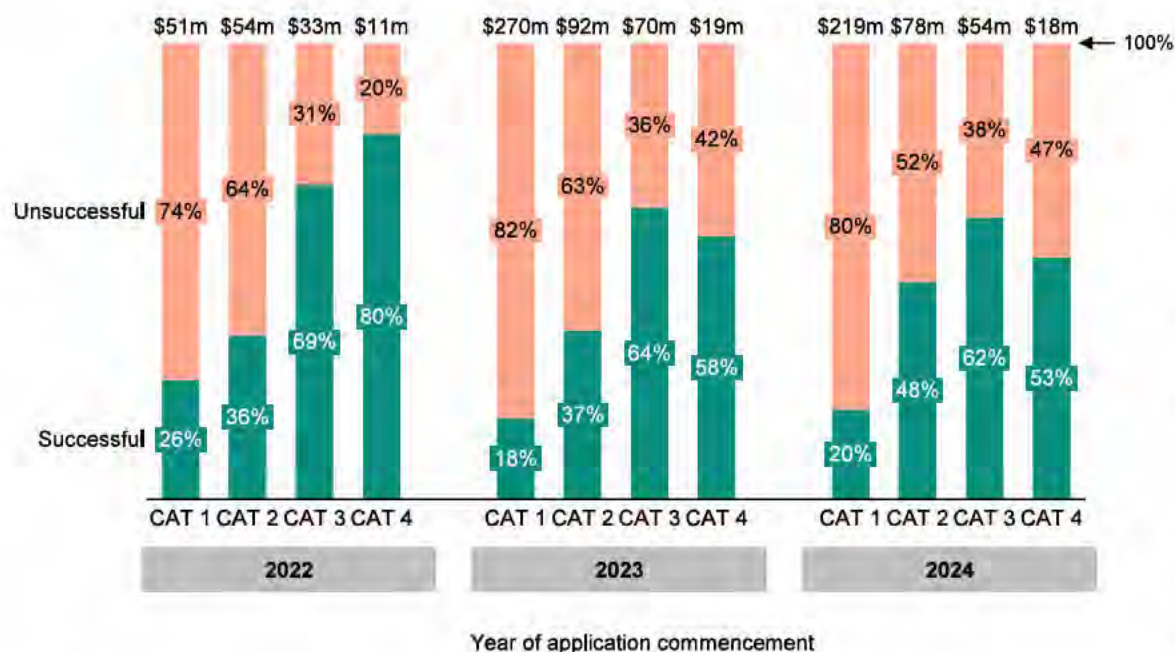
- Across 2022-2024, CAT 1 projects had much lower relative success rates than CAT 2-4 projects. However, Research Finance advised that this is likely due to under-reporting of CAT 2-4 applications in the system; many Faculties will not commence a formal myProposals record if the likelihood of success is low.

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 off' or 'Completed' status and an activity code assigned. Unsuccessfully funded refers to projects that were tagged as 'Unsuccessful' or 'Rejected'. Withdrawn refers to projects that were tagged as 'Withdrawn'.
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- Focusses only on records where start date was listed as 2022, 2023 or 2024. Excludes records that received outcomes between 2022-2024 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.

Relative success rates from a funding value perspective were much lower than from an absolute number of projects perspective

Relative proportion of outcomes for research projects seeking external funding, by \$ value of projects
(% of \$ value of projects, 2022-2024)



Commentary

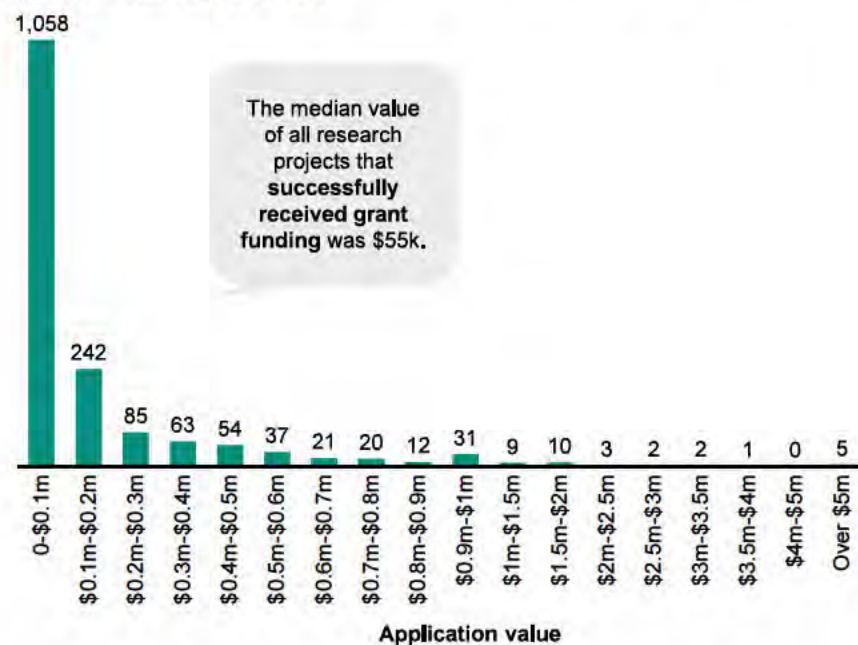
- Compared to the previous page, which was based on the proportion of successful to unsuccessful projects by number of projects, the same ratio in funding value terms was much lower. This was because the average value received was so much lower for successfully funded projects than the average amount that was unsuccessfully applied for. Refer overleaf for further detail regarding the distribution of application value.

Key assumptions

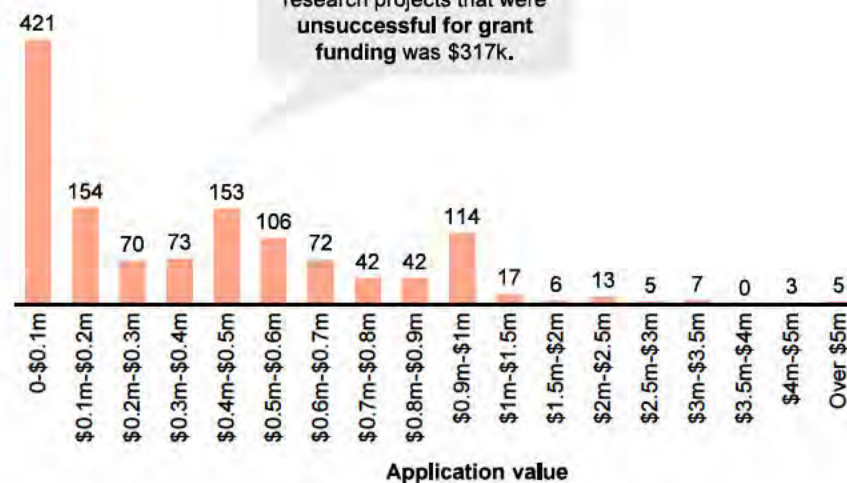
- Successfully funded refers to project funding applications that were tagged as 'Approved', 'Approved – pending establishment', 'Funded-Faculty or Centre Review', 'Funded-School Manager Review'. It also includes projects with a 'Closed off' or 'Completed' status and an activity code assigned. Unsuccessfully funded 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' for unsuccessful projects and 'amount to UTS' for successful projects, as per Research Finance advice.

This was because the application value for successfully funded projects was much lower than for unsuccessfully funded research projects (cont. overleaf)

Distribution of application amounts for research projects that successfully received grant funding, **grouped by interval**
 (# of projects with funding application amount, Research projects that commenced applications between 2022-2024)



Distribution of application amounts for research projects that were unsuccessful in receiving grant funding, **grouped by interval**
 (# of projects with funding application amount, Research projects that commenced applications between 2022-2024)

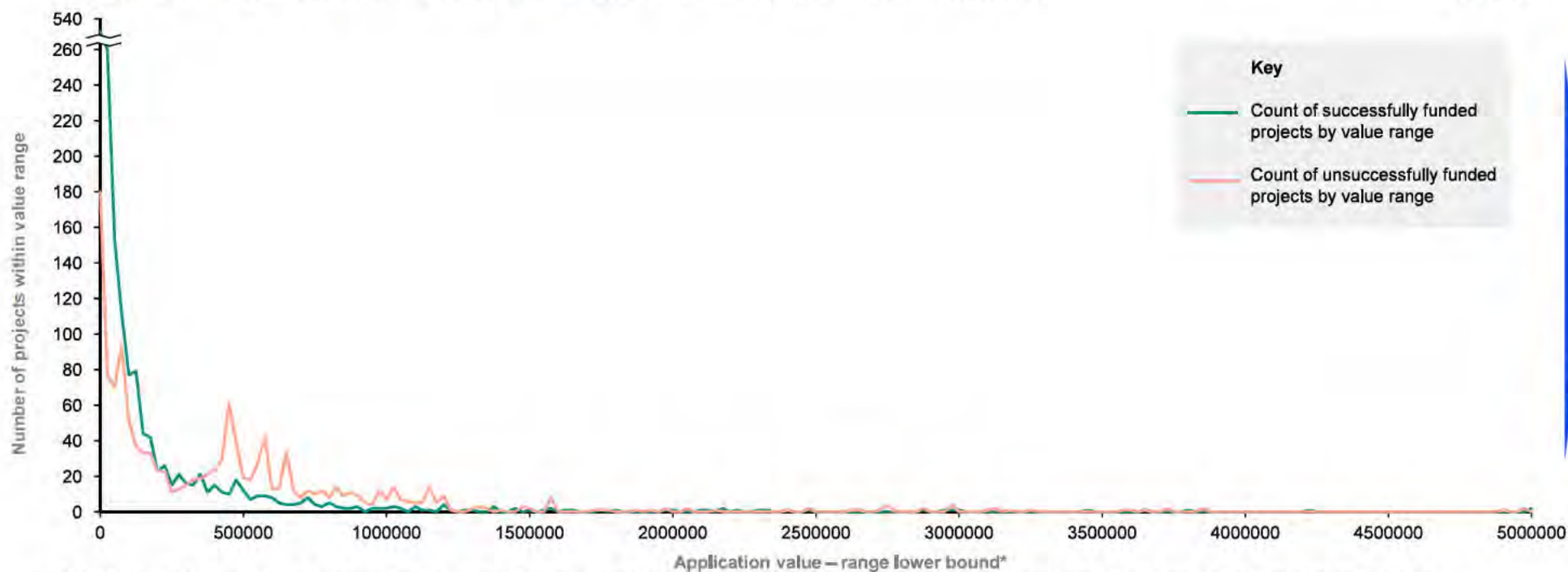


This was because the application value for successfully funded projects was much lower than for unsuccessfully funded research projects (cont. overleaf)

Distribution of application amounts for research projects, up to \$5m

(# of projects with funding application amount up to \$5m, Research projects that commenced applications between 2022-2024)

A more granular view of project values up to \$2m is provided overleaf.

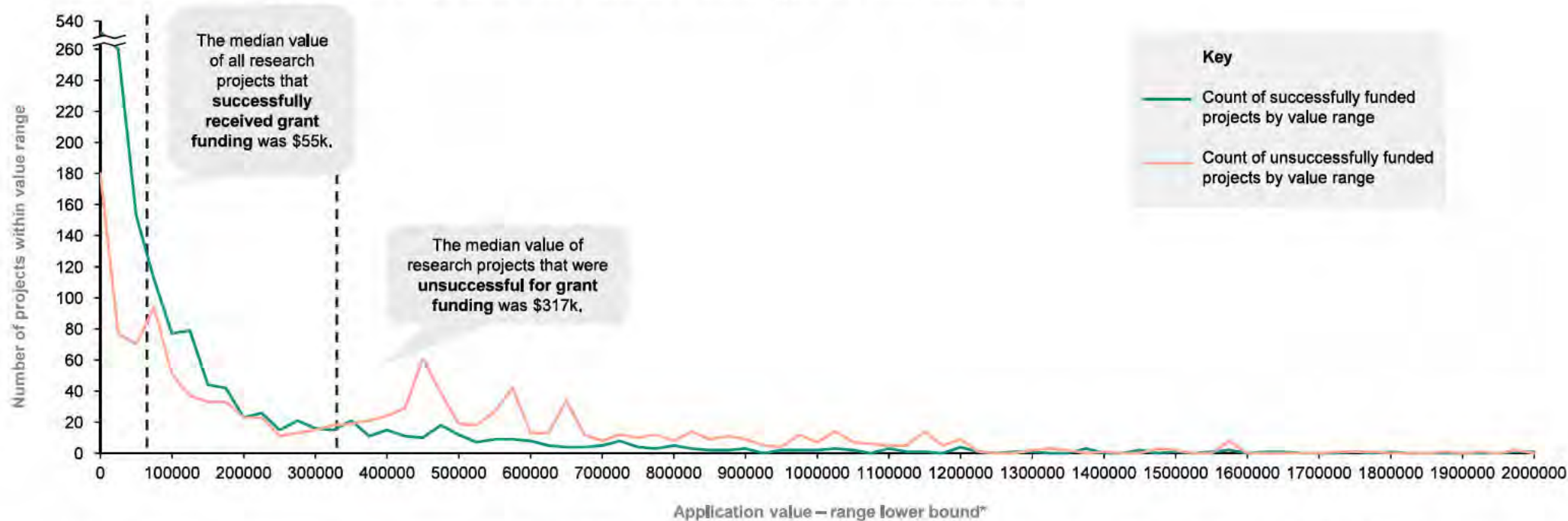


*For this view, value ranges were grouped into increments of \$25k to develop the line chart. Only the lower bound of each value range is displayed in the chart above for legibility.

This was because the application value for successfully funded projects was much lower than for unsuccessfully funded research projects (cont. overleaf)

Distribution of application amounts for research projects, up to \$2m

(# of projects with funding application amount up to \$2m, Research projects that commenced applications between 2022-2024)



*For this view, value ranges were grouped into increments of \$25k to develop the line chart. Only the lower bound of each value range is displayed in the chart above for legibility.

This was because the application value for successfully funded projects was much lower than for unsuccessfully funded research projects (cont.)

Commentary

- The median value of unsuccessful applications was around five times higher than those that were successful (\$317k compared to \$55k for projects commenced between 2022-2024). This indicates that UTS researchers may be submitting a disproportionate number of low-value applications, diverting effort (and thus lowering the likelihood of success) from high-value applications.
- Note that there were a high number of projects with zero value (167 successfully funded projects and 83 unsuccessfully funded projects between 2022-2024). Research Finance advised that these may be applications undertaken in collaboration with partners for which UTS receives no or a very low share of income. However, given that UTS researchers still need to expend effort on developing these applications and entering them into myProposals, Research Finance advised that these should be retained in the dataset.

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 off' or 'Completed' status and an activity code assigned. Unsuccessfully funded 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 unsuccessfully funded projects is likely to be under-stated given Faculties may not create a myProposals record for applications that are unlikely to be funded.
- Focuses only on records where start date was listed as 2022, 2023 or 2024. Excludes records that received outcomes between 2022-2024 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.
- Analysis is based on 'amount applied' for unsuccessful projects and 'amount to UTS' for successful projects, as per Research Finance advice.

There were five successfully funded and five unsuccessfully funded projects with application value over \$5m in 2022-2024 (cont. overleaf)

Research projects that successfully applied for amounts above \$5m
(Research projects that commenced applications between 2022-2024)

Project name	Fund scheme name	Funding category	Year application commenced	Managing Faculty/Portfolio	Lead CI Level	Value
Brain-Computer-interface based Human-Centric AI Centre	GrapheneX Pty Ltd	CAT 3	2023	FEIT	s.14, d.3(a)(b)	\$ s.14, d4(a)(c)(d)
ASTRID - Advancing STEM, Technology Research, Innovation & Deployment	NBN Co Ltd	CAT 2	2023	FEIT		\$
ARC Centre of Excellence for Indigenous Futures	ARC Centres Of Excellence	CAT 1	2023	Provost (Jumbunna Institute)		\$
Thrive - Finishing School Well	Paul Ramsay Foundation Funding	CAT 3	2023	Provost (Human Technology Institute)		\$
RHP00171 Partnerships For a Healthy Region: Strengthening Health Workforce in the Pacific (Nursing and Midwifery) (SHWP)	Department of Foreign Affairs and Trade	CAT 2	2024	FoH		\$

There were five successfully funded and five unsuccessfully funded projects with application value over \$5m in 2022-2024 (cont. overleaf)

Research projects that unsuccessfully applied for amounts above \$5m
(Research projects that commenced applications between 2022-2024)

Project name	Fund scheme name	Funding category	Year application commenced	Managing Faculty/Portfolio	Lead CI Level	Value
s.14, cl.4(a)(c)(d)		CAT 2	2024	FEIT	s.14, cl.3(a)(b)	\$26.3m
		CAT 2	2022	FEIT		\$12.3m
		CAT 2	2023	FEIT		\$9.0m
		CAT 2	2023	Provost (Human Technology Institute)		\$7.0m
		CAT 2	2023	DAB		\$5.7m

There were five successfully funded and five unsuccessfully funded projects with application value over \$5m in 2022-2024 (cont.)

Commentary

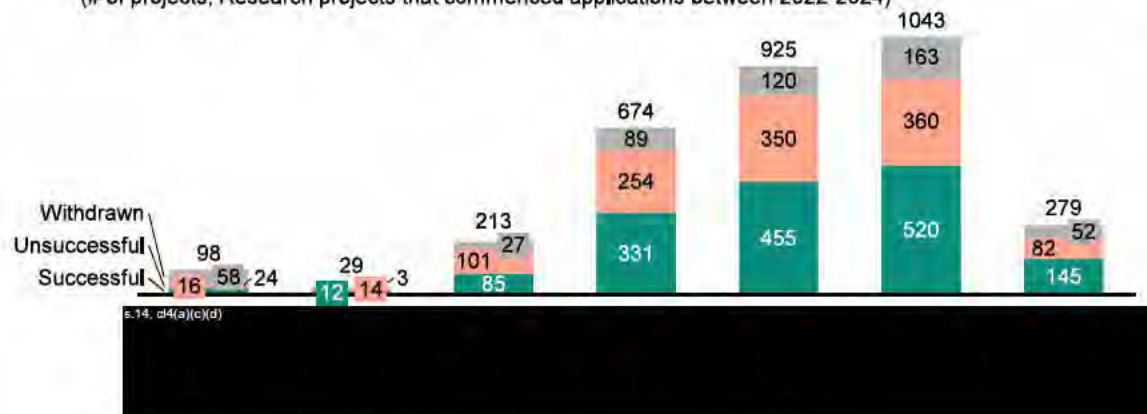
- All five of the unsuccessfully funded projects with application value over \$5m were in CAT 2 (i.e. public sector State and Commonwealth Government funding).
- All ten projects with application value over \$5m were led by s.14, cl.3(a)(b) CIs, which is in line with UTS's expectation that application value should correlate with CI seniority.

Key assumptions

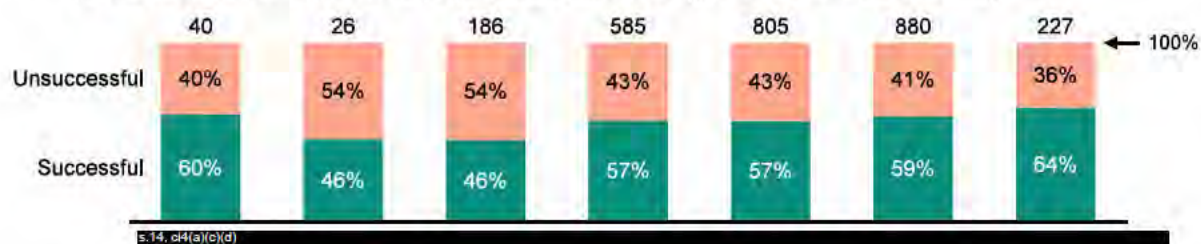
- Successfully funded refers to project funding applications that were tagged as 'Approved', 'Approved – pending establishment', 'Funded-Faculty or Centre Review', 'Funded-School Manager Review'. It also includes projects with a 'Closed off' or 'Completed' status and an activity code assigned. Unsuccessfully funded 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 unsuccessfully funded projects is likely to be under-stated given Faculties may not create a myProposals record for applications that are unlikely to be funded.
- Focuses only on records where start date was listed as 2022, 2023 or 2024. Excludes records that received outcomes between 2022-2024 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.
- Analysis is based on 'amount applied' for unsuccessful projects and 'amount to UTS' for successful projects, as per Research Finance advice.

The ratio of successfully to unsuccessfully funded projects increased slightly as Lead CI level increased

Outcomes for research projects by Lead CI level
(# of projects, Research projects that commenced applications between 2022-2024)



Relative proportion of outcomes for research projects by Lead CI level
(% (withdrawn excluded), Research projects that commenced applications between 2022-2024)



Commentary

- The ratio of successful to unsuccessful projects increased from 46% for applications where Lead CI was [redacted] to 57% for [redacted] and 59% for [redacted]

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 off' or 'Completed' status and an activity code assigned. Unsuccessfully funded 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 unsuccessfully funded projects is likely to be understated 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 2022, 2023 or 2024, Excludes records that received outcomes between 2022-2024 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.
- Note that totals may not reconcile with previous pages due to records for which Lead CI level was unavailable or tagged as 'Other'.

For all Lead CI levels, there was significant discrepancy between the median value of successful funding applications and unsuccessful funding applications (cont. overleaf)

Median value for research projects by Lead CI level
(\$, Research projects that commenced applications between 2022-2024)

Median value - successfully funded projects
Median value - unsuccessfully funded projects



[REDACTED]

For all Lead CI levels, there was significant discrepancy between the median value of successful funding applications and unsuccessful funding applications (cont.)

Commentary

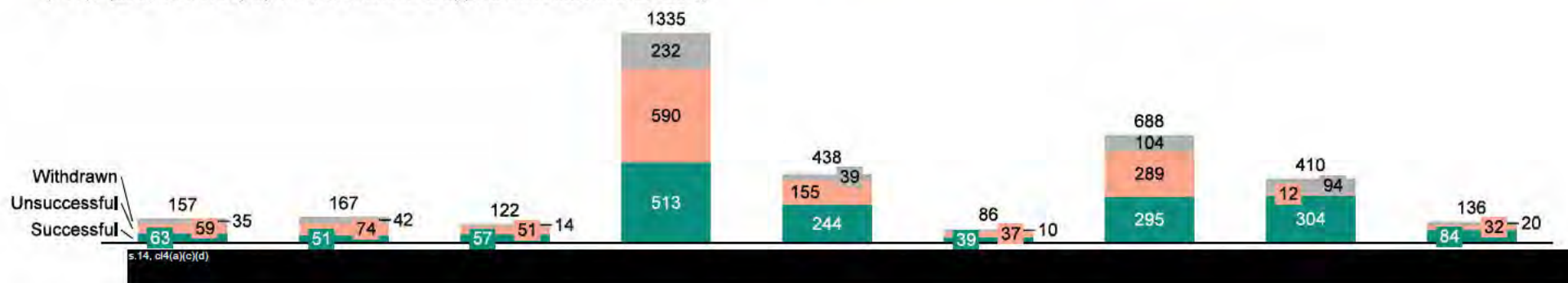
- The percentage of successful and unsuccessful applications with a value of under \$10k was relatively constant from Level B to Level E (14% to 16%). UTS should expect to see lower percentages of applications under \$10k at higher Lead CI levels; this data indicates that senior staff may be spending too much effort on low-value applications.
- Additionally, the median value of successfully funded projects was significantly lower than unsuccessfully funded projects for all lead CI levels. The discrepancy was particularly large for Level A-led applications, with the median value of successfully funded projects around 95% lower than the median value of unsuccessfully funded projects. This may indicate that Level A effort is being wasted on applications with low likelihood of success (e.g. they may not have the track record to support these large-scale applications).

Key assumptions

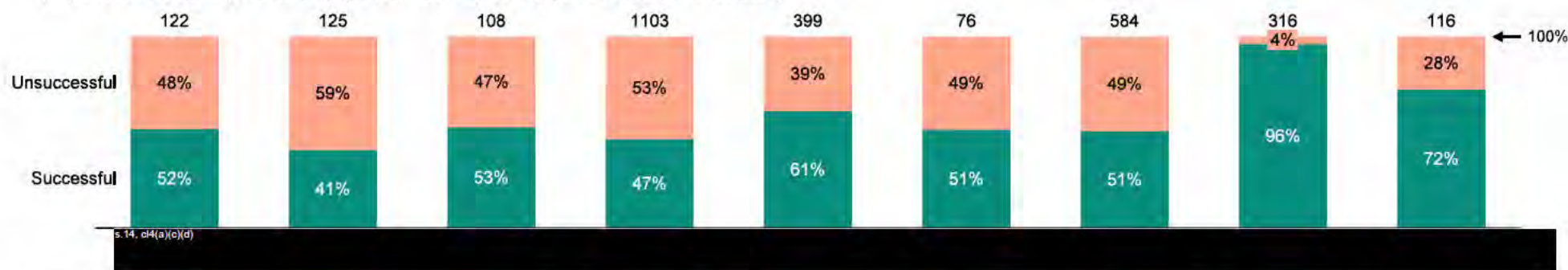
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- Other categories that were still pending outcome or under review were excluded from this view (e.g. those tagged as 'DVCR Review', 'ADR Review', 'Executive Manager Review' etc.), as advised by Research Finance.
- The number of unsuccessfully funded 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 2022, 2023 or 2024. Excludes records that received outcomes between 2022-2024 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.
- Analysis is based on 'amount applied' for unsuccessful projects and 'amount to UTS' for successful projects, as per Research Finance advice.

Within the Faculties, the proportion of successfully funded research project applications was highest in [REDACTED] (61%) (cont. overleaf)

Outcomes for research projects seeking external funding by Faculty/Portfolio
(# of projects, Research projects that commenced applications between 2022-2024)



Relative proportion of outcomes for research projects seeking external funding by Faculty/Portfolio
(% (withdrawn excluded), Research projects that commenced applications between 2022-2024)



Within the Faculties, the proportion of successfully funded research project applications was highest in [REDACTED] (61%) (cont.)

Commentary

- [REDACTED] had the highest ratio of successfully funded to unsuccessfully funded projects across 2022-2024 (61%:39%, or 244 successfully funded projects to 155 unsuccessfully funded projects). The lowest ratio of successfully funded to unsuccessfully funded projects was in [REDACTED] (41% to 59%, or 51 to 74 projects), followed by [REDACTED] (47%:53%, or 513 to 590 projects).

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 off' or 'Completed' status and an activity code assigned. Unsuccessfully funded 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 unsuccessfully funded projects is likely to be under-stated given Faculties may not create a myProposals record for applications that are unlikely to be funded.
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- Attribution based on column 'Managing Unit'. There were 16 records tagged to [REDACTED] which were excluded due to small scale; as a result, totals may not reconcile those on previous pages.
- No records were tagged to [REDACTED]

Relative success rates from a funding value perspective were around half the success rates from an absolute number of projects perspective for all Faculties except s.14, d4(a)(c)(d)

Relative proportion of outcomes for research projects seeking external funding, by \$ value of projects and Faculty
(% of \$ value of projects, 2022-2024)



Commentary

- s.14, d4(a)(c)(d) had a success rate by absolute project numbers of 51%, and a success rate by project value of 42%; across the same metrics, s.14, d4(a)(c)(d) achieved 41% and 30% respectively. For all other Faculties, the success rate by project value was around half the success rate by number of projects (e.g. for s.14, d4(a)(c)(d) figures were 25% compared to 52% respectively).

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 off' or 'Completed' status and an activity code assigned. Unsuccessfully funded 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 unsuccessfully funded projects is likely to be under-stated given Faculties may not create a myProposals record for applications that are unlikely to be funded.
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- Analysis is based on 'amount applied' for unsuccessful projects and 'amount to UTS' for successful projects, as per Research Finance advice.
- Attribution based on column 'Managing Unit'. There were 16 records tagged to s.14, d4(a)(c)(d) s.14, d4(a)(c)(d) s.14, d4(a)(c)(d) which were excluded due to small scale; as a result, totals may not reconcile those on previous pages.
- No records were tagged to s.14, d4(a)(c)(d)

§ 14, cl4(a)(c)(d) had the greatest variation in median value between successful funding applications and unsuccessful funding applications (cont. overleaf)

Median value for research projects by Faculty
(\$, Research projects that commenced applications between 2022-2024)

■ Median value - successfully funded projects
■ Median value - unsuccessfully funded projects



§ 14, cl4(a)(c)(d) had the greatest variation in median value between successful funding applications and unsuccessful funding applications (cont.)

Commentary

- § 14, cl4(a)(c)(d) had the highest proportion of applications under \$10k (of all successful and unsuccessful applications in 2022-2024, 26% for § 14, cl4(a)(c)(d) and 24% for § 14, cl4(a)(c)(d) were under \$10k in value).
- § 14, cl4(a)(c)(d) had the greatest discrepancy in median value between successful and unsuccessful funding applications (\$46k vs. \$506k). § 14, cl4(a)(c)(d) achieved the greatest parity for these two measures (\$50k vs. \$50k respectively).

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 off' or 'Completed' status and an activity code assigned. Unsuccessfully funded 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' for unsuccessful projects and 'amount to UTS' for successful projects, as per Research Finance advice.



Research productivity

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

Research productivity – by discipline

Note that throughout this sub-section, all analysis is conducted in terms of FTE of research effort, rather than full FTE. For example, if a staff member with a full FTE of 0.5 spent 50% of their time on research, 0.25 FTE would be counted for the purposes of this analysis.

Eight disciplines had fewer than 10 FTE worth of research effort

Research effort by discipline

(FTE, 2024 ACV data on workload allocations matched to HR and Finance FTE; Research Office-populated FoRs provided 2025)

FoR	FTE of research effort (2024)
s.14, o4(a)(c)(d)	116.7
	84.6
	69.8
	49.9
	42.8
	42.3
	40.4
	36.3
	26.1
	23.0
	21.9
	21.5
	19.4
	16.6
	12.7
	9.9
	8.9
	8.3
	5.5
	2.6
	1.9
	1.9
	0.8

Commentary

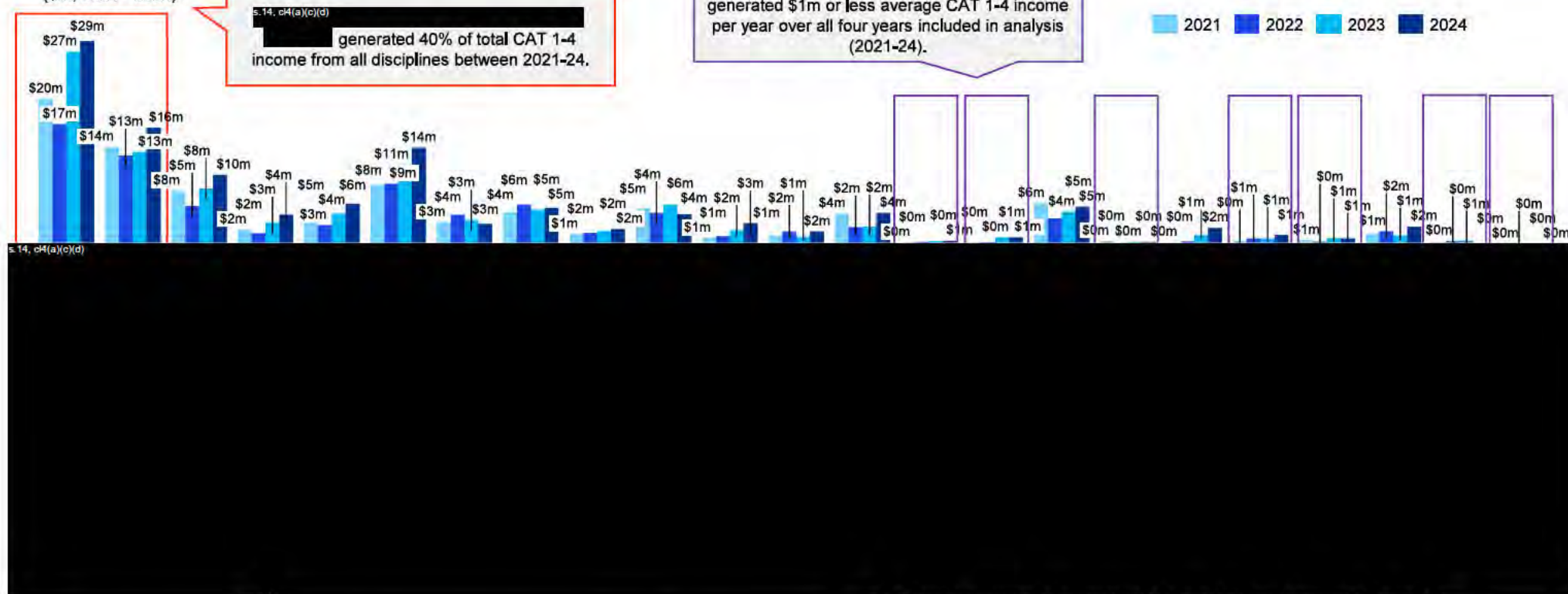
- Eight disciplines had fewer than 10 FTE worth of research effort at UTS, shown in the red box to the left. This indicates these may not be research areas of focus for UTS.
- On the following pages of analysis within this sub-section, disciplines with fewer than 10 FTE worth of research effort are denoted with an asterisk. Disciplines are also listed in order of research effort (from greatest to smallest).

Key assumptions

- ACV workload allocation matching to HR and Finance FTE was conducted in conjunction with FP&A and Finance Business Partners.
- A small portion of research staff were not present in ACV data, so workload allocations to research were unavailable (e.g. research-funded positions). For these positions, it was assumed that 40% of their FTE was dedicated to research if the tagged function was 'Teaching and Research', and 70% of their FTE was dedicated to research if the tagged function was 'Research Only'. This assumption was developed based on Faculty Workload Guidelines.
- 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).

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

Annual CAT 1-4 income from 2021-2024
(\$m, 2021 - 2024)



The seven disciplines outlined in purple generated \$1m or less average CAT 1-4 income per year over all four years included in analysis (2021-24).

2021 2022 2023 2024

NB: Disciplines tagged with an asterisk had less than 10 FTE worth of research effort in 2024, indicating they may not be areas of research focus for UTS.

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



UTS had seven disciplines that earned relatively low levels of CAT 1-4 income. Two of these disciplines had more than 10 FTE worth of research effort tagged: s.14, c4(a)(c)(d)

Commentary

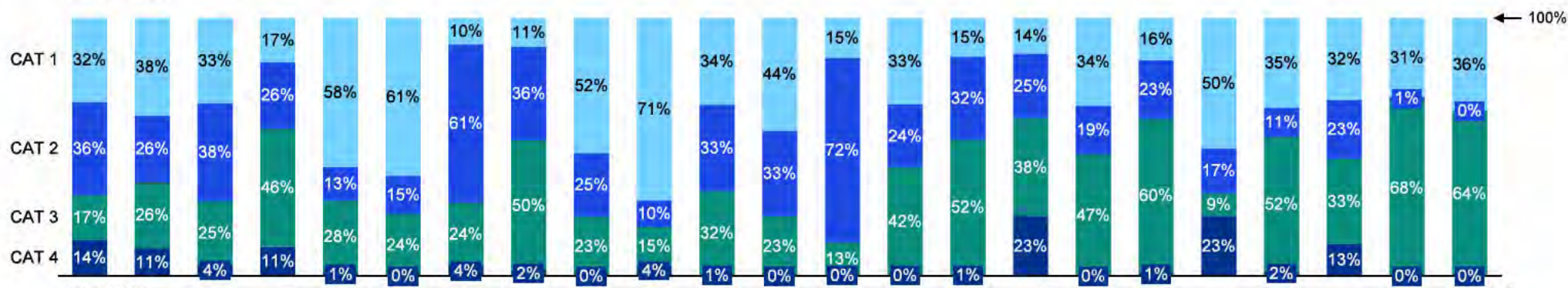
- Seven disciplines — s.14, c4(a)(c)(d) — generated \$1m or less average CAT 1-4 income per year over 2021-2024.
- Two disciplines earned less CAT 1-4 income in 2024 than 2023 (excluding those with less than \$1.0m income in 2023):
 - s.14, c4(a)(c)(d), a decrease of 16% from \$3.4m in 2023 to \$2.9m in 2024; and
 - s.14, c4(a)(c)(d) a decrease of 24% from \$5.5m in 2022 to \$4.2m in 2024.
- The greatest increases between 2023 and 2024 in CAT 1-4 income (excluding those that generated less than \$1.0m in 2023) were in:
 - s.14, c4(a)(c)(d), an increase of 109% from \$1.2m in 2023 to \$2.5m in 2024;
 - s.14, c4(a)(c)(d), an increase of 52% from \$1.9m to \$2.9m.

Key assumptions

- Excludes records of generated ERI for which no FoR was tagged or income that was not CAT 1-4 (e.g. 'No HERDC Cat', 'Non-HERDC Network Funding', 'Non-HERDC Infrastructure', 'Not specified', and records left blank under 'HERDC category'). These categories amounted to \$0.6m in 2021, \$1.0m in 2022, \$0.7m in 2023 and \$1.5m 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.
- 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.
- ERI in 2021 may have been impacted by COVID (e.g. due to ARC funding pauses and other factors).

There was significant variation in the proportions of CAT 1-4 funding generated across UTS disciplines (cont. overleaf)

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



s.14, cl4(a)(c)(d)

NB: Disciplines tagged with an asterisk had less than 10 FTE worth of research effort in 2024, indicating they may not be areas of research focus for UTS.

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

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



UTS aspires to earn 50% of its CAT 1-4 income as CAT 3 income in the future state. Only six disciplines achieved this ratio across 2021-2024 – [REDACTED] s.14, cl4(a)(c)(d)

Commentary

- The disciplines with the lowest relative proportion of CAT 3 income out of CAT 1-4 income across 2021-2024 were [REDACTED] s.14, cl4(a)(c)(d)

Key assumptions

- Excludes records of generated ERI for which no FoR was tagged or income that was not CAT 1-4 (e.g. 'No HERDC Cat', 'Non-HERDC Network Funding', 'Non-HERDC Infrastructure', 'Not specified', and records left blank under 'HERDC category'). These categories amounted to \$0.6m in 2021, \$1.0m in 2022, \$0.7m in 2023 and \$1.5m 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.
- 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.
- ERI in 2021 may have been impacted by COVID (e.g. due to ARC funding pauses and other factors).

UTS

CAT 1-4 income per FTE of research effort also varied significantly across UTS's disciplines

CAT 1-4 income per FTE of research effort

(\$k, 2024 ACV data on workload allocations matched to HR and Finance FTE; Research Office-populated FoRs provided 2025; 2024 ERI data)

FoR	ERI per FTE of research effort (2024)
s.14, c4(a)(c)(d)	\$245k
	\$194k
	\$140k
	\$84k
	\$317k
	\$135k
	\$71k
	\$141k
	\$83k
	\$183k
	\$134k
	\$82k
	\$226k
	\$30k
	\$77k
	\$531k
	\$35k
	\$280k
	\$244k
	\$301k
	\$1,320k
	\$90k
	\$61k

Commentary

- CAT 1-4 income per FTE of research effort was highest for s.14, c4(a)(c)(d) (\$317k), s.14, c4(a)(c)(d) (\$245k) and s.14, c4(a)(c) (\$226k) (excluding disciplines with fewer than 10 FTE of research effort, given lack of comparability).
- CAT 1-4 income per FTE of research effort was lowest for s.14, c4(a)(c)(d) (\$30k) and s.14, c4(a)(c) (\$77k) (excluding disciplines with fewer than 10 FTE of research effort, given lack of comparability).

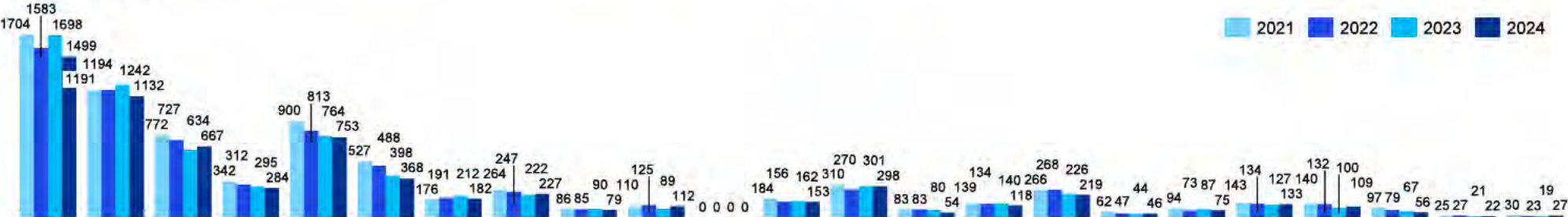
Key assumptions

- Excludes records of generated ERI for which no FoR was tagged or income that was not CAT 1-4 (e.g. 'No HERDC Cat', 'Non-HERDC Network Funding', 'Non-HERDC Infrastructure', 'Not specified', and records left blank under 'HERDC category'). These categories amounted to \$0.6m in 2021, \$1.0m in 2022, \$0.7m in 2023 and \$1.5m 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.
- 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.
- 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).

NB: Disciplines tagged with an asterisk had less than 10 FTE worth of research effort in 2024, indicating they may not be areas of research focus for UTS.

Out of the 23 disciplines with publications across 2021-24, 14 had fewer publications in 2024 than 2023 (cont. overleaf)

Publications by discipline
(#, 2021 - 2024)



NB: Disciplines tagged with an asterisk had less than 10 FTE worth of research effort in 2024, indicating they may not be areas of research focus for UTS. Note that there were no publications tagged to Indigenous Studies across 2021-2024, likely because this FoR was newly established by ANZSRC in 2020.

Out of the 23 disciplines with publications across 2021-24, 14 had fewer publications in 2024 than 2023 (cont.)

Commentary

- The greatest decreases in publications between 2023 and 2024 were in [REDACTED] (-33%, or 26 fewer publications) and [REDACTED] (-16%, or 22 fewer publications).
- The greatest increases in publications between 2023 and 2024 were in [REDACTED] (26%, or 23 more publications) and [REDACTED] (42%, or 8 more publications). The other disciplines that saw positive publication growth achieved a growth rate of around 5%.

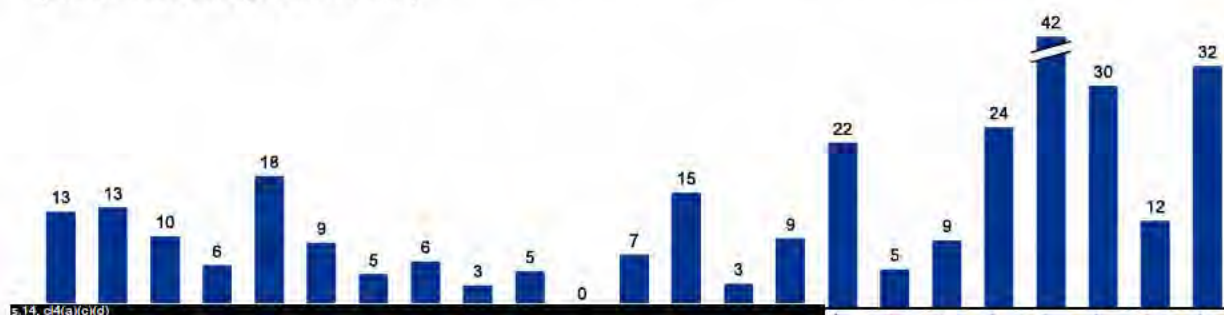
Key assumptions

- Publication numbers were based on two-digit code figures, given Research Office advice that four-digit code figures were less reliable.
- Note that publication numbers in 2021 were impacted by COVID and hence may be lower than expected.

Publications per FTE of research effort varied across the University

Publications per FTE of research effort

(#, 2024 ACV data on workload allocations matched to HR and Finance FTE; Research Office-populated FoRs provided 2025; 2024 publications data)



Commentary

- The most publications per FTE of research effort (excluding disciplines with less than 10 FTE worth of research effort) in 2024 were in [REDACTED] (15), [REDACTED] (13) and [REDACTED] (13).
- The fewest publications per FTE of research effort (excluding [REDACTED] and disciplines with less than 10 FTE of research effort – refer note below) were in [REDACTED] (3).

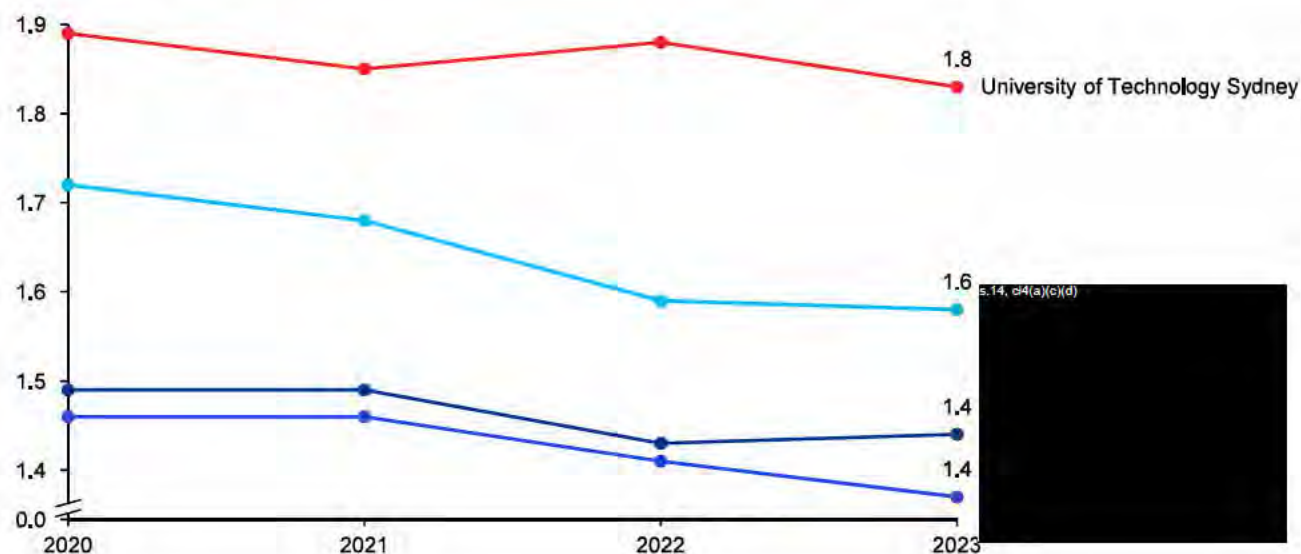
Key assumptions

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

NB: Disciplines tagged with an asterisk had less than 10 FTE worth of research effort in 2024, indicating they may not be areas of research focus for UTS. Note that there were no publications tagged to Indigenous Studies across 2021-2024, likely because this FoR was newly established by ANZSRC in 2020.

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 (s.14, d4(a)(c)(d)) than others (s.14, d4(a)(c)(d)) (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.
- FWCI is calculated as a rolling average (i.e. it counts the citations received in the year of publication and the following three years until the value is locked). As a result, the '2023' FWCI includes citations from 2020, 2021, 2022 and 2023.

UTS's FWCI was uniformly excellent across all disciplines except for

s.14, c4(a)(c)(d)

Field-Weighted Citation Impact (FWCI) by discipline
(#, 2023)

FoR	FWCI score (2023)
s.14, c4(a)(c)(d)	1.77
	2.01
	2.46
	1.50
	2.56
	1.31
	1.45
	1.28
	1.46
	1.48
	N/A
	1.45
	1.99
	1.28
	1.51
	1.71
	0.57
	1.71
	2.00
	1.30
	1.39
	0.47
	1.49

Commentary

- Most of UTS's disciplines scored above the world average impact (i.e. FWCI score of 1) except for two disciplines – s.14, c4(a)(c)(d) (0.57) and s.14, c4(a)(c)(d) (0.47).
- The highest FWCI scores were within s.14, c4(a)(c)(d) (2.56), s.14, c4(a)(c)(d) (2.46), s.14, c4(a)(c)(d) (2.01) and s.14, c4(a)(c)(d) (2.00). This indicates that outputs by these disciplines at UTS were cited more than double the 'expected' amount for an output with similar characteristics.

Key assumptions

- As advised by UTS, FWCI is a SciVal/Scopus measure, and its coverage is better for some disciplines (s.14, c4(a)(c)(d)) than others (s.14, c4(a)(c)(d) 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.
- FWCI is calculated as a rolling average (i.e. it counts the citations received in the year of publication and the following three years until the value is locked). As a result, the '2023' FWCI includes citations from 2020, 2021, 2022 and 2023.

NB: Disciplines tagged with an asterisk had less than 10 FTE worth of research effort in 2024, indicating they may not be areas of research focus for UTS. Note that FWCI was not available for Indigenous Studies, likely because this FoR was newly established by ANZSRC in 2020.

There was significant variability in the ratio of HDR enrolments to FTE of research effort across the disciplines, indicating there could be opportunity to standardise supervision guidelines (cont. overleaf)

HDR student enrolments by discipline (headcount) and per FTE of research effort
(#, 2022 - 2024)

FoR	HDR enrolments (headcount)			Ratio of HDR enrolments (headcount) (2024) to FTE of research effort within discipline (2024)
	2022	2023	2024	
5.14, c4(a)(c)(d)	388	466	471	4,0
	560	574	613	7.2
	104	188	195	2.8
	116	125	144	2,9
	39	90	104	2.4
	76	83	78	1.8
	124	114	122	3,0
	59	47	47	1.3
	42	47	52	2.0
	29	52	41	1,8
	12	27	26	1.2
	33	29	35	1.6
	53	32	37	1.9
	33	47	49	2,9
	55	69	70	5,5
	32	28	35	3,5
	31	26	36	4,1
	26	27	29	3,5
	27	29	29	5,2
	6	6	4	1,5
	14	11	11	5,8
	4	8	8	4,2
	5	8	6	7,2

NB: Disciplines tagged with an asterisk had less than 10 FTE worth of research effort in 2024, indicating they may not be areas of research focus for UTS.

There was significant variability in the ratio of HDR enrolments to FTE of research effort across the disciplines, indicating there could be opportunity to standardise supervision guidelines (cont.)

Commentary

- 9 disciplines experienced positive year-on-year growth in HDR enrolments between 2022-23 and 2023-24 (s.14, c4(a)(c)(d)). Note that (s.14, c4(a)(c)(d)) were newly introduced as separate FoRs in the (s.14, c4(a)(c)(d)) in the 2008 codes) so this growth may be due to gradual FoR conversions for students.
- The greatest decreases in HDR enrolments between 2022-24 (excluding legacy FoRs that were discontinued) were in (s.14, c4(a)(c)(d)) (~30%) and (s.14, c4(a)(c)(d)) (~20%).
- The greatest increases in HDR enrolments between 2022-24 were in (s.14, c4(a)(c)(d)) (167%, noting that this may be due to FoR conversions from the legacy description (s.14, c4(a)(c)(d))), (s.14, c4(a)(c)(d)) (117%), and (s.14, c4(a)(c)(d)) (80%, noting same limitation as (s.14, c4(a)(c)(d))).
- In 2024, the highest ratios of HDR enrolments (headcount) to FTE of research effort were in (s.14, c4(a)(c)(d)) (7.2), and (s.14, c4(a)(c)(d)) (7.2). The lowest ratios were in (s.14, c4(a)(c)(d)) (1.2) and (s.14, c4(a)(c)(d)) (1.3). Note, however, that in practice supervisors may be allocated across multiple disciplines, or supervise HDR students in adjacent fields.
- This indicates that there are significant variations in HDR supervision ratios across disciplines (noting the same limitations indicated above). UTS does not currently have a universal HDR supervision ratio guideline; there could be opportunity to increase total HDR enrolments if standardised.

Key assumptions

- Note that the list of FoR descriptions 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). Legacy 2008 FoRs that could not be matched to 2020 FoRs (s.14, c4(a)(c)(d)) were excluded from this view.
- 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).

Across 2022-24, HDR completion rates as a proportion of enrolments were lowest in s.14, cl4(a)(c)(d)

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

FoR	HDR completions as % of enrolments (headcount) (2022-2024)	HDR completions as % of enrolments (EFTSL) (2022-2024)
s.14, cl4(a)(c)(d)	18%	27%
	16%	25%
	15%	27%
	17%	28%
	17%	28%
	23%	32%
	19%	33%
	18%	31%
	8%	15%
	14%	23%
	23%	37%
	13%	17%
	20%	29%
	19%	35%
	12%	23%
	16%	25%
	17%	31%
	23%	36%
	18%	28%
	13%	16%
	14%	18%
	15%	31%
	11%	17%

Commentary

- s.14, cl4(a)(c)(d) had the lowest average HDR completions compared to HDR enrolments by headcount and HDR enrolments by EFTSL across 2022-2024 (8% and 15% respectively). This was followed by s.14, cl4(a)(c)(d) and s.14, cl4(a)(c)(d) (11% and 17% respectively).
- The highest proportions of completions to enrolments (headcount and EFTSL) were in s.14, cl4(a)(c)(d).

Key assumptions

- Based on 'completion date' field, rather than 'conferral date' or 'graduation date'.
- Note that the list of FoR descriptions for HDR enrolments 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). Legacy 2008 FoRs that could not be matched to 2020 FoRs s.14, cl4(a)(c)(d) were excluded from this view.
- 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).

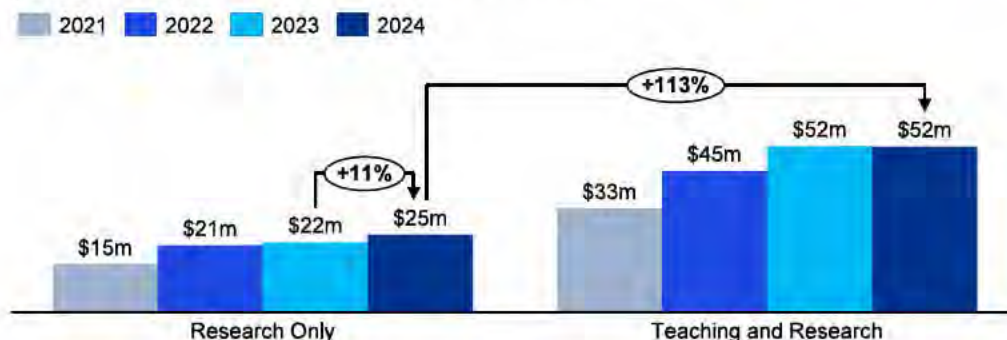
NB: Disciplines tagged with an asterisk had less than 10 FTE worth of research effort in 2024, indicating they may not be areas of research focus for UTS.

Research productivity – by workforce profile

Note that throughout this sub-section, all analysis is conducted in terms of FTE of research effort, rather than full FTE. For example, if a staff member with a full FTE of 0.5 spent 50% of their time on research, 0.25 FTE would be counted for the purposes of this analysis.

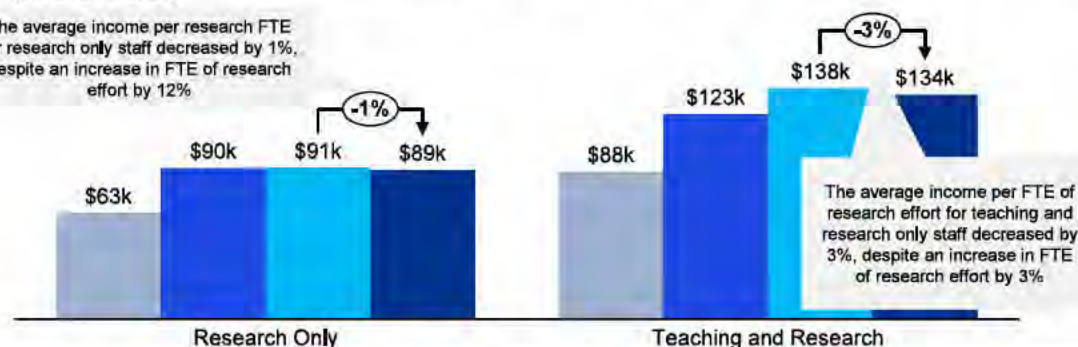
Over the past four years, teaching and research academic staff consistently outperformed research only staff, both in total research income generated and average income per FTE of research effort

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



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

The average income per research FTE for research only staff decreased by 1%, despite an increase in FTE of research effort by 12%



The total research income generated by research only academic staff increased by 11% from 2023 to 2024. However, the average income per FTE of research effort remained relatively steady from 2022 to 2024, despite rising FTE numbers (~234 in 2022, ~244 in 2023, and ~275 in 2024). This suggests a notable decline in research productivity during this period.

Commentary

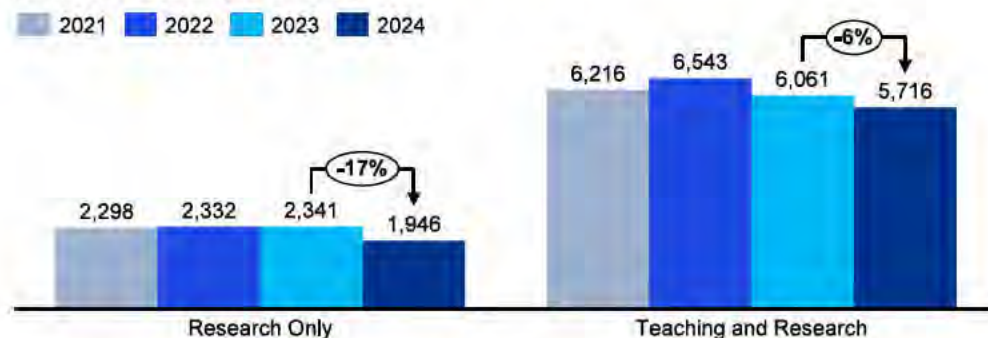
- From 2021 to 2024, both research only and teaching and research academic staff experienced a slight decline in their average income per FTE of research effort. During this period total FTE of research effort increased for both groups.
- On average, teaching and research academic staff generated 50% more average income per FTE of research effort compared to research only academic staff.

Key assumptions

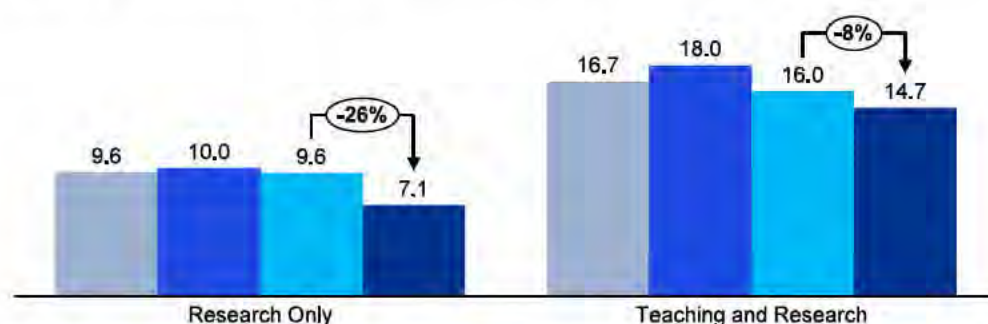
- Research effort was only validated for 2024 based on 2024 ACV workload allocation data matched to HR FTE and Finance FTE (conducted by FP&A and Finance Business Partners). To calculate FTE of research effort for 2021 – 2023:
 - Academic FTE for 2021 – 2023 was extracted from UTS' 2022 and 2023 annual reports. 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 assumed the same proportion as in 2024.
 - Finally, it was assumed that 70% of the total FTE for research only staff members was spent on research effort and 40% of the total FTE for teaching and research staff members was spent on research effort.
- Casual staff were excluded from the dataset.
- Note that 2021 data may not be a valid point of comparison due to COVID impacts.

The average publications per FTE of research effort has consistently decreased since 2022

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



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



The average publications per FTE of research effort decreased for both research only and teaching and research staff, demonstrating an overall decline in publication productivity across UTS.

Commentary

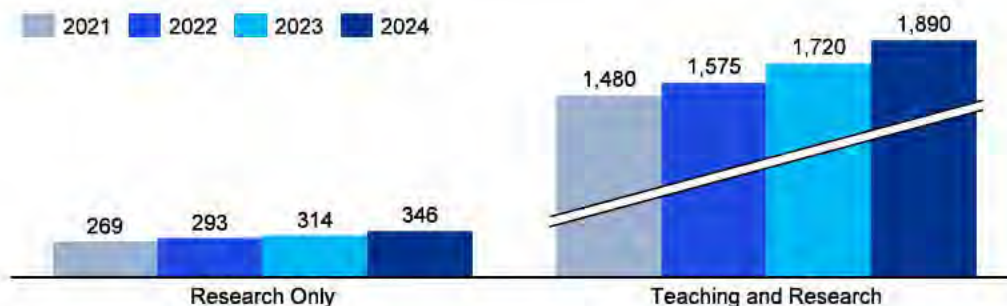
- Total publications by research only academic staff remained relatively steady from 2021 to 2023 before experiencing a 17% decline in 2024.
- In contrast, total publications by teaching and research academic staff peaked in 2022 and declined after that. However, despite the declining trend in total publications and average publications per FTE of research effort, this still significantly exceeded the outputs of research only academic staff. There could be further opportunity to improve the productivity of research only academic staff.

Key assumptions

- Research effort was only validated for 2024 based on 2024 ACV workload allocation data matched to HR FTE and Finance FTE (conducted by FP&A and Finance Business Partners). To calculate FTE of research effort for 2021 – 2023:
 - Academic FTE for 2021 – 2023 was extracted from UTS' 2022 and 2023 annual reports. 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 assumed the same proportion as in 2024.
 - Finally, it was assumed that 70% of the total FTE for research only staff members was spent on research effort and 40% of the total FTE for teaching and research staff members was spent on research effort.
- Casual staff were excluded from the dataset.
- Note that 2021 data may not be a valid point of comparison due to COVID impacts.

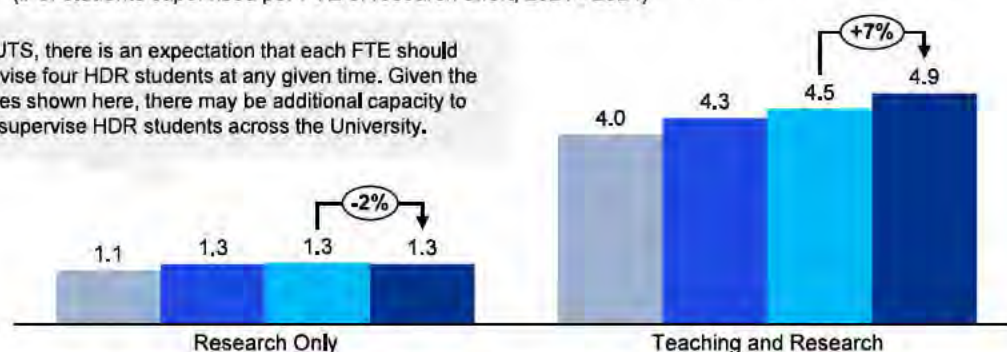
HDR supervision was primarily driven by teaching and research academic staff

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



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

At UTS, there is an expectation that each FTE should supervise four HDR students at any given time. Given the figures shown here, there may be additional capacity to supervise HDR students across the University.



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

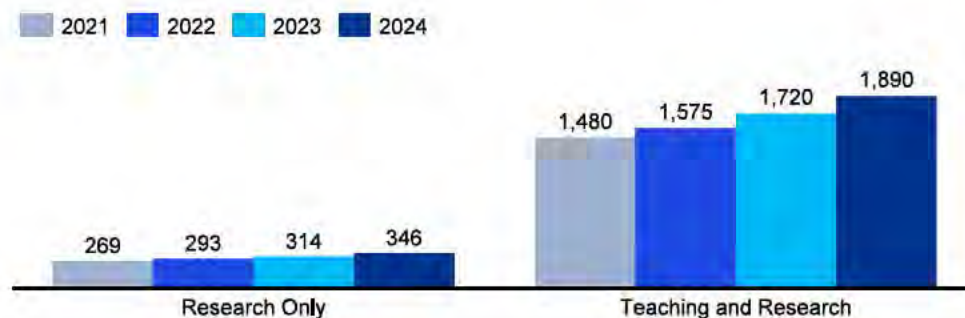
- The total number of HDR students supervised has consistently increased for both teaching and research staff. In contrast, the total number of HDR students supervised by research only staff has remained relatively steady over 2022 – 2024.
- The average HDR students supervised per FTE of research effort by teaching and research staff was around four times more than the same metric by research only staff. There could be additional capacity for research only staff to supervise more HDR students across UTS.

Key assumptions

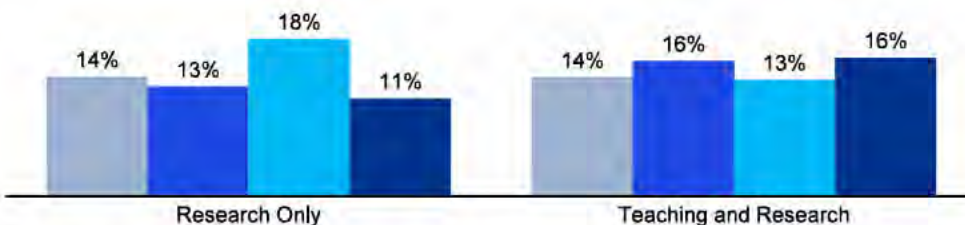
- Research effort was only validated for 2024 based on 2024 ACV workload allocation data matched to HR FTE and Finance FTE (conducted by FP&A and Finance Business Partners). To calculate FTE of research effort for 2021 – 2023:
 - Academic FTE for 2021 – 2023 was extracted from UTS' 2022 and 2023 annual reports. 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 assumed the same proportion as in 2024.
 - Finally, it was assumed that 70% of the total FTE for research only staff members was spent on research effort and 40% of the total FTE for teaching and research staff members was spent on research effort.
- Casual staff were excluded from the dataset.
- Note that 2021 data may not be a valid point of comparison due to COVID impacts.
- Total HDR students supervised shown here differs from the figures in the HDR Deep Dive section due to different data extraction dates in 2024.

While teaching and research academic staff primarily drove the supervision 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)



Commentary

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

Key assumptions

- Casual staff were excluded from the dataset.
- 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.
- Note that 2021 data may not be a valid point of comparison due to COVID impacts.

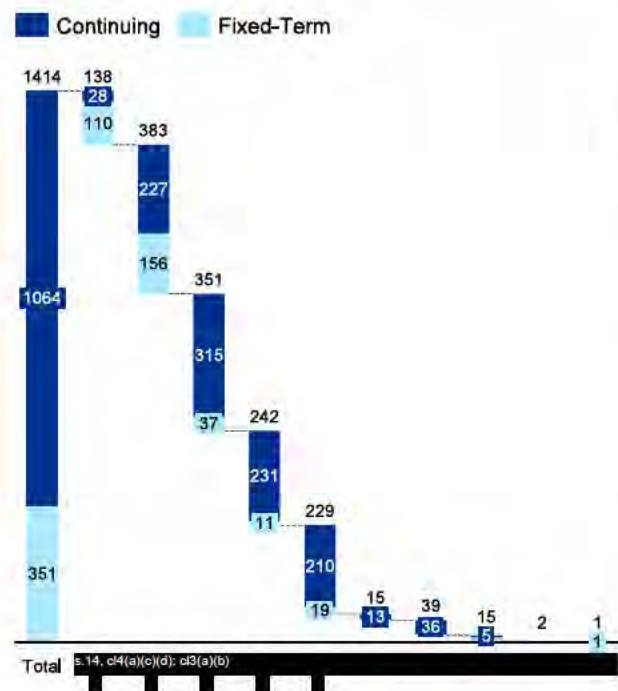
Research productivity – by academic level

Note that throughout this sub-section, all analysis is conducted in terms of FTE of research effort, rather than full FTE. For example, if a staff member with a full FTE of 0.5 spent 50% of their time on research, 0.25 FTE would be counted for the purposes of this analysis.

In 2024 UTS had ~1,414 total FTE of RO and T&R academic staff. Of these, ~75% (~1,064 FTE) were continuing academic staff

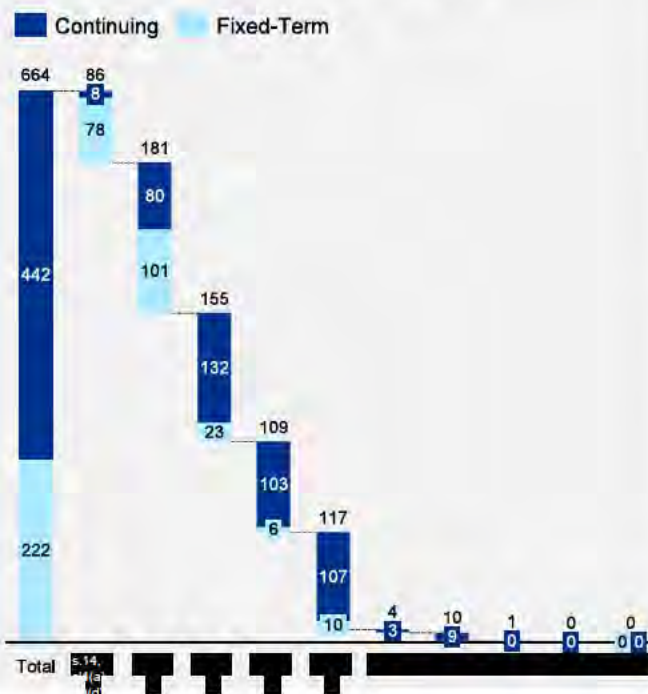
Overview of research only and teaching and research workforce by academic level

(Total FTE, Data as at 1 Nov 2024)



Overview of research only and teaching and research workforce by academic level

(FTE of Research Effort, Data as at 1 Nov 2024)



Commentary

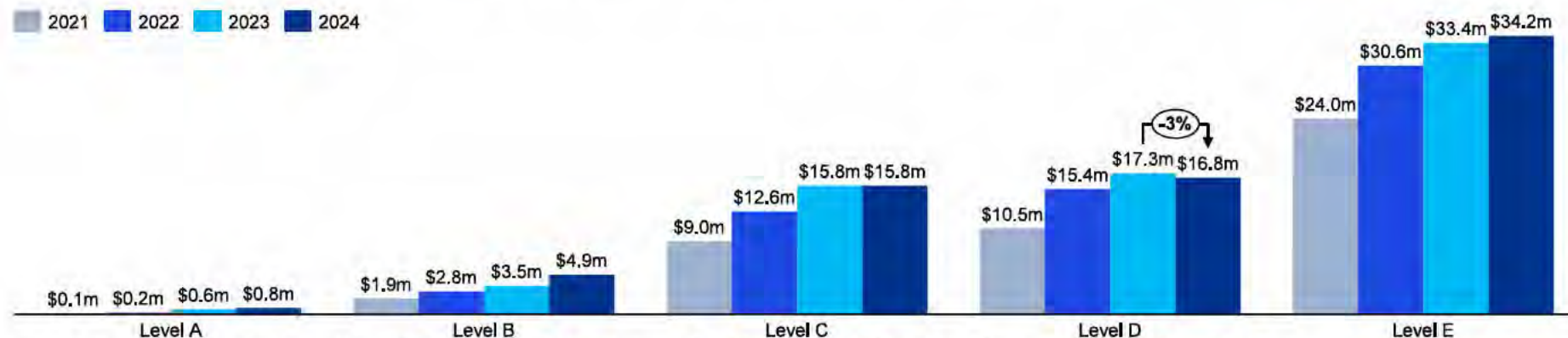
- Of the ~1,414 total FTE of RO and T&R academic staff, ~664 FTE related to research effort.
- As of November 2024, Level A-C comprised 64% of FTE of research effort for the research only and teaching and research workforce cohorts.
- Levels D-E comprised 34% of the research effort for research only and teaching and research workforce cohorts.

Key assumptions

- Data only represents continuing and fixed-term staff; casuals were excluded from the dataset.
- Data presented only includes research only and teaching and research staff. Teaching-only staff and those categorised as 'others' were excluded, under the assumption that these cohorts would have no or minimal contribution to research.

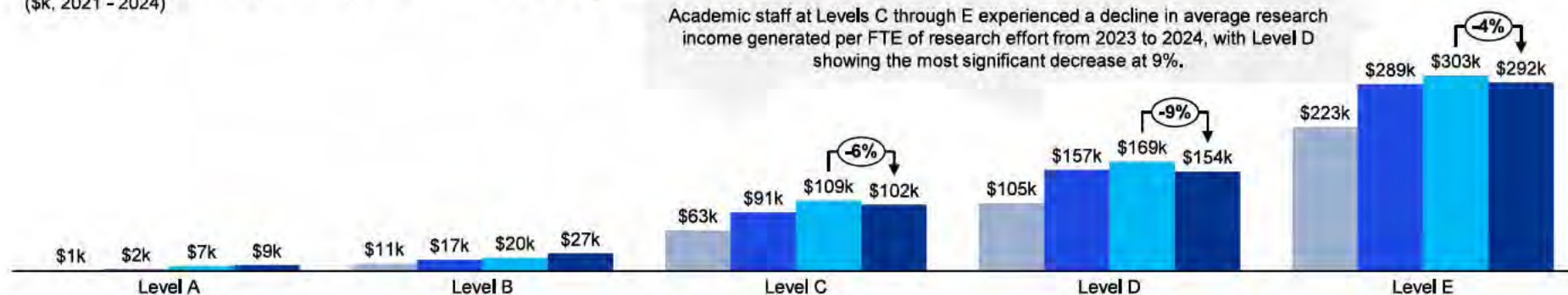
Over the past four years, Level D staff were the only level to experience a decline in total annual research income generated (cont. overleaf)

Total research income generated per year by academic level for research only and teaching and research academic staff (\$m, 2021 - 2024)



Average research income generated per FTE of research effort by academic level for research only and teaching and research academic staff (\$k, 2021 - 2024)

Academic staff at Levels C through E experienced a decline in average research income generated per FTE of research effort from 2023 to 2024, with Level D showing the most significant decrease at 9%.



Over the past four years, Level D staff were the only level to experience a decline in total annual research income generated (cont.)

Commentary

- All academic levels, except for Level D staff, experienced an increase in total research income generated year on year. Level D staff followed the same upward trend until 2023 but saw a 3% decline in total research income generated from 2023 to 2024.
- There was a significant gap between Level D and E academic staff, with the average Level D staff member generating around half the income of the average Level E staff member across 2021 - 2024.
- The average research income generated per FTE of research effort increased for Levels A and B but decreased for Level C through to Level E:
 - Level E staff had the smallest decline at 4% (\$303k per FTE of research effort in 2023 vs \$292k per FTE of research effort in 2024)
 - Level D had the highest decline at 9% (\$169k per FTE of research effort in 2023 vs \$154k per FTE of research effort in 2024)
 - In 2024, the average research income generated per FTE of research effort by Level E staff was almost double the amount generated by Level D staff.

Key assumptions

- Data only represents continuing and fixed-term staff; casuals were excluded from the dataset.
- Data presented only includes research only and teaching and research staff. Teaching-only staff and those categorised as 'others' were excluded, under the assumption that these cohorts would have no or minimal contribution to research.
- Research effort was only validated for 2024 based on 2024 ACV workload allocation data matched to HR FTE and Finance FTE (conducted by FP&A and Finance Business Partners). To calculate FTE of research effort for 2021 – 2023:
 - Academic FTE for 2021 – 2023 was extracted from UTS' 2022 and 2023 annual reports. 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 assumed the same proportion as in 2024.
 - Finally, it was assumed that 70% of the total FTE for research only staff members was spent on research effort and 40% of the total FTE for teaching and research staff members was spent on research effort.
- SSG and SEG excluded from this view given the small sample size.

In 2024, 40 Level A-C academic staff surpassed the average ERI per FTE of research effort of Level D staff, and 13 exceeded that of Level E staff (cont. overleaf)

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

Year	Average ERI generated per FTE of research effort by Level D academic staff	Average ERI generated per FTE of research effort by Level E academic staff	Number of Level A academic staff who generated higher ERI than...		Number of Level B academic staff who generated higher ERI than...		Number of Level C academic staff who generated higher ERI than...		Total Level A – C who generated higher ERI than the average ERI generated per FTE of research effort by...	
			Average ERI generated per FTE of research effort by Level D academic staff	Average ERI generated per FTE of research effort by Level E academic staff	Average ERI generated per FTE of research effort by Level D academic staff	Average ERI generated per FTE of research effort by Level E academic staff	Average ERI generated per FTE of research effort by Level D academic staff	Average ERI generated per FTE of research effort by Level E academic staff	Level D	Level E
2021	\$104,972	\$222,735	s.14, d4(a)(c)(d); d3(a)(b)						39	8
2022	\$156,798	\$289,278							32	8
2023	\$169,185	\$302,599							31	9
2024	\$153,933	\$291,659							40	13

In 2024, 40 Level A-C academic staff surpassed the average ERI per FTE of research effort of Level D staff, and 13 exceeded that of Level E staff (cont.)

Commentary

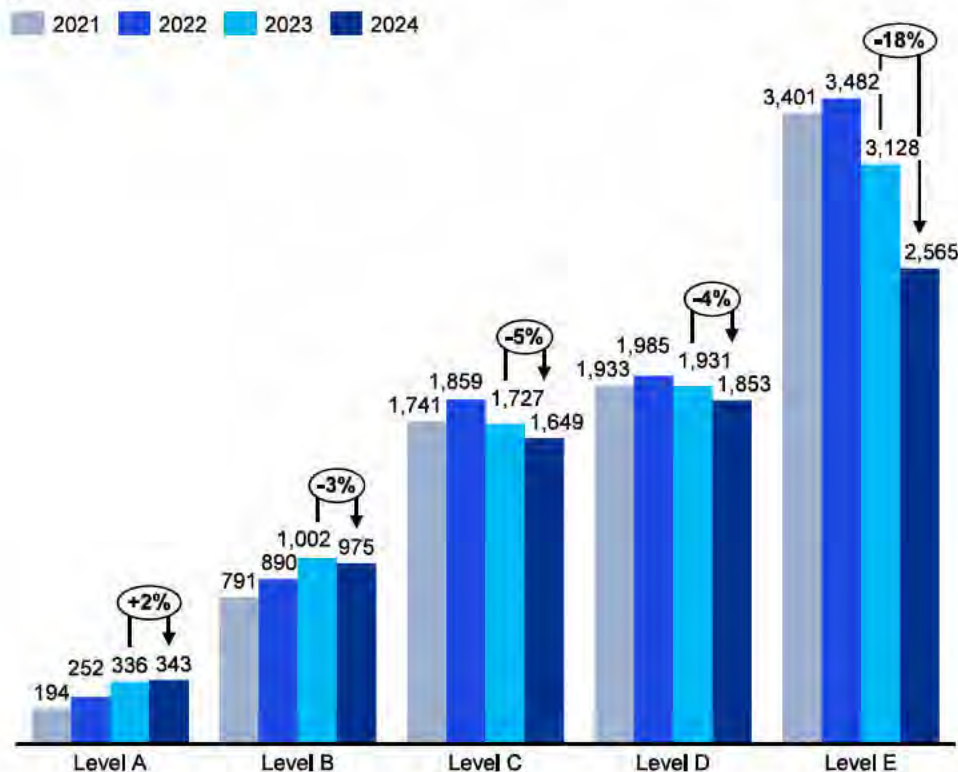
- Across all four years, there were several Level A to Level C academic staff that generated more ERI than the average ERI generated per FTE of research effort by Level D and Level E academic staff. This indicates there is a strong pipeline of upcoming research talent.

Key assumptions

- Data only represents continuing and fixed-term staff; casuals were excluded from the dataset.
- Data presented only includes research only and teaching and research workforce. All teaching-only staff and those categorised as 'others' have been excluded, under the assumption that these cohorts would have no or minimal contribution to research
- Research effort was only validated for 2024 based on 2024 ACV workload allocation data matched to HR FTE and Finance FTE (conducted by FP&A and Finance Business Partners). To calculate FTE of research effort for 2021 – 2023:
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 - Proportion split between research only, teaching and research, teaching only and others assumed the same proportion as in 2024.
 - Finally, it was assumed that 70% of the total FTE for research only staff members was spent on research effort and 40% of the total FTE for teaching and research staff members was spent on research effort.
- SSG and SEG excluded from this view given the small sample size.

Total publications per year decreased for all academic levels across 2023 to 2024

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



Commentary

- Level C, D, and E academic staff all experienced a year-on-year decrease in total publications from 2022 to 2024. Notably, Level E saw the sharpest decline, with an 18% drop between 2023 and 2024.
 - Level C experienced a 5% decline between 2023 and 2024
 - Level D experienced a 4% decline between 2023 and 2024
- In contrast, Level A academic staff experienced a year-on-year increase in total publications from 2022 to 2024
- Level B's experienced the same year-on-year increase up to 2023 before experiencing a 3% decline in 2023 - 2024

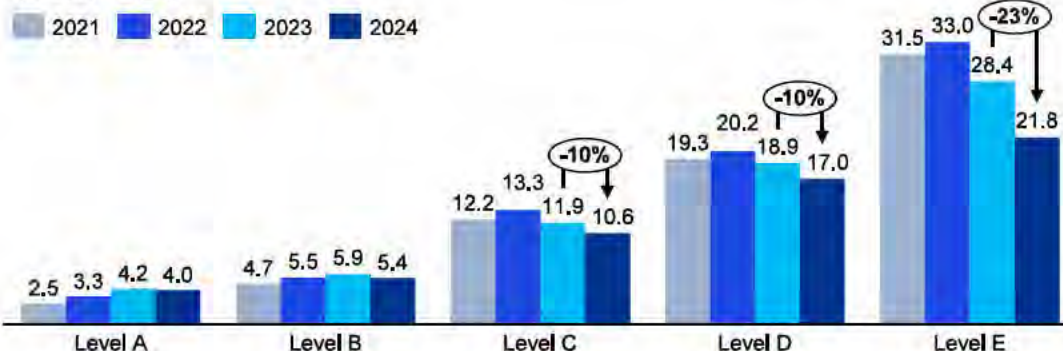
Key assumptions

- Data only represents continuing and fixed-term staff; casuals were excluded from the dataset.
- Data presented only includes research only and teaching and research workforce. All teaching-only staff and those categorised as 'others' have been excluded, under the assumption that these cohorts would have no or minimal contribution to research
- SSG and SEG excluded from this view given the small sample size.

The average publications per FTE of research effort and per total FTE both exhibited the same declining trend as the total publications per year

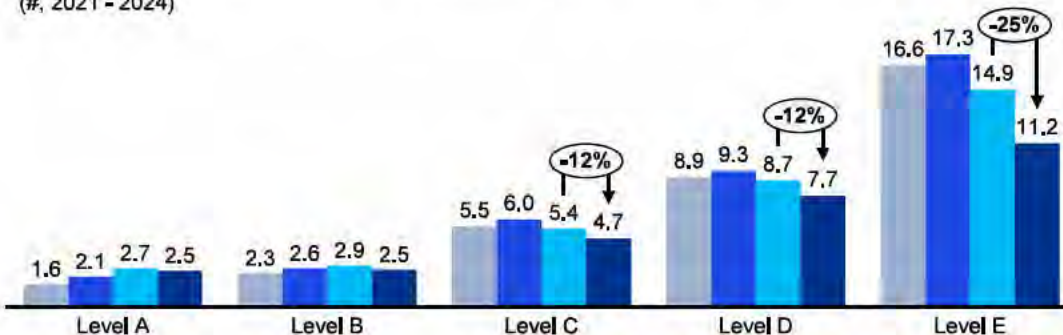
Average publications per FTE of research effort by academic level for research only and teaching and research academic staff

(#, 2021 - 2024)



Average publications per total FTE by academic level for research only and teaching and research academic staff

(#, 2021 - 2024)



Commentary

- Average publications per FTE of research effort and per total FTE for Levels C, D, and E all experienced a year-on-year decrease.
- When analysed together with the decrease in total publications, it is evident that the decline in average publications per FTE of research effort and per total FTE is more pronounced. This indicates an overall decline in research productivity.

Key assumptions

- Data only represents continuing and fixed-term staff; casuals were excluded from the dataset.
- Data presented only includes research only and teaching and research workforce. All teaching-only staff and those categorised as 'others' have been excluded, under the assumption that these cohorts would have no or minimal contribution to research
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 - Finally, it was assumed that 70% of the total FTE for research only staff members was spent on research effort and 40% of the total FTE for teaching and research staff members was spent on research effort.
- SSG and SEG excluded from this view given the small sample size.

In 2024, 21 Level A-C staff generated more publications than the average publications per FTE of research effort of Level D staff, and 13 exceeded that of Level E staff (cont. overleaf)

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

Year	Average publications per FTE of research effort by Level D academic staff	Average publications per FTE of research effort by Level E academic staff	Number of Level A academic staff who generated higher ERI than...		Number of Level B academic staff who generated higher ERI than...		Number of Level C academic staff who generated higher ERI than...		Total Level A – C who generated more publications than the average publications per FTE of research effort by...	
			Average publications per FTE of research effort by Level D academic staff	Average publications per FTE of research effort by Level E academic staff	Average publications per FTE of research effort by Level D academic staff	Average publications per FTE of research effort by Level E academic staff	Average publications per FTE of research effort by Level D academic staff	Average publications per FTE of research effort by Level E academic staff	Level D	Level E
2021	19.3	31.5	s.14, d4(a)(c)(d); s.14, d3(a)(b)						10	4
2022	20.2	33.0							11	4
2023	18.9	28.4							15	6
2024	17.0	21.8							21	13

In 2024, 21 Level A-C staff generated more publications than the average publications per FTE of research effort of Level D staff, and 13 exceeded that of Level E staff (cont.)

Commentary

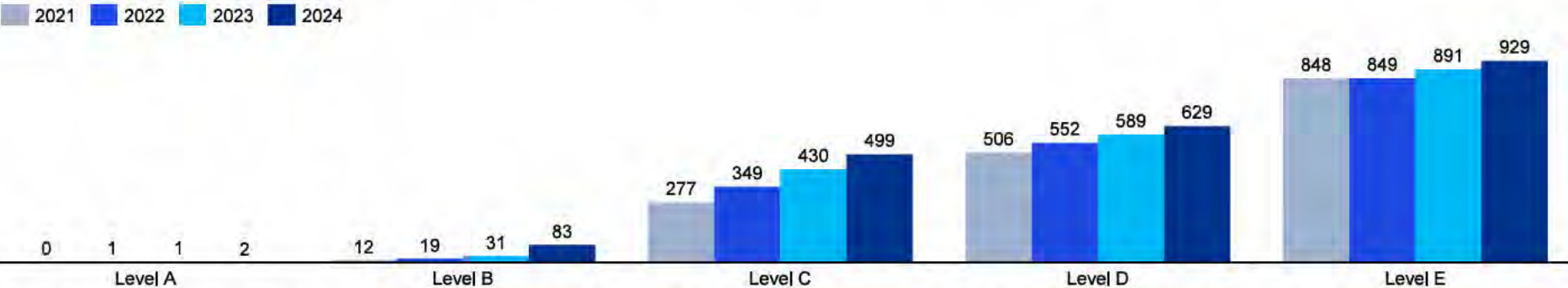
- Across all four years, there were several Level A to Level C academic staff that generated more publications than the average publications generated per FTE of research effort by Level D and Level E academic staff. This indicates that there is a strong pipeline of upcoming research talent.

Key assumptions

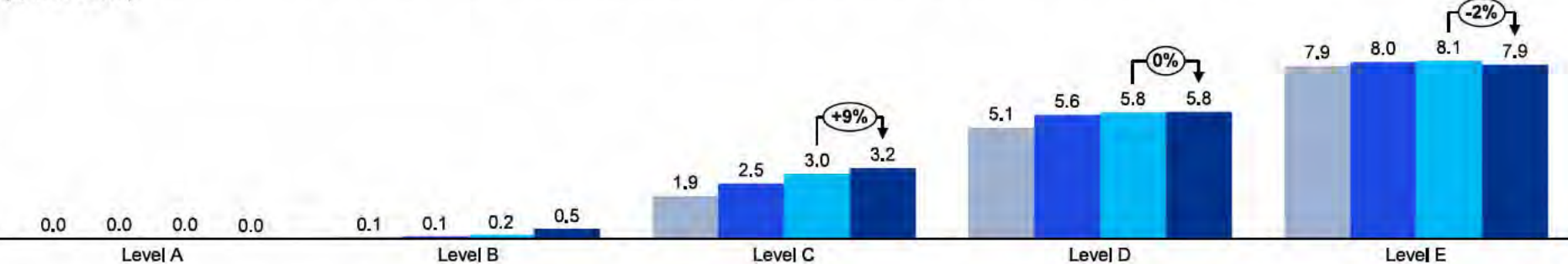
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- Data presented only includes research only and teaching and research workforce. All teaching-only staff and those categorised as 'others' have been excluded, under the assumption that these cohorts would have no or minimal contribution to research.
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 - Finally, it was assumed that 70% of the total FTE for research only staff members was spent on research effort and 40% of the total FTE for teaching and research staff members was spent on research effort.
- SSG and SEG excluded from this view given the small sample size.

HDR student supervision (headcount) per FTE of research effort increased each year for most academic levels, except for Level E which experienced a slight decline in 2023 – 2024 (cont. overleaf)

Total HDR students supervised per year (headcount) by academic level for research only and teaching and research academic staff (#, 2021 - 2024)



Average HDR students supervised per FTE of research effort (headcount) by academic level for research only and teaching and research academic staff (#, 2021 - 2024)



HDR student supervision (headcount) per FTE of research effort increased each year for most academic levels, except for Level E which experienced a slight decline in 2023 – 2024 (cont.)

Commentary

- Level E academic staff were responsible for overseeing 43% of all HDR students (929 students).
- Across 2021 to 2024, the % of HDR students supervised by academic level shifted:
 - Level E: These staff supervised 52% of HDR students in 2021, decreasing 9% to 43% in 2024.
 - Level D: These staff supervised 31% of HDR students in 2021, decreasing 2% to 29% in 2024.
 - Level C: These staff supervised 17% of HDR students in 2021, increasing 6% to 23% in 2024.
 - Level B: These staff supervised 1% of HDR students in 2021, increasing 3% to 4% in 2024.
- Over the 2021 – 2024 period, there was one Level E academic in the Information and Computing Sciences discipline who supervised the highest number of students across all four years (51 students in 2023 and 42 students in 2024).
- There were 39 Level C to Level E academic staff tagged as principal supervisors who did not supervise any HDR students throughout 2021 – 2024. This could indicate that there is additional capacity at UTS to supervise more HDR students.

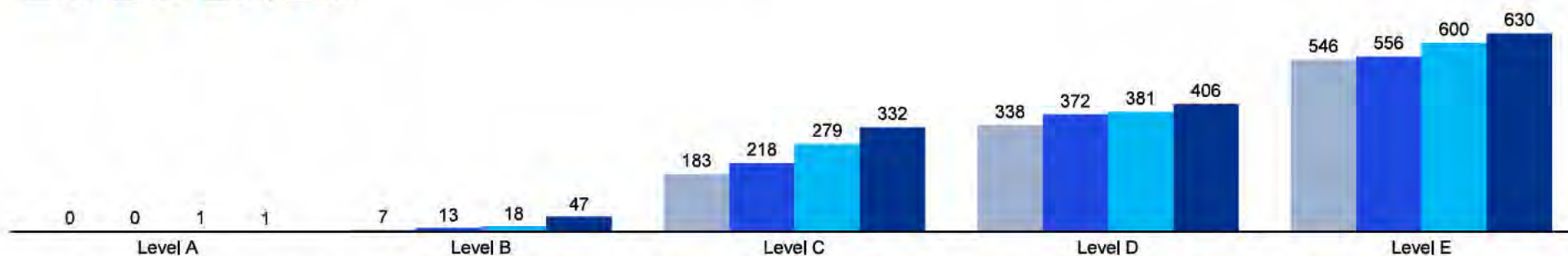
Key assumptions

- Data only represents continuing and fixed-term staff; casuals were excluded from the dataset.
- Data presented only includes research only and teaching and research workforce. All teaching-only staff and those categorised as 'others' have been excluded, under the assumption that these cohorts would have no or minimal contribution to research.
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 - Finally, it was assumed that 70% of the total FTE for research only staff members was spent on research effort and 40% of the total FTE for teaching and research staff members was spent on research effort.
- SSG and SEG excluded from this view given the small sample size.

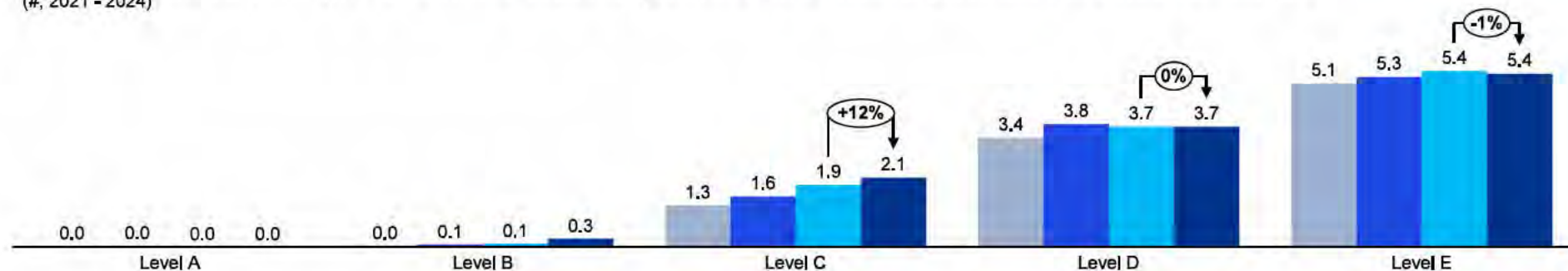
HDR student supervision (EFTSL) per FTE of research effort also increased each year for most academic levels, except for Level E which experienced a slight decline in 2023 – 2024 (cont. overleaf)

Total HDR students supervised per year (EFTSL) by academic level for research only and teaching and research academic staff
(#, 2021 - 2024)

2021 2022 2023 2024



Average HDR students supervised per FTE of research effort (EFTSL) by academic level for research only and teaching and research academic staff
(#, 2021 - 2024)



HDR student supervision (EFTSL) per FTE of research effort also increased each year for most academic levels, except for Level E which experienced a slight decline in 2023 – 2024 (cont.)

Commentary

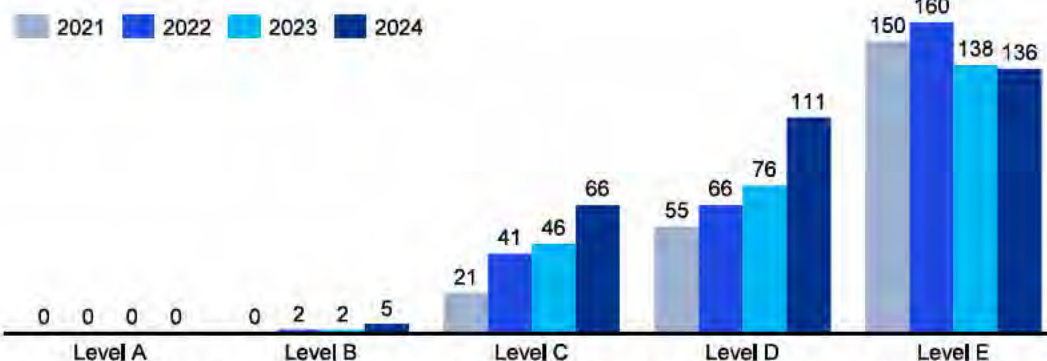
- In 2024, a total of approximately 1,416 HDR students (EFTSL) are supervised across all academic levels, compared to a headcount of 2,142 students. This discrepancy indicates that a significant proportion of HDR students are enrolled on a part-time basis
- Level E academic staff were responsible for overseeing 44% of all HDR students (~630 EFTSL, 929 headcount).
- Over the 2021 – 2024 period, there was one s.14, d4(a) academic in the s.14, d4(a)(c)(d) discipline who supervised the highest number of students across all four years (51 students in 2023 and 42 students in 2024). When evaluating this from an EFTSL perspective, this equated to ~36 EFTSL in 2023 and 31 EFTSL in 2024. These figures clearly indicate that a notable portion of the students were part-time.

Key assumptions

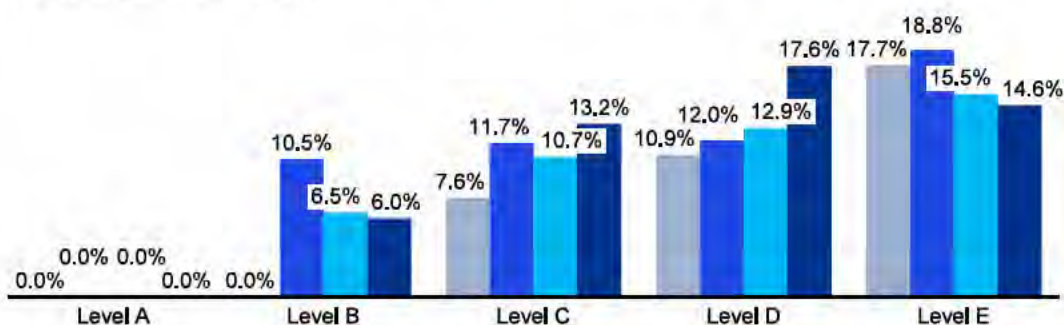
- Data only represents continuing and fixed-term staff; casuals were excluded from the dataset.
- Data presented only includes research only and teaching and research workforce. All teaching-only staff and those categorised as 'others' have been excluded, under the assumption that these cohorts would have no or minimal contribution to research
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 - Proportion split between research only, teaching and research, teaching only and others assumed the same proportion as in 2024.
 - Finally, it was assumed that 70% of the total FTE for research only staff members was spent on research effort and 40% of the total FTE for teaching and research staff members was spent on research effort.
- SSG and SEG excluded from this view given the small sample size.

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

Total HDR student completions (headcount) per year by academic level for research only and teaching and research academic staff
(# of completions, 2021 - 2024)



HDR student completions (headcount) as proportion of enrolments per year, by supervisor level
(% of completion, 2021 - 2024)



Commentary

- HDR student completion rates were highest for those supervised by Level E academic staff (17% average across 2021-24). However, this has been in steady decline since 2022.
- In contrast, the completion rates of HDR students supervised by Level D academic staff has been consistently increasing since 2021.

Key assumptions

- Data only represents continuing and fixed-term staff; casuals were excluded from the dataset.
- Data presented only includes research only and teaching and research workforce. All teaching-only staff and those categorised as 'others' have been excluded, under the assumption that these cohorts would have no or minimal contribution to research.
- SSG and SEG excluded from this view given the small sample size.
- Analysis of HDR supervision is limited to academic staff designated as principal supervisors.

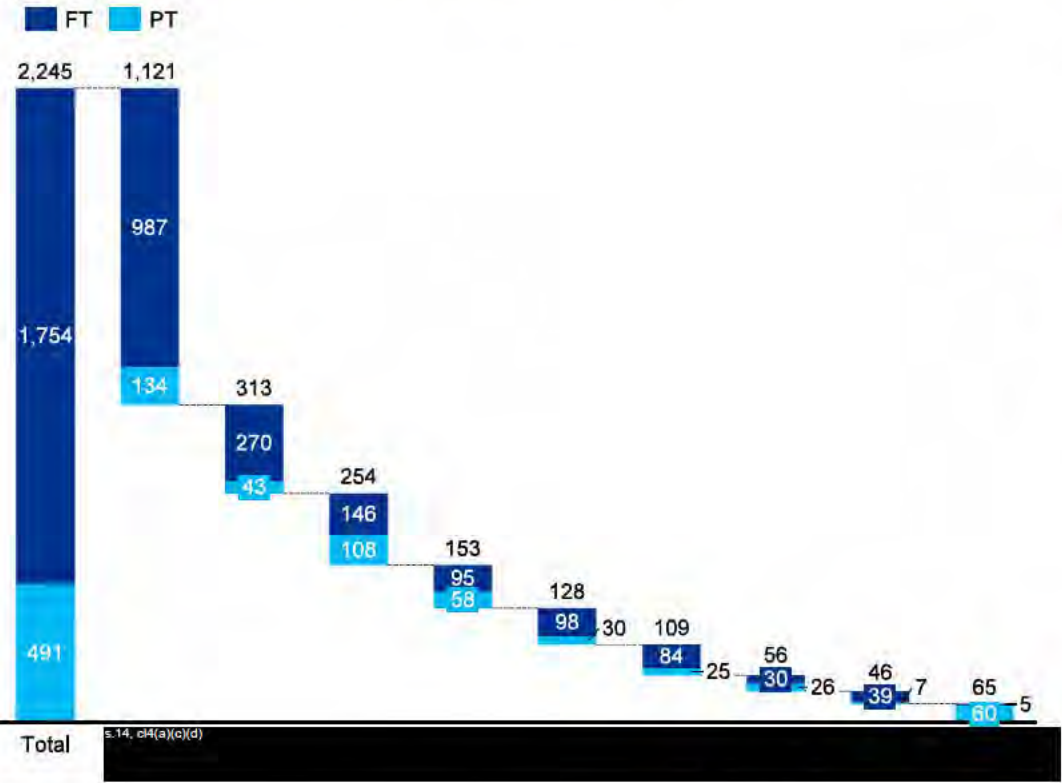


HDR deep dive

Evaluating HDR contributions to productivity

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 s.14, c4(a)(c)(d).
- s.14, c4(a)(c)(d)

Key assumptions

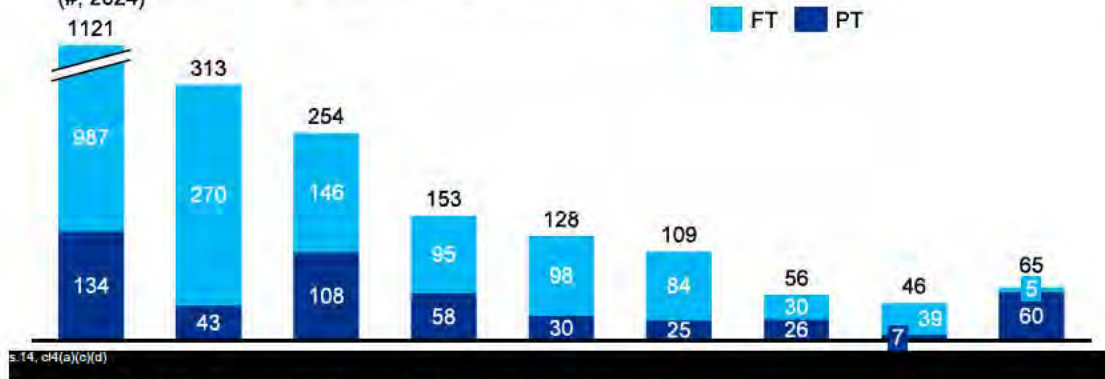
- Subjects taught by the s.14, c4(a)(c)(d)
- The 'Centres' categorisation included s.14, c4(a)(c)(d)
- The graph only reflects students classified under 'admitted' and 'leave or absence' status. Withdrawn students were excluded from the analysis.

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

had the highest proportion of full-time HDR students, whereas had the lowest proportion

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



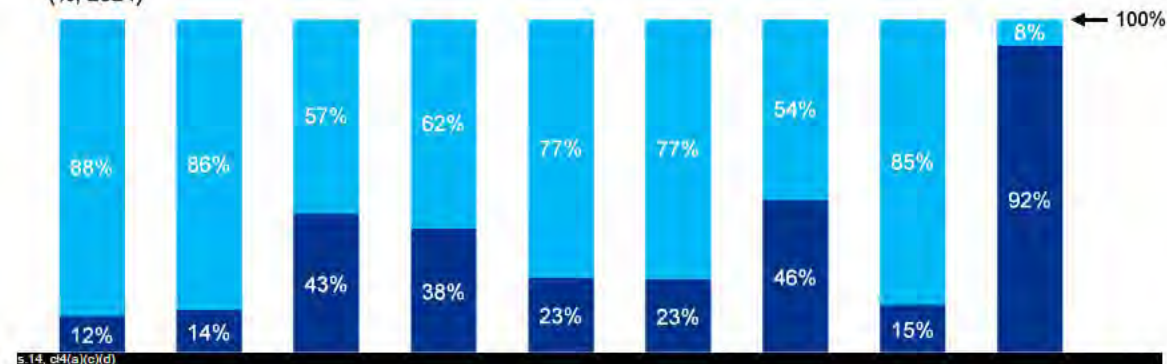
Commentary

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

Key assumptions

- Subjects taught by the
- The 'Centres' categorisation included Connected Intelligence Centre and Institute for Sustainable Futures.
- The graph only reflects students classified under 'admitted' and 'leave or absence' status. Withdrawn students were excluded from the analysis.

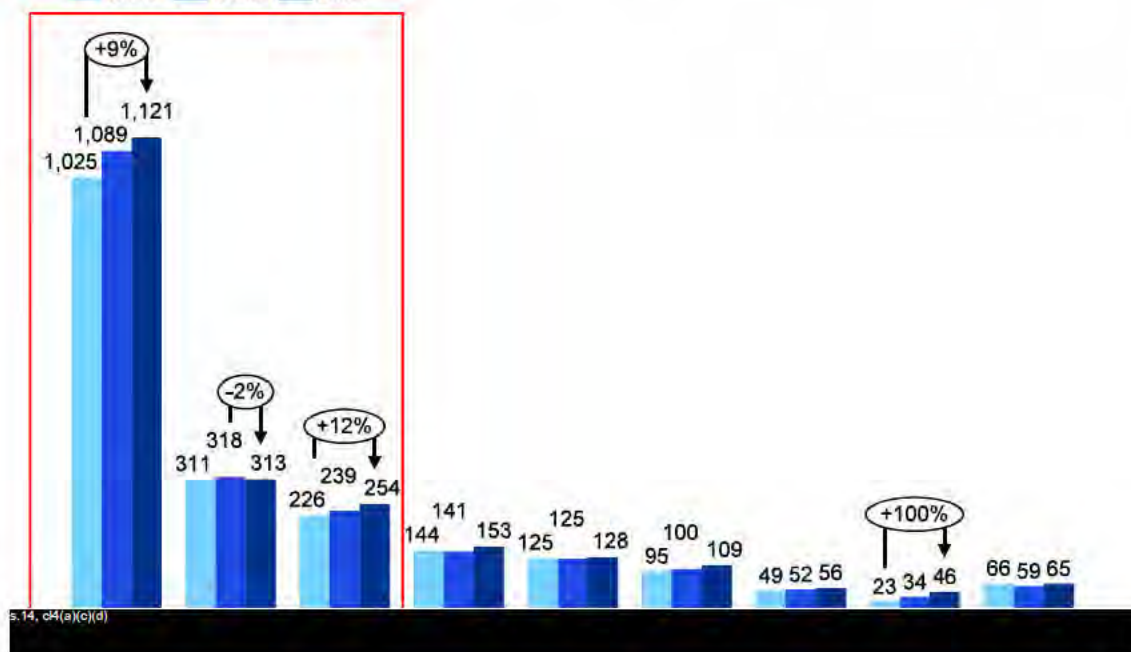
2024 HDR student enrolments by Faculty/Portfolio (percentage)
(%, 2024)



had the highest HDR enrolments over the past three years

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

2022 2023 2024



Commentary

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

Key assumptions

- Subjects taught by the [redacted]
- The 'Centres' categorisation included [redacted]
- The graph only reflects students classified under 'admitted' and 'leave or absence' status. Withdrawn students were excluded from the analysis.

HDR theses were most densely concentrated in

s.14, c4(a)(c)(d)

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

HDR thesis topics (ranked)	Number of theses
s.14, c4(a)(c)(d)	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 s.14, c4(a)(c)(d)

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.

Compared to the [REDACTED], UTS HDR students published more theses on [REDACTED]

Areas where UTS HDR theses were more prevalent than [REDACTED] HDR theses (top 10) (2020 - 2024)



Areas where UTS HDR theses were more prevalent than [REDACTED] HDR theses (top 10) (2020 - 2024)



Commentary

- Based on a topic 'similarity' algorithm, UTS HDR theses were much more densely clustered around [REDACTED] (and the next nine topics on the list) than [REDACTED] HDR theses. These could indicate areas of greater research strength at the HDR level compared to [REDACTED].
- Similarly, UTS HDR theses were much more densely clustered around [REDACTED] than [REDACTED] HDR theses. Again, these could be areas of greater research strength at the HDR level compared to [REDACTED].

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.

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	s.14. c4(a)(c)(d)		
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

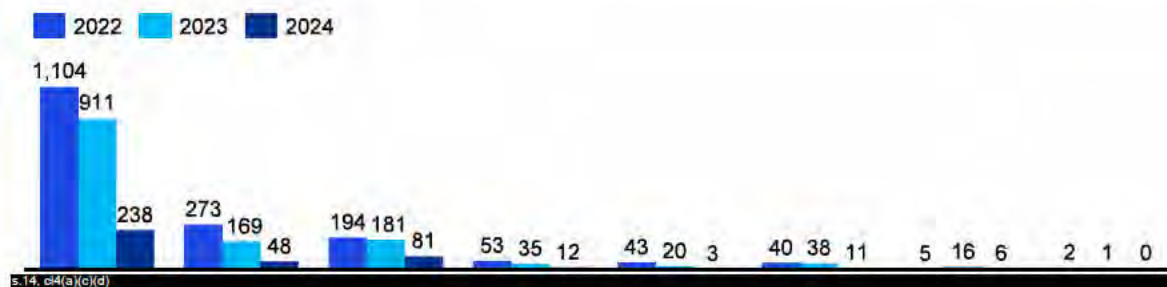
s.14. c4(a)(c)(d)

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.

There were significant issues with tracking HDR publications, given that most HDR students do not maintain Symplectics profiles

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



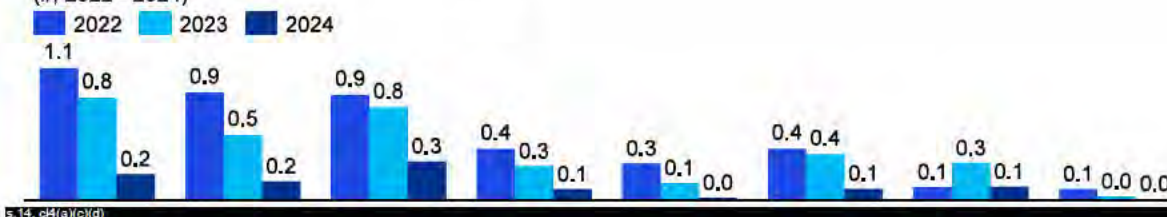
Commentary

- There are significant limitations with tracking HDR publications as most HDR students do not have a Symplectics profile.
- For example, this dataset appears to show total HDR publications declining year-on-year, despite positive HDR enrolment growth across most of the University.

Key assumptions

- Given HDR publications are likely under-stated, GRS advised to multiply total figures by 1.05.
- 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.

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



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

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

s.14, d4(a)(c)(d)

s.14, d4(a)(c)(d)

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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

In 2024 the highest HDR withdrawal/discontinuation rates were in s.14, c4(a)(c)(d) most withdrawals across UTS were due to personal reasons, health issues and family commitments (cont.)

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.
- s.14, c4(a)(c)(d)
- The following Faculties and Portfolios saw the highest withdrawal/discontinuation rates in 2024:
 - s.14, c4(a) had a 5% withdrawal/discontinuation rate (16 withdrawals/discontinuations out of 313 HDR enrolments)
 - s.14, c4(a)(c)(d) 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).
 - s.14, c4(a)(c)(d) experienced a relatively low (and decreasing) rate of stipend withdrawal/discontinuation.

Key assumptions

- s.14, c4(a)(c)(d)
- 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.



Research concentrations

Understanding University Centres (research and non-research)

Note that throughout this sub-section, all analysis is conducted in terms of full FTE of Centre members rather than FTE of research effort. This is to support consistency with Supporting Academic Endeavours and Operating Model analysis, which is reviewing professional (technical and administrative support) for Centres. Only Centres that were deemed to fall under the UTS Centres policy were included within this sub-section.

There was variability in Research Centres' performance in 2024 (1/4)

Research Centres

(#/\$/%, 2022-24)

Centre name	Status	Core members (internal staff only)	Associate members (internal staff only)	FTE breakdown of core members (internal staff only)		CAT 1-4 income			CAT 1-4 income per core member FTE (internal academic staff only) (2024)	Average FWCI of core members (internal academic staff only) (2023)	HDR completions as a proportion of enrolments (headcount) associated with Centres (2024)
		Headcount	Headcount	Academic FTE	Professional FTE	2022	2023	2024			
s.14, c4(a)(c)(d)	University	11	0	11.0	0.0	\$4.1m	\$2.8m	\$4.8m	\$437k	0.84	43%
	University	11	8	7.0	0.0	\$0.2m	\$1.7m	\$2.8m	\$395k	1.36	0%
	University	19	1	12.0	1.0	\$3.6m	\$4.0m	\$3.9m	\$323k	2.50	22%
	University	31	14	30.2	0.0	\$3.8m	\$6.6m	\$9.5m	\$316k	2.04	14%
	University	8	0	3.0	2.0	\$0.7m	\$0.7m	\$0.9m	\$305k	0.77	0%
	University	6	0	3.1	0.4	\$0.9m	\$1.1m	\$0.9m	\$304k	1.29	0%
	University	47	19	38.9	1.8	\$8.4m	\$7.9m	\$11.5m	\$296k	1.04	8%
	University	24	2	23.5	0.0	\$1.9m	\$4.8m	\$6.2m	\$264k	1.59	17%
	University	8	4	7.6	0.0	\$1.5m	\$1.9m	\$1.9m	\$255k	1.09	9%
	Faculty	6	6	5.5	0.0	\$0.6m	\$0.8m	\$1.3m	\$232k	1.36	8%
	University	17	0	16.0	1.0	\$4.3m	\$2.6m	\$3.5m	\$216k	1.14	3%
	University	9	2	7.6	1.0	\$0.7m	\$1.0m	\$1.3m	\$164k	3.32	37%

Sources: Research Concentrations full list (March 2025), Member List (2), 250120, Master Establishment Data.Shared0218, ERI(net of acctg adj) by FoR_2020 to 2024 (split by Centres membership), FWCI_ERA_Style_Staff_List_01NOV2024), GRS Centres HDR information

There was variability in Research Centres' performance in 2024 (2/4)

Research Centres

(#/\$/%, 2022-24)

Centre name	Status	Core members (internal staff only)	Associate members (internal staff only)	FTE breakdown of core members (internal staff only)		CAT 1-4 income			CAT 1-4 income per core member FTE (internal academic staff only) (2024)	Average FWCI of core members (internal academic staff only) (2023)	HDR completions as a proportion of enrolments (headcount) associated with Centres (2024)
		Headcount	Headcount	Academic FTE	Professional FTE	2022	2023	2024			
s.14, cH(a)(c)(d)	University	17	15	14.4	2.0	\$1.4m	\$1.5m	\$2.3m	\$163k	1.88	17%
	University	13	0	12.5	0.0	\$0.1m	\$0.8m	\$2.0m	\$158k	1.31	3%
	University	10	3	9.0	0.0	\$0.8m	\$1.2m	\$1.3m	\$149k	1.34	19%
	Faculty	14	0	10.8	0.0	\$0.4m	\$0.9m	\$1.5m	\$138k	1.28	18%
	University	15	1	14.0	0.0	\$1.0m	\$1.8m	\$1.9m	\$132k	1.44	18%
	University	17	0	16.5	0.0	\$2.7m	\$2.2m	\$2.0m	\$118k	1.20	23%
	Faculty	12	0	10.9	0.0	\$0.5m	\$0.6m	\$1.0m	\$95k	1.67	23%
	Faculty	4	4	3.9	0.0	\$0.0m	\$0.1m	\$0.3m	\$88k	0.53	0%
	University	25	0	22.8	0.0	\$0.6m	\$1.5m	\$1.9m	\$85k	1.16	24%
	University	25	4	24.0	0.0	\$0.9m	\$2.0m	\$1.7m	\$72k	1.71	10%
	Faculty	17	6	15.6	0.0	\$0.5m	\$0.9m	\$1.0m	\$67k	1.27	21%

Sources: Research Concentrations full list (March 2025), Member List (2), 250120, Master Establishment Data, Shared0218, ERI(net of acctg adj) by FoR_2020 to 2024 (split by Centres membership), FWCI_ERA_Style_Staff_List_01NOV2024), GRS Centres HDR information

There was variability in Research Centres' performance in 2024 (3/4)

Research Centres

(#/\$/%, 2022-24)

Centre name	Status	Core members (internal staff only)	Associate members (internal staff only)	FTE breakdown of core members (internal staff only)		CAT 1-4 income			CAT 1-4 income per core member FTE (internal academic staff only) (2024)	Average FWCI of core members (internal academic staff only) (2023)	HDR completions as a proportion of enrolments (headcount) associated with Centres (2024)
		Headcount	Headcount	Academic FTE	Professional FTE	2022	2023	2024			
s.14, c4(a)(c)(d)	University	10	0	9.0	0.0	\$0.2m	\$0.4m	\$0.4m	\$44k	1.60	29%
	University	3	12	3.0	0.0	\$0.0m	\$0.0m	\$0.1m	\$38k	1.09	50%
	University	61	0	49.0	10.0	\$0.7m	\$0.9m	\$1.9m	\$38k	0.79	12%
	University	3	24	2.0	1.0	-\$0.5m	\$0.1m	\$0.0m	\$24k	1.10	80%
	Faculty	7	7	7.0	0.0	\$0.1m	\$0.1m	\$0.2m	\$24k	2.12	4%
	University	135	2	106.3	8.9	\$2.2m	\$3.3m	\$2.5m	\$23k	1.06	13%
	Faculty	16	0	12.0	4.0	\$0.3m	\$0.1m	\$0.1m	\$11k	0.69	0%
	University	9	0	9.0	0.0	\$0.4m	\$0.2m	\$0.1m	\$7k	0.90	15%
	Faculty	9	15	8.2	0.0	\$0.0m	\$0.0m	\$0.0m	\$4k	1.37	18%
	Faculty	21	0	21.0	0.0	\$0.1m	\$0.1m	\$0.1m	\$2k	0.71	16%

Sources: Research Concentrations full list (March 2025), Member List (2), 250120, Master Establishment Data.Shared0218, ERI(net of acctg adj) by FoR_2020 to 2024 (split by Centres membership), FWCI_ERA_Style_Staff_List_01NOV2024), GRS Centres HDR information

There was variability in Research Centres' performance in 2024 (4/4)

Research Centres

(#/\$/%, 2022-24)

Centre name	Status	Core members (internal staff only)	Associate members (internal staff only)	FTE breakdown of core members (internal staff only)		CAT 1-4 income			CAT 1-4 income per core member FTE (internal academic staff only) (2024)	Average FWCI of core members (internal academic staff only) (2023)	HDR completions as a proportion of enrolments (headcount) associated with Centres (2024)
		Headcount	Headcount	Academic FTE	Professional FTE	2022	2023	2024			
s.14. c4(a)(c)(d)	Faculty	1	0	1.0	0.0	\$0.1m	\$0.4m	\$0.0m	\$0k	1.79	0%
	Faculty	12	0	12.0	0.0	\$0.0m	\$0.0m	\$0.0m	\$0k	1.29	18%

Sources: Research Concentrations full list (March 2025), Member List (2), 250120, Master Establishment Data, Shared0218, ERI(net of acctg adj) by FoR_2020 to 2024 (split by Centres membership), FWCI_ERA_Style_Staff_List_01NOV2024), GRS Centres HDR information

There was variability in Research Centres' performance in 2024

Commentary

- In 2024, the highest value recorded for CAT 1-4 income per core member FTE (internal academic staff only) was the [REDACTED] (\$437k), followed by the [REDACTED] (\$395k) and [REDACTED] (\$323k). These were all University Centres; the highest-performing Faculty-based Centre on this metric was the [REDACTED] (\$232k).
- Two Centres, the [REDACTED] generated zero CAT 1-4 income in 2024.

Key assumptions

- Only Centres that fall within University Centres policy included, as per mapping by Dr Julian Zipparo.
- All 'FTE' figures in this sub-section refer to staff members' full FTE, rather than the research effort component of their FTE. This is to support consistency with Supporting Academic Endeavours and Operating Model analysis on professional (technical and administrative) support.
- Workforce allocations were based on matching of Centre members to HR Master Establishment data. Note that for around 10% (72 out of 946) staff tagged as 'internal' core or associate members, records could not be found in the HR Master Establishment data. As a result, FWCI and FTE information for these members is not reflected in the analysis.

There were eleven Faculty Centres (research and non-research Centres) that fell under the UTS Centres policy but had no available workforce and income data

Centres for which data was not available

Centre name	Status
s.14, e4(a)(5)(d)	Faculty
	Faculty
	Faculty
	Faculty
	Faculty
	Faculty
	Faculty
	Faculty
	Faculty
	Faculty
	Faculty

Commentary

- Data for Faculty Centres was inconsistently tracked; there is opportunity for UTS to standardise workforce and financial reporting across all Centres under the UTS Centres policy in the future state.

Key assumptions

- Limitation above tested with Research Finance.



Appendix: Key definitions

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.



Legacy FoR description matching (cont. overleaf)

2008 FoR description	2020 FoR description	Mapped (Y/N)	New title if mapped
[Redacted content]			

s.14, d4(a)(c)(d)

Legacy FoR description matching (cont.)

2008 FoR description	2020 FoR description	Mapped (Y/N)	New title if mapped
[Redacted content]			

s. 14, c4(a)(c)(d)

