

UTS ANNUAL REPORT 2013

REVIEW OF OPERATIONS

April 2014

The Hon. Adrian Piccoli, MP
New South Wales Minister for Education
Governor Macquarie Tower
1 Farrer Place
Sydney NSW 2000

Dear Minister

The University of Technology, Sydney is pleased to present the UTS Annual Report 2013.

The report is in two volumes. Volume one outlines our objectives and priorities for the year and our performance against these; and volume two contains our financial statements as endorsed by the UTS Council, and those of our entities.

The report has been prepared in accordance with the requirements of the Annual Reports (Statutory Bodies) Act 1984 (NSW).

Yours faithfully,

The image shows two handwritten signatures in black ink. The first signature is 'Vicki Sara' and the second is 'Ross Milbourne'. Both are written in a cursive, flowing style.

Professor Vicki Sara, AO
Chancellor

Professor Ross Milbourne
Vice-Chancellor and President

UTS ANNUAL REPORT 2013

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Who we are

In 2013, UTS celebrated 25 years as a university.

On 26 January 1988 — with the commencement of the University of Technology, Sydney Act — the former New South Wales Institute of Technology became the University of Technology, Sydney.

The New South Wales Institute of Technology was established in 1964, with the School of Design of the former Sydney College of the Arts incorporated into the institute on 25 January 1988.

On 1 January 1990, the Institute of Technical and Adult Teacher Education and the Kuring-gai College of Advanced Education were amalgamated with the existing University of Technology, Sydney to form the current UTS.

The UTS Strategic Plan 2009–2018 is a strong statement about the University's aspirations for its third decade and outlines our vision to be a world-leading university of technology. The purpose and functions of UTS are outlined in the *University of Technology, Sydney, Act 1989* (NSW) and in the constitutions of its controlled entities.

UTS is a multicampus university spread over two locations in the Sydney metropolitan area: our City campus incorporates buildings at a number of locations in central Sydney; and our Kuring-gai campus is in a bushland setting north of the CBD.

Through our Campus Master Plan, we are delivering innovative and collaborative teaching, learning and social spaces that will support our vision to be a world-leading university of technology.

UTS is part of the Australian Technology Network of universities: a group of five prominent universities, from each Australian mainland state, committed to working with industry and government to deliver practical and professional courses.

What we do

UTS offers more than 130 undergraduate and 200 postgraduate courses across traditional and emerging disciplines including architecture, built environment, business, communication, creative intelligence and innovation, design, education, engineering, information technology, international studies, law, midwifery, nursing, pharmacy and science.

In line with the UTS model of global practice-oriented learning, many of our students undertake some professional practice throughout their degree. In addition, we offer a range of extracurricular programs to give our students the opportunity to further develop the knowledge and skills needed for their future careers.

Students also have the opportunity to study overseas as part of their degree program. UTS has exchange agreements with more than 200 universities around the world.

The University continues to build on its research performance and profile to complement the high regard for its teaching and learning programs. Our research is cross-disciplinary, innovative and collaborative, with a focus on delivering a real benefit to society.

In the latest Australian Research Council's Excellence in Research for Australia evaluations, UTS rated world standard or above in every one of its broad areas of research.

Through various partnerships, projects and events we also maintain strong relationships with the local community, industry, business and the professions.

Chancellor's message



UTS Chancellor Professor Vicki Sara, AO

PHOTO: CARMEN LEE PLATT

In 2013 we celebrated 25 years of achievements, while continuing to execute our plan for the future. UTS has accomplished a great deal in its short time as a university. We have wholeheartedly embraced our vision to be a world-leading university of technology and we come closer to the attainment of this vision with each year.

It was timely that the UTS Strategic Plan 2009–2018 reached its halfway point in 2013. It is essential that in all of our endeavours we have a clearly defined plan to guide us into the future. After extensive consultation across the University, the UTS Council approved some important revisions to the plan at its November meeting. The four key strategic objectives that form the foundation of the plan were revised and a set of overarching outcome statements was established.

To come into effect in 2014, the revised objectives take into account all that we are known for — our innovative and collaborative teaching and research, our highly employable graduates, our leadership in industry — and build on this to ensure we maintain our competitive advantage and enviable reputation. I believe that UTS will continue on its upward trajectory under this revised strategic plan.

Vice-Chancellor Professor Ross Milbourne announced his retirement this year. Professor Milbourne has been Vice-Chancellor of the University for more than 10 years and UTS has flourished under his leadership. His successor will be current Deputy Vice-Chancellor and Vice-President (Research) Professor Attila Brungs, who will take up the role in July 2014.

We have made remarkable progress on our research performance and reputation in our time as a university. UTS is now known for its innovative and impact-driven research that delivers a real benefit to society. Of course, this could not have been achieved without our community of talented and dedicated researchers. It is for this reason that we celebrate our researchers at the Vice-Chancellor's Awards for Research Excellence each year. In 2013, I awarded the Chancellor's Medal for Exceptional Research to Professor Matt Wand. Professor Wand was also recognised by the Australian Academy of Science, who awarded him the 2013 Hannan Medal for research in statistical science. This is an outstanding achievement and demonstrative of the impact UTS research has in the external community.

UTS prides itself on its collaborative and supportive research culture. This year we launched the UTS Research Equity Initiative: an initiative that aims to provide additional support for academics with carer responsibilities at key stages of their careers. I joined guest speaker Dr Cathy Foley, Chief of Materials Science and Engineering at CSIRO and 2013 New South Wales Woman of the Year, at the launch in April.

It was exciting to see the campus developments take shape this year and near completion. This major upgrade to our infrastructure will provide the University with further scope to expand and define our teaching, learning and research activities, as well as our engagement with industry and the community.

Our students will soon be able to experience these world-class buildings, equipped with the latest technologies and cutting edge facilities that will inform their practice-oriented learning. It is our aim to have all of our graduates prepared for the global workplace, and to leave UTS with open and inquiring minds.

We offer our students the opportunity to undertake experiences that go beyond the curriculum, whether it be through the University's international leadership program, BUiLD, or one of the University's many internship programs. These programs enable students to develop skills and knowledge that will stand them in good stead in their future endeavours.

I had the pleasure of meeting two inspiring students this year. Natalia Krslovic, the recipient of the UTS Volunteer of the Year Award, and Skye Burton, who was awarded the UTS Council Indigenous Scholarship. During the year, Natalia worked in India on a social enterprise project called Roka. The project involves local women from Bangalore making jewellery that will be sold in Australia. The proceeds will go to an empowerment program, an education centre for children and wages for the women. Skye was admitted to UTS this year and is undertaking a Bachelor of Midwifery. Skye is passionate about her future as a midwife and, upon graduation, would like to travel around rural Australia and work alongside other Indigenous midwives.

The University conferred a number of honorary doctorates this year. Of special note, the Vice-Chancellor and I awarded an Honorary Doctor of Business to UTS Luminary and business leader Greg Poche, AO, in a dedicated ceremony in November. Greg is an extremely active philanthropist, primarily in the areas of melanoma research and Indigenous health, and has also made an outstanding contribution to the business community.

Also in November, the Vice-Chancellor and I presented Burmese opposition politician Daw Aung San Suu Kyi, AC, with the Honorary Doctor of Letters to which she was admitted in 1997 *in absentia*. It was an honour to be a part of the ceremony, held at the Sydney Opera House, and listen to her speak on the importance of democracy and the need to resolve conflict peacefully in Burma's quest for national reconciliation.

It was a privilege to lead the UTS Council this year as we worked together to achieve our vision of being a world-leading university of technology. UTS has reached great heights in only 25 years, and I look forward to continued growth and success in the years ahead.

Professor Vicki Sara, AO
Chancellor

Vice-Chancellor's message



UTS Vice-Chancellor and President
Professor Ross Milbourne PHOTO: JESSE FOR ENCAPTURE

2013 was a landmark year for UTS. We celebrated our 25th anniversary, publicly acknowledging UTS's rise from a vocational training organisation to one of Australia's leading universities in a very short space of time.

Staff joined our 25th anniversary launch event in June, where we opened the Creating Futures exhibition. This exhibition took a look at the history of UTS and the role we played in shaping the Australian higher education landscape.

An anniversary celebration dinner was held in the University's Great Hall in September. UTS Council members, key UTS staff and industry partners attended, along with special guests, including the Governor of New South Wales, Her Excellency Professor the Hon. Marie Bashir, AC CVO, and City of Sydney Lord Mayor Clover Moore.

Our 25th anniversary gave us the opportunity to look back on all that we have achieved, but it also provided the opportunity to reflect on what lies ahead and what we must do next.

To be a truly world-leading university of technology, we must more clearly differentiate ourselves through innovative and collaborative teaching and learning, and high-quality and high-impact research.

By developing our City campus, we have created an unprecedented opportunity to define the future of learning at UTS. Our new buildings and spaces have been designed to enable our students to experience creative and collaborative learning supported through the use of the latest technologies.

The Learning2014 initiative was established to encourage staff to embrace new approaches to learning. This initiative (so named because of the three new buildings set to open in 2014) is about re-engineering subjects so that our students experience a seamless integration of the best of online and face-to-face learning.

This is in response to the innovative approaches to learning taking place around the world, as a result of advances in both technology and insights into how people learn. As a future-focused university, it is imperative that we are at the forefront of these advances in teaching and learning.

To further cement our position in this space, we launched a new undergraduate degree this year: the Bachelor of Creative Intelligence and Innovation. This course, the first of its kind in Australia, will enable students to combine the knowledge and expertise from their core field of study with a wide range of innovative practices and multiple perspectives from diverse fields.

Our capacity for high-impact and high-quality research was strengthened this year through the expansion of our Key Technology Partnership (KTP) program.

In April, I visited China to sign a memorandum of understanding with our new key technology partner, the Sun Yat-sen University in Guangzhou. We have built strong collaborations with Sun Yat-sen over a number of years, and this formal partnership will include the establishment of a major joint research centre, a dual PhD degree scholarship program, and scholarships for student mobility activities.

Further partnerships were formed with three European institutions: Dundee University and Leeds University in the United Kingdom, and Eindhoven University of Technology in the Netherlands.

International partnerships and international research linkages are crucial to the attainment of our vision to become a world-leading university of technology.

These partnerships are of major benefit to our research staff and students: they offer the opportunity for collaborative research through a number of joint research centres, allow the exchange of ideas between research staff through visiting fellows, and international experience opportunities for our PhD students and other mobility activities for our students.

I am very proud of the work of our researchers, and it is testament to the reputation of their work when they are recognised externally for their research.

UTS's Plant Functional Biology and Climate Change Cluster was selected to co-lead a \$3 million collaborative research project headed by the CSIRO. The CSIRO Marine and Coastal Biogeochemistry Carbon Cluster is Australia's largest ever coastal blue carbon accounting and measurement study.

From next year, the Faculty of Health will assume the role of Global Secretariat of the Global Network of World Health Organization (WHO) Collaborating Centres for Nursing and Midwifery Development. As part of this role, Dean Professor John Daly will be Secretary-General.

Research student Laura Nolan, an infectious diseases researcher at the ithree institute, was awarded the Marie Curie International Incoming Fellowship (from more than 1500 scientists from around the world).

In October we celebrated the outstanding work of our researchers at the annual Vice-Chancellor's Awards for Research Excellence. These awards are a highlight of the UTS calendar as they recognise the impact of the research currently being undertaken at UTS and provide an opportunity to showcase our research excellence to industry and government partners.

I also presented the annual Career and Professional Development Awards for our non-academic staff. This year, we recognised seven staff members for their hard work and contribution to the University's high-performing work environment.

2013 saw three of our Campus Master Plan projects near completion: the Broadway Building, the Dr Chau Chak Wing Building and Thomas Street.

Dr Chau Chak Wing visited UTS in July and laid one of the first bricks to the Frank Gehry-designed building that will bear his name. In November, this building and the Broadway Building had their 'topping out' ceremonies.

In all of our campus developments, we strive for a sustainable outcome. It was therefore very gratifying to see our commitment to sustainability recognised by the Green Building Council of Australia with their awarding of a 5 Star Green Star — Education v1 rating for the Dr Chau Chak Wing Building.

It is fulfilling to see the campus take shape around us, to see these landmark buildings rising from the ground, and to realise that we really are building the future for our students and staff.

We also recognise that business, government and industry are important stakeholders in the growth and continuing success of UTS. In 2013, I met with the Vice-Chancellor's Industry Advisory Board to discuss many strategic issues. Our main areas of focus were on increasing opportunities for Indigenous education, employment and research; gender equality; and the future of work and education. As always, board members were extremely generous with their time and expertise. I welcomed two new members to the board: Claire Hatton, Industry Director, Travel, Government and Local at Google Australia; and Dan Labbad, Group Chief Operating Officer at Lend Lease.

A number of events were held throughout the year that helped us to connect with our community. Sir Tim Berners-Lee, inventor of the World Wide Web, spoke at UTSpotlight event 'Then, Now, Tomorrow: What's Next for the World Wide Web?'. Held in partnership with the City of Sydney's City Talks, this event drew an unprecedented response from alumni and the public.

Our annual Alumni Awards were another great occasion this year, particularly in light of our 25th anniversary celebrations. We have produced many talented and distinguished alumni over the years, drawn from UTS and its six founding institutions. In 2013 we honoured 10 of our alumni at the awards dinner in the Great Hall.

We also conferred a number of honorary doctorates at our graduation ceremonies, including one to UTS Luminary Sekai Holland. Sekai is one of our most distinguished and venerable alumni, and it was with great pleasure that we awarded her an Honorary Doctor of Letters. Sekai also gave a public lecture about her country's recent elections and a way forward for democracy in Zimbabwe.

In November we joined with the federal government, the University of Sydney and the Sydney Opera House to co-host a special ceremony in the Sydney Opera House's Concert Hall, where we personally presented Burmese opposition politician Daw Aung San Suu Kyi, AC, with the honorary award to which she was admitted in 1997 *in absentia*, while under house arrest. It was a privilege to be in attendance and hear her address the audience.

As demonstrated above, UTS had another busy and successful year. But we also faced several challenges, including funding cuts and further future funding cuts announced. I held forums throughout the year to update staff on issues affecting the University and the higher education sector as a whole.

In many regards, this is a defining moment for UTS. We are halfway through our 10-year strategic plan, we are embracing creative and innovative approaches to teaching and learning, we are expanding our research profile and capacity, and we are close to completing the three major projects of our campus development.

It was with a sense of pride, and sadness, that I announced that I will retire in July 2014. My successor will be the current Deputy Vice-Chancellor and Vice-President (Research) Professor Attila Brungs. Since Attila's recruitment as Deputy Vice-Chancellor, research at UTS has gone from strength to strength. I am confident that his expertise and passion will see UTS achieve its strategic vision of being a world-leading university of technology within the next 10 years.

As I look back on the past 25 years, and on my time as Vice-Chancellor of UTS, I feel a great sense of achievement and fulfilment, and a great sense of confidence about the University's future.



Professor Ross Milbourne
Vice-Chancellor and President

Year in review

January	February	March
<ul style="list-style-type: none"> > UTS Business School students won first place at the John Molson MBA International Case Study Competition in Montreal: the first time Australian business schools have participated in this international event > Student enrolments commenced 	<ul style="list-style-type: none"> > Professor Lesley Hitchens becomes new Dean of Law > Sir Tim Berners-Lee, inventor of the World Wide Web, spoke at UTSpotlight event (in partnership with the City of Sydney's City Talks) Then, Now, Tomorrow: What's Next for the World Wide Web? > <i>BRINK</i> research supplement launched, with monthly distribution in <i>The Sydney Morning Herald</i> 	<ul style="list-style-type: none"> > Online news and opinion portal <i>The Conversation</i>, of which UTS is a founding partner, celebrated its second year > UTSpeaks event Women at the Summit featured top female directors and chief executive officers
April	May	June
<ul style="list-style-type: none"> > UTS signed memorandum of understanding with China's Sun Yat-sen University > Vice-Chancellor's Learning and Teaching Showcase recognised outstanding staff and their innovative approaches 	<ul style="list-style-type: none"> > Professor Matt Wand awarded the 2013 Hannan Medal by the Australian Academy of Science for his research in statistical science > UTS business alumnus Maile Carnegie appointed Managing Director for Google Australia and New Zealand 	<ul style="list-style-type: none"> > Sustainability events and activities held throughout Green Week > UTS Professionals Network launched for non-academic staff members > Nine alumni received Queen's Birthday Honours
July	August	September
<ul style="list-style-type: none"> > UTSpeaks event Future Tech on how enterprises should avoid the success trap of the next best thing > Her Excellency Professor the Hon. Marie Bashir, AC CVO, Governor of New South Wales, launched the Faculty of Health's Indigenous cultural competency graduate attribute 	<ul style="list-style-type: none"> > Sustainable Digital Cities public forum to discuss teleworking and sustainability > UTS and the <i>Daily Telegraph</i> presented the annual Education Forum, broadcast live on Sky News and fronted by the then Minister for Education, Bill Shorten, MP, and Shadow Minister for Education Christopher Pyne, MP 	<ul style="list-style-type: none"> > Communication students won the creative pitch segment of Australian Broadcasting Corporation's <i>Gruen Planet</i> > UTS student Natasha Lay won the Australasian Campuses Towards Sustainability Award of Excellence – Individual for her dedicated volunteer work
October	November	December
<ul style="list-style-type: none"> > UTS placed fourth out of 44 universities at the Australian University Games: our best ever result > Australia Latin America Leadership Program opened with plenary sessions at UTS > Dr Peter Macreadie awarded Australian Institute of Policy and Science's 2013 Tall Poppy Science Award for his research 	<ul style="list-style-type: none"> > Burmese politician Aung San Suu Kyi, AC, presented with an Honorary Doctor of Letters in her first official visit to Australia > Topping out ceremony for the Frank Gehry-designed Dr Chau Chak Wing Building > Student Chantell Basiacik won Best Tertiary Documentary for <i>Not My Place</i> at the Intellectual Property Awareness Foundation's Australian Teachers of Media Awards 	<ul style="list-style-type: none"> > Deputy Vice-Chancellor and Vice-President (Research) Professor Attila Brungs announced as UTS's next Vice-Chancellor (effective July 2014) > \$1.8 million donation from Chinese philanthropist and business leader Xiangmo Huang to establish the UTS Australia China Relations Institute

25th anniversary events

June

- > 25th anniversary launch with the opening of the UTS: Creating Futures exhibition and *Stories from the Tower* publication

August

- > High tea events at the Kuring-gai campus
- > Birthday on the Green with live entertainment, rides, a roller-skating rink and food stalls
- > Staff versus student debate on the topic 'Should the internet replace universities'
- > Wheelchair basketball with staff and students playing against the professionals
- > Three minute thesis competition
- > Behind-the-scene tours of UTS facilities not ordinarily accessible, including nursing and science facilities and the top of the University's 28-storey Tower Building
- > Back to the Future trivia night

September

- > 25th anniversary celebration dinner

October

- > Public lecture by UTS alumnus Sekai Holland on the way forward for Zimbabwe

November

- > Presentation of honorary doctorate to Aung San Suu Kyi, AC, at the Sydney Opera House



Vale Emeritus Professor Gus Guthrie

Emeritus Professor Gus Guthrie, founding Vice-Chancellor of UTS, passed away in January.

Gus's contribution to UTS cannot be overstated. He was President of the New South Wales Institute of Technology from 1986 until 1988, when the institute was reconstituted as UTS. He then served as Vice-Chancellor until his retirement in 1996.

Gus guided the transition from a vocational institution to a respected university with strong leadership, professionalism, flair and dedication. In recognition of his services to UTS, Gus was awarded an Honorary Doctorate of the University on his retirement.

He went on to found a consultancy service, working in higher education management, fundraising and innovation. In December 1996 he accepted an invitation from the New South Wales Government to chair its new Innovation Council, and later from Australian Business Ltd to chair its educational foundation.

Gus's contribution to UTS was celebrated at a memorial service in the University's Great Hall in March.

Key statistics

	2009	2010	2011	2012	2013
Enrolments¹					
Total	23,797	24,186	25,053	25,217	25,986
Undergraduates	17,384	17,214	18,228	18,581	19,172
Postgraduates	6,414	6,972	6,825	6,636	6,815
International	5,928	6,647	7,128	6,905	7,208
Low socioeconomic status ²	2,247	2,301	2,355	2,531	2,637
Low socioeconomic status ³	2,205	2,236	2,304	2,502	2,604
Course completions⁴					
Total	9,553	9,894	10,248	9,990	10,220
Undergraduates	5,536	5,427	5,578	5,797	5,800
Postgraduates	3,822	4,297	4,508	4,041	4,213
Higher degree by research	195	170	162	152	207
Staff⁵					
Academic	1,219	1,269	1,330	1,358	1,368
Professional	1,531	1,612	1,657	1,711	1,742
Research					
Research strengths	28	28	29	29	29
Cooperative Research Centres	6	3	4	2	3
University research institutes	4	5	5	5	5 ⁶
ARC Centres of Excellence	2	2	2	2	2
NHMRC Centres of Research Excellence	–	1	1	1	1
Centres	17	19	19	21	21
External research funding (\$'000)	34,466	35,818	39,798	39,218	42,192
> from national competitive grants	14,290	14,219	16,186	16,780	18,457
Income (%) (excluding deferred government contributions)					
Government grants	38.9	40.7	40.8	43.8	41.4
Fees and charges	28.2	30.9	30.8	28.8	29.1
HECS-HELP	18.6	18.0	17.2	16.9	18.7
Other	14.3	16.4	11.2	10.5	10.7
Expenditure (%)					
Employee benefits	60.6	60.4	60.7	60.4	60.2
Other	25.7	26.1	27.1	27.5	27.8
Depreciation and amortisation	11.3	10.4	9.9	10.1	9.6
Repairs and maintenance	1.8	1.8	1.7	1.5	1.6
Impairment of assets	0.0	0.7	0.0	0.0	0.0
Borrowing costs	0.6	0.6	0.5	0.6	0.7
Finance (\$'000)					
Total assets	1,457,655	1,574,771	1,793,869	1,919,986	2,030,970
Total revenue from continuing operations	516,481	536,644	587,302	640,304	669,975
Total expenses from continuing operations	457,863	506,808	560,334	581,137	605,398

1. Equivalent full-time student load.

2. 2006 census definition.

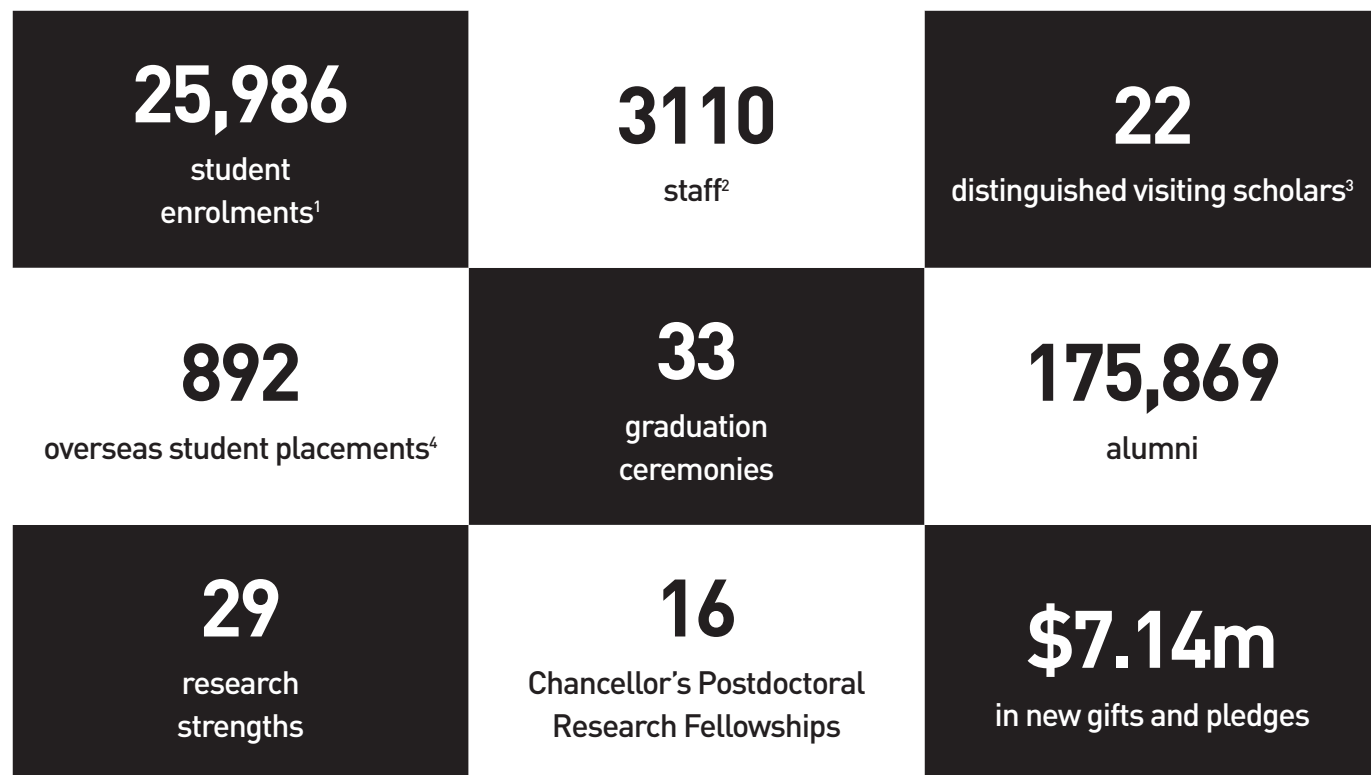
3. 2011 census definition.

4. Headcount.

5. Full-time equivalent, including casual staff.

6. Includes the Institute for Interactive Media and Learning and four University research strength institutes.

At a glance



1. Equivalent full-time student load.

2. Full-time equivalent, including casual staff.

3. Through the University's Distinguished Visiting Scholars Scheme.

4. Through the University's international studies combined degree, global exchange, and global leadership program, BUILD.

Rankings and ratings

> **321**

Times Higher Education
World University Rankings

> **428**

Academic Ranking of
World Universities

> **272**

QS World
University Rankings

> **83**

Times Higher Education
100 under 50 rankings

> **5 Stars**

QS Stars system

> **31**

QS top 50 universities
under 50

Objectives and priorities

The University operated under four strategic objectives this year:

- > Strengthen the standing of the UTS model of global practice-oriented learning
- > Increase the scale, quality and impact of research in our discipline fields
- > Enhance our strong, inclusive university environment through state-of-the-art learning, research and social spaces, infrastructure and highly responsive services
- > Build the capabilities of our people and processes to sustain and improve performance into our third decade and beyond.

These objectives are delivered through a suite of multi-year strategic priorities, which are approved by the Vice-Chancellor. Each of the 10 multi-year strategic priorities are aligned with one of the University's four strategic objectives, as outlined in the table below.

2013 is the final year the University will operate under these objectives. The objectives were revised and updated this year as part of the review of the UTS Strategic Plan 2009–2018. (Further information on the strategic plan review is available on pages 15 and 17.)

Strategic objectives	Top 10 strategic priorities	Annual report section
Strengthen the standing of the UTS model of global practice-oriented learning	> Leverage UTS strengths in integrating creativity, technology and innovation	Research and innovation pages 20–25
	> Complete the integration of the UTS model and graduate attributes into all courses and curriculum	Teaching and learning, pages 26–29 Faculty reports, pages 30–45
	> Achieve planned growth and retention in targeted student profiles	Students, pages 46–53
	> Increase the workplace and career success of our graduates	Students, pages 46–53
Increase the scale, quality and impact of research in our disciplinary fields	> Provide comprehensive researcher development	Research and innovation pages 20–25
	> Improve research performance in key research strengths	Research and innovation pages 20–25
Enhance our strong, inclusive university environment through state-of-the-art learning, research and social spaces, infrastructure and highly responsive services	> Strengthen our relationships with industry, government, universities and the community	External relations, pages 64–68
	> Deliver state-of-the-art facilities and services to support all teaching, learning and research activities	Campuses and resources pages 58–63
Build the capabilities of our people and processes to sustain and improve performance into our third decade and beyond	> Attract, engage and retain talented academic and professional staff	Staff, pages 54–57
	> Maintain a positive student and staff experience and effective operations during city campus development	Campuses and resources pages 58–63

2013 performance

The University's Key Performance Indicator (KPI) Framework supports management decision-making and the tracking and delivery of the UTS Strategic Plan 2009–2018. The framework has a number of KPIs associated with five interdependent performance domains. The KPI framework enables senior management to assess progress towards the attainment of the University's four strategic objectives (outlined on page 10).

Key performance indicator	Met/exceeded internal target	Within tolerance of internal target	Below tolerance of internal target
Reputation			
Reputation with industry, government and the professions		✓	
Reputation for being 'good to do business with'	✓		
Reputation for being 'a premier source of advice to industry'	✓		
Impact of commentary on public issues	✓		
Learning and teaching			
Share of domestic market demand			✓
Graduate workplace success — reputation for 'prepares its graduates for the current and future needs of the workplace'		✓	
Graduate employment — benchmarked to best of Sydney metro universities			✓
Internationalisation of student experience — inbound equivalent full-time student load	✓		
Internationalisation of student experience — undergraduates completing an international experience	✓		
Teaching quality	✓		
Student equity (low SES participation)		✓	
Research performance and standing			
Research outcomes — research leadership index	✓		
Research outcomes — higher degree research completions (weighted)	✓		
Research outcomes — higher degree research commencements (unweighted headcount)	✓		
Research sustainability — research income from all HERCD-reported categories	✓		
University environment and engagement			
Student satisfaction with services and facilities		✓	
Indigenous Australian student participation			✓
Indigenous Australian staff participation			✓
Alumni engagement — contactable email addresses in PACE		✓	
Alumni total giving — annual dollars given or pledged	✓		
Commitment to diversity (students)	✓		
Organisational sustainability and capability			
Staff equity		✓	
Operating surplus	✓		
Workforce cost sustainability	✓		
Greenhouse gas reductions			✓

Senior executive



Vice-Chancellor and President Professor Ross Milbourne

BCom, MCom (UNSW), PhD (Calif), FASSA, FAICD

The Vice-Chancellor and President is the University's chief executive officer, responsible to the UTS Council for the effective management of the University. The Vice-Chancellor is responsible

for the strategic positioning of UTS, building the external profile of the University and the overall performance of UTS.

Ross Milbourne received his bachelor's and master's degrees from the University of New South Wales, and his PhD from the University of California, Berkeley, where his supervisor was Nobel Laureate George Akerlof. His research interests have been in the general area of macroeconomics and, in particular, the mathematical modelling and statistical testing of macroeconomic theories.

His previous appointments include Deputy Vice-Chancellor (Academic) at UTS, Pro-Vice-Chancellor (Research) at the University of New South Wales, Deputy Vice-Chancellor (Research) at the University of Adelaide and chair of the Research Grants Committee of the Australian Research Council. Professor Milbourne was chair of the Australian Technology Network from February 2009 to February 2011, and is currently a member of the Universities Australia Board.



Senior Deputy Vice-Chancellor and Senior Vice-President Professor Peter Booth

BEC (Sydney), GradDipEd (SydTeachColl),
MEc (UNE), PhD (Griff), FCPA, FCA

The Senior Deputy Vice-Chancellor and Senior Vice-President is accountable for the academic operations of the University, strategic planning,

target setting, quality assurance, Indigenous education, performance reporting and review.

Professor Booth was previously dean and Professor of Management Accounting in the UTS Business School. He is a former member of CPA Australia's Strategic Business Management Centre of Excellence and former associate director (NSW) of InSite Connect, a collaborative outreach and research centre between industry and academia.

Professor Booth was deputy chair of the board of the Securities Industry Research Centre of Asia-Pacific Ltd. He served on the executive of the Accounting Association of Australia and New Zealand from 1993-97 and was Australian president from 1996-97. In 2012 Professor Booth was appointed to the Advisory Council for the Centre for International Finance and Regulation.

Professor Booth's major areas of interest are the impact of information technology on management accounting practices, the role of accounting in collaboration within organisational networks, the development and adoption of management accounting innovations, and how decision-makers form judgments under various circumstances.



Deputy Vice-Chancellor and Vice-President (Research) Professor Attila Brungs

BSc(Hons) (UNSW), DPhil (Oxf)

The Deputy Vice-Chancellor and Vice-President (Research) is responsible for research activity and research policy development, postgraduate education, industry liaison, intellectual property and commercialisation.

Professor Brungs's previous position was general manager, science investment, strategy and performance at CSIRO. Before joining CSIRO, Professor Brungs was a senior manager at McKinsey and Co, managing teams in North America, Asia, New Zealand and Australia. He has also been on the board of a number of entities, including not-for-profit organisations such as Greening Australia NSW.

In 2013 Professor Brungs was appointed as a member of the Australian Research Council Advisory Council.

Professor Brungs's research interests lie in the area of heterogeneous catalysis and his research career included positions across both the public sector, including at Oxford University, and private industry. Professor Brungs is a Rhodes Scholar and recipient of the University Medal in Industrial Chemistry from the University of New South Wales.



Deputy Vice-Chancellor and Vice- President (International and Development) Professor William Purcell

BCom(Hons), PhD (UNSW),
DipJapaneseStud (Kyoto U Foreign St)

The Deputy Vice-Chancellor and Vice-President (International and Development) has overall management responsibility for the

international and advancement portfolios, including the University's internationalisation strategy; international partnerships, recruiting and marketing; the alumni program; relations with industry, community and government; and enterprise development and fundraising.

Professor Purcell's previous appointments include Deputy Vice-Chancellor (International) and dean of business at the University of Newcastle, as well as senior appointments at the University of New South Wales and the University of Tokyo.

Professor Purcell's research spans Asian business and management, especially the areas of international joint venturing and multinational enterprise theory and operations where he has published widely in major international journals and monographs. He has wide consulting and industry experience working with business and government across the Asia-Pacific region, and is a speaker of Japanese and Korean.

Professor Purcell is a member of the executive of Universities Australia Deputy Vice-Chancellors' (International); Co-Chair of the Asia-Pacific board of CASE, the Council for Advancement and Support of Education, based in Washington DC; and the Chair of Sydney Educational Broadcasting Ltd Board of Directors. He is also a serving member on a variety of other boards and foundations.



Deputy Vice-Chancellor and Vice-President (Teaching, Learning and Equity)

Professor Shirley Alexander

BSc, MAppStats (Macq), GradDipEd (SCAE)

Major responsibilities of the Deputy Vice-Chancellor and Vice-President (Teaching, Learning and Equity) are to ensure an effective teaching and learning environment, develop a University-wide student focus and promote equity.

Professor Alexander has worked at UTS for the past 21 years, having previously held the positions of director of the Institute for Interactive Media and Learning and dean of the former Faculty of Education.

Professor Alexander is Chair of the TAFE NSW Higher Education Academic Board and is a member of the Board of Trustees of the Museum of Applied Arts and Sciences (the Powerhouse Museum), the Sydney Institute of TAFE Advisory Council, the TAFE NSW Higher Education Governing Council and the NSW Deputy and Pro Vice-Chancellor (Academic) Committee. Professor Alexander was appointed in 2012 to a standing committee of the Office for Learning and Teaching in the then Department of Industry, Innovation, Science, Research and Tertiary Education.



Deputy Vice-Chancellor and Vice-President (Corporate Services)

Anne Dwyer

BBus (CSU)

The Deputy Vice-Chancellor and Vice-President (Corporate Services) is accountable for marketing, work culture, human resource management, information technology, communication, organisational capabilities, student administration, governance support, legal compliance and risk management.

Prior to joining UTS in 1999, Anne Dwyer held several financial and administrative management roles, before moving into information technology where she became director of IT for Arthur Andersen's Australian and New Zealand operations. Her previous positions at UTS include director of the Information Technology Division.



Deputy Vice-Chancellor and Vice-President (Resources)

Patrick Woods

BSc (Guelph), MBA (McM), ACPA, FAICD

The Deputy Vice-Chancellor and Vice-President (Resources) has overall responsibility for the efficient and effective use of the University's resources. He is

responsible for the finances of the University, both as they are affected by, and impact on, the University's strategy. He is also responsible for all commercial, building, maintenance and sustainability activities, as well as for the creation and management of the \$1 billion Campus Master Plan.

Patrick Woods has been the Deputy Vice-Chancellor and Vice-President (Resources) since 2006. Previously, he held numerous chief executive officer and executive positions across industry sectors including information technology, office supply, distribution, advertising and higher education across Canada, the Middle East, Asia and Australia.

Patrick Woods sits on a number of boards in the health, retail and higher education sectors.

GOVERNANCE AND REVIEW

Strategic plan review

The University underwent a review of its strategic plan in 2013. The UTS Strategic Plan 2009–2018 is underpinned by four key strategic objectives:

- > Strengthen the standing of the UTS model of global practice-oriented learning
- > Increase the scale, quality and impact of research in our discipline fields
- > Enhance our strong, inclusive university environment through state-of-the-art learning, research and social spaces, infrastructure and highly responsive services
- > Build the capabilities of our people and processes to sustain and improve performance into our third decade and beyond.

These objectives, set for 2009–2013, came up for review this year.

The aim of the review was to examine the current objectives in light of our progress against them to date, as well as changes (or anticipated changes) in the external environment that may lead to the need to refine the existing objectives or develop new ones.

After preliminary discussions with the University's senior management and Council, all Deputy Vice-Chancellors, deans, directors and key committees were consulted throughout the year. This led to the revision of the University's strategic objectives.

Four draft strategic objectives, with a 2014–2018 timeline, were agreed upon, as well as overarching outcome statements. These outcome statements describe successful delivery of our objectives and our overall reputation and vision to be a world-leading university of technology.

At its November meeting, the UTS Council approved the updates to the strategic plan and the revised objectives will come into effect in 2014.

Revised strategic objectives for 2014–2018

First UTS Council electronic election

Review of University rules commenced

Changes to governance instruments

A number of the University's governance instruments were reviewed this year.

Council proposed a number of changes to the University of Technology, Sydney By-law 2005; all of which were taken up by the New South Wales Government and, subsequently, came into effect in September. The major changes included making Council elections more efficient, the delegations of authority and methods of notifying official governance changes. Of particular note was the ability for Council elections to be conducted electronically.

A review of the Rules of the University commenced this year. The review sought to better understand how staff use the rules; how easy they are to understand; and whether there are any ambiguities, unnecessary repetition or cross-referencing. Another objective of the review was to provide alignment, compliance and clarity between the rules, legislation, delegations, policies, procedures, guidelines and other key instruments of the University. A steering committee and working groups were formed and met throughout the year and work will continue into 2014.

The Standing Orders for UTS Council were also reviewed. The standing orders detail how the proceedings of Council and its committees must run. The 2013 review was the first for several years and, as well as general improvements, included clarification on how these bodies can conduct urgent business outside of normal meetings.

In June, Council approved a new UTS logo that will better reflect the University's innovative and creative brand.

UTS again remained fully compliant with all 14 protocols within the Voluntary Code of Best Practice for the Governance of Australian Universities. The code (available from the Universities Australia website) provides a framework to assess performance and to ensure transparency and accountability in a university's governance arrangements.

UTS Council

Enabled by the amendments made to the University of Technology, Sydney By-law 2005, the UTS Council conducted its first electronic election for a vacancy this year (opened up by the graduation of the elected postgraduate student member). With the recent changes to the UTS By-law, the Registrar determined that the vacancy would be filled by electronic election.

The election was successfully conducted, with the electronic ballot resulting in double the number of formal votes than previous paper-based ballots. Elizabeth Hanley was declared elected to the postgraduate student member on Council (for a term ending 31 October 2014).

In mid-2013 Council approved the establishment of the Social Justice Committee. The committee will provide Council with an independent oversight of the University's performance in equity and social justice matters, and strategic guidance on how best to progress and promote UTS's social justice and equity agenda. The committee will meet a minimum of twice a year.

Council again held its annual Town Hall meeting with University staff and students in attendance. At the meeting, the Chancellor gave a short presentation on the major challenges facing UTS; followed by a question-and-answer session with the Chancellor, Council members and the audience.

Academic Board

This year, the University's Academic Board worked to identify academic risks that relate to the governance work of the board. In so doing, it approved and adopted the Academic Risk Management Framework.

Identified academic risks were categorised as strategic, governance, coursework award courses, higher degree by research, short courses, research, and related enabling risks. Related operational risks were also included to link relevant management processes to Academic Board's risk management strategies.

As part of its governance obligations, in 2010 the board developed the Academic Standards Framework. This framework, which comprises three sets of University-wide standards — coursework graduates, higher degree by research graduates, and research — ensures that UTS can fully and objectively articulate its academic standards. This year, faculties were required to assess their performance against the Coursework Graduates Academic Standards.

The results found that particular areas of strength included engagement with industry and professions, improving course design based on feedback from external accreditation bodies, strong faculty governance structures and support for students from diverse backgrounds. Areas of concern included the different stages of faculties in mapping graduate attributes and compliance with the Australian Qualifications Framework.

As the University considers the changing teaching and learning environment, it was timely that the board held the event 'The future of learning: How they want it, where they want it, when they want it?'

The panel event included a question-and-answer session and was for all members of the UTS community.

In November, UTS hosted the national Chairs of Academic Board and Senate conference, with the theme 'Reaction and pro-action: hot topics for academic governance'. The conference included a wide range of sessions and speakers, designed for both new and continuing chairs. In addition to updates on the national academic quality and standards agenda, there were sessions on the emerging issues that confront academic boards and senates.

The conference also provided the opportunity for networking, sharing of good practice, and discussion about the broader roles and effectiveness of academic boards and senates in university communities.

Planning and improvement activities

In 2013 UTS continued to implement University-wide planning and improvement processes. There were a number of key achievements this year, including the revision of the University's strategic plan (detailed on pages 10, 11 and 15) and a revised set of 10 strategic priorities for 2014–2016. All units and faculties use these priorities to support the development of local action plans, which articulate the initiatives they are going to undertake to contribute to the strategic priorities of the University over a three-year period, as well as the annual desired results against each initiative.

To support the implementation of the UTS Strategic Plan, and its stated outcomes, a review of the associated Key Performance Indicator Framework was approved by Council in November 2013. This will be undertaken in the first half of 2014 and implemented progressively from mid-2014.

The Planning and Quality Unit also supported a number of cross-University improvement projects; the last year of a three-year program aimed at reducing inefficiencies and unnecessary red tape. In 2013 the administrative processes behind academic workload planning, postgraduate domestic conversion (from application to enrolment), external articulation arrangements and course financial feasibility were all reviewed and were at varying stages of implementation at the end of the year. These reviews have continued to support improved cross-unit and faculty collaboration, identified opportunities for workflow and system improvements, as well as improved communication about requirements.

The Planning and Quality Unit also continued to build capability across the University to analyse and improve processes at a local faculty and unit level. A further training program on process methodology was offered to staff, as well as tools for implementing local process improvement projects.

UTS structure

CHANCELLOR AND COUNCIL
Vice-Chancellor and President
Senior Deputy Vice-Chancellor and Senior Vice-President Faculties Creative Intelligence Unit Jumbunna Indigenous House of Learning Planning and Quality Unit
Deputy Vice-Chancellor and Vice-President (International and Development) External Relations International Engagement UTS International UTS Shopfront 2SER
Deputy Vice-Chancellor and Vice-President (Research) Research and Innovation Office Institute for Sustainable Futures UTS Centre for Local Government UTS Graduate Research School
Deputy Vice-Chancellor and Vice-President (Teaching, Learning and Equity) Equity and Diversity Unit Institute for Interactive Media and Learning Student Ombud Student Services Unit University Library
Deputy Vice-Chancellor and Vice-President (Corporate Services) Human Resources Unit Information Technology Division Marketing and Communication Unit Registrar (Governance Support Unit, Student Administration Unit, UTS Internal Audit, UTS Legal Services)
Deputy Vice-Chancellor and Vice-President (Resources) Commercial Services Unit Facilities Management Operations Financial Services Unit Program Management Office
Controlled entities accessUTS Pty Limited INSEARCH Limited UTS Global Pty Ltd
Major related entities Sydney Educational Broadcasting Ltd UTS Child Care Inc UTS Union Ltd

UTS Council



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Chancellor

- 1. Professor Vicki Sara, AO**, BA(Hons), PhD (Sydney), DOC (Karolinska Institute), HonDSc (USQ), HonDSc (VU), HonDSc (UTS), HonDUniv (QUT), FAA, FTSE
15 December 2004 to 14 December 2008
15 December 2008 to 14 December 2012
15 December 2012 to 14 December 2016

Vice-Chancellor and President

- 2. Professor Ross Milbourne**, BCom, MCom (UNSW), PhD (Calif), FASSA, FAICD

Chair of Academic Board

- 3. Associate Professor Sally Varnham**, LLB, LLM(Hons) (Well), AdvCertTTg (WP), PhD (UNSW)
1 January 2011 to 31 December 2012
1 January 2013 to 31 December 2014

Ministerially appointed members

- 4. Tony Tobin**, BA LLB (UQ)
12 December 2011 to 31 October 2014
- 5. Brian Wilson**, MCom(Hons) (Auck)
1 November 2006 to 31 October 2010
1 November 2010 to 31 October 2014

Council appointed members

- 6. Peter Bennett**, BEc, DipEd (Monash), MBA (Melb), FCPA, MAICD, SA Fin
1 November 2010 to 31 October 2012
1 November 2012 to 31 October 2016
- 7. Michelene Collopy**, JP, BEc (ANU), CA, FPS, GAICD
4 October 2011 to 31 October 2012¹
1 November 2012 to 31 October 2016
- 8. Megan Cornelius, AM**, BA (Sydney), FAICD, FAIM, FACS; Harvard Leadership Program, Australian Institute of Company Directors Diploma; retired as deputy chair, National Offshore Petroleum Safety Authority Board; Director, Expertise Australia Group and Expertise Technology Pty Ltd; Fellow of UTS; member, Advisory Board of UTS Centre for Management and Organisation Studies
14 April 2003 to 31 October 2006²
1 November 2006 to 31 October 2008²
1 November 2008 to 31 October 2012²
1 November 2012 to 31 October 2014
- 9. Robert Kelly**, BComm (UNSW), LLB, LLM (Sydney), MBA (UNSW), FCIS, FAICD, FGIA; barrister
1 November 2006 to 31 October 2010²
1 November 2010 to 31 October 2012²
1 November 2012 to 31 October 2014
- 10. Dr Ron Sandland, AM**, BSc(Hons) (Sydney), PhD (UNSW), FTSE
1 November 2008 to 31 October 2012¹
1 November 2012 to 31 October 2016
- 11. Michael Sexton**, SC, LLB(Hons) (Melb), LLM (Virginia); Solicitor General for New South Wales
12 December 2005 to 31 October 2008
1 November 2008 to 31 October 2012
1 November 2012 to 31 October 2016

- 12. Russell Taylor**, MBA, GradDipPSM (UTS), GradDipArts (ANU); Principal, Australian Institute of Aboriginal and Torres Strait Islander Studies
1 November 2006 to 31 October 2008¹
1 November 2008 to 31 October 2012¹
1 November 2012 to 31 October 2016

- 13. Su-Ming Wong**, ME (Cant), MBA (AGSM)
1 November 2010 to 31 October 2014

Elected (academic staff) members

- 14. Professor Jenny Onyx**, MA (Well), PhD (Macq); Professor of Management, UTS Business School, University of Technology, Sydney
1 November 2006 to 31 October 2008
1 November 2008 to 31 October 2010
1 November 2010 to 31 October 2012
1 November 2012 to 31 October 2014
- 15. Professor Greg Skilbeck**, BSc(Hons), PhD (Sydney), MAIG; Associate Dean (Research), Professor of Earth Sciences, Faculty of Science, University of Technology, Sydney
1 November 2006 to 31 October 2008
1 November 2008 to 31 October 2010
1 November 2010 to 31 October 2012
1 November 2012 to 31 October 2014

Elected (non-academic staff) member

- 16. Daniel Willis**, BCA (UOW), ATEM; Manager, Academic Administration, Faculty of Science, University of Technology, Sydney
1 November 2012 to 31 October 2014

Elected (undergraduate) student

- 17. Douglas McDonald**; enrolled Bachelor of Arts in Communication (Social Inquiry) Bachelor of Laws, University of Technology, Sydney
1 November 2012 to 31 October 2014

Elected (postgraduate) student

- 18. Zohaib Raza**, BSc(Hons) (LUMS); enrolled, Master of Professional Accounting Extended, University of Technology, Sydney
1 November 2012 to 9 August 2013
- 19. Elizabeth Hanley**, BSocSc (UNSW); enrolled, PhD, Faculty of Arts and Social Sciences, University of Technology, Sydney
5 November 2013 to 31 October 2014

1. Term as member appointed by the Minister.
2. Term as member of Convocation appointed by Council.

The number of, and attendance at, Council meetings is available in volume two.

RESEARCH AND INNOVATION

We demonstrated progress against our research strategy this year. Since the strategy's inception in 2010, our research performance has improved significantly. Our publication performance has shown strong growth in recent times, and all faculties have seen considerable improvements in research output and impact. A continuing focus remains on growing UTS external research income. These are some examples of the progress made and the progress still to make to ensure we are seen as a global research institution.

International focus

A key component of the University's strategy to grow its research partners, leverage research funding and attract high-quality PhD students is the Key Technology Partnership (KTP) program.

The KTP program was launched in 2010 and four partnerships were formed with Chinese institutions. We now have partnerships with institutions in India and the program expanded further this year to include three European partners: Dundee University and Leeds University in the United Kingdom, and Eindhoven University of Technology in the Netherlands.

We also expanded the program in China, forming a partnership with Sun Yat-sen University. As part of this, the Vice-Chancellor visited China in April and signed a memorandum of understanding (MoU) with the university. The MoU provides for the establishment of a major joint research centre, a dual PhD degree scholarship program, and scholarships for cross-border student mobility activities.

The formation of joint research centres is central to the KTP program. Two new joint research centres were established with our Chinese partners this year: the International Centre for Communication in Health Care was established with the Hong Kong Polytechnic University and the Joint Research Centre for Smart Cities was established with Shanghai University.

The sharing of ideas and providing the opportunity for international researchers to work with UTS researchers is behind the KTP Visiting Fellow program. Twelve fellows visited UTS this year and participated in activities ranging from lectures, workshops and the development of research proposals; on topics including energy storage and battery development, phosphorous recovery, and gender and citizenship. These visits encouraged research collaboration and also offered academic engagement opportunities for our research students.

12 international Key Technology Partner visiting fellows

UTS author has most-read article on The Conversation

Open Access Policy launched

KTP partner institutions**China**

- > Beijing Institute of Technology
- > Hong Kong Polytechnic University
- > Huazhong University of Science and Technology
- > Shanghai University
- > Sun Yat-sen University

India

- > Indian Institute of Science
- > Indian Institute of Technology Madras
- > Jawaharlal Nehru University
- > Tata Institute of Social Sciences
- > The Energy and Resources Institute University

Europe

- > Eindhoven University of Technology
- > University of Dundee
- > University of Leeds

Our research students can also undertake a dual PhD degree with a number of our KTP partners. Nine students enrolled in the dual degree program in 2013. This program enables students to gain international experience in jointly supervised research projects and be awarded two doctoral degrees on completion.

As well as building on the relationships with our existing partners, the University continued to look out for new possible partnerships. In June this year a delegation travelled to North America to explore potential KTP partnerships with a number of institutions. Negotiations will continue in 2014.

Further building on our international collaborations is the University's Distinguished Visiting Scholar Scheme. Twenty-two academics from overseas institutions were appointed to the scheme this year. As well as working with UTS's research staff on collaborative research projects, scholars presented seminars and public lectures and provided mentoring and development opportunities for staff and students.

Research culture

It is essential that research is seen as integral to everything we do as a university. This year the Deputy Vice-Chancellor and Vice-President (Research) expanded his roadshows: talking to support units as well as to faculties where he provided an update on the University's research performance and priorities.

A focus of the University's approach to research is the integration of research and teaching. Seminars were held throughout the year on embedding research into the undergraduate curriculum, including a discussion led by 2012 recipient of the UTS Medal for Teaching and Research Integration Professor Les Kirkup.

Once again, the Vice-Chancellor's Awards for Research Excellence were celebrated in October. These awards recognise the quality and impact of UTS research and our researchers. The 2013 winners were:

- > Chancellor's Medal for Exceptional Research: Professor Matt Wand from the Faculty of Science
- > UTS Medal for Teaching and Research Integration: Associate Professor Peter Aubusson from the Faculty of Arts and Social Sciences
- > Early Career Research Excellence: joint winners Dr Dana Cordell from the Institute for Sustainable Futures and Dr Hokyong Shon from the Faculty of Engineering and Information Technology
- > Research Support: Sybille Frank from the Equity and Diversity Unit
- > Researcher Development: Dr Kumi Abey Suriya, Suzanne Cronan, Professor Cynthia Mitchell and Associate Professor Juliet Willetts from the Institute for Sustainable Futures
- > Research Excellence through Partnership: joint winners Professor Philip Doble from the Faculty of Science and a team from Centre for Health Economics Research and Evaluation
- > Research Leadership: Professor Lesley Hitchens from the Faculty of Law.

The research community was well supported by the UTS Library this year with their research week initiative. The initiative brought together a range of services and expertise in order to give researchers

(with a particular focus on higher degree by research students and early career researchers) an overview of researcher training and support through an intensive week of workshops and presentations. The researcher training and support program was expanded to include key skills such as understanding bibliometrics, using social media as a research tool, and managing and visualising data.

The library also hosted the successful semester-long writing club, Shut Up and Write. In a group environment, the club helped postgraduate research students develop their writing skills and overcome procrastination.

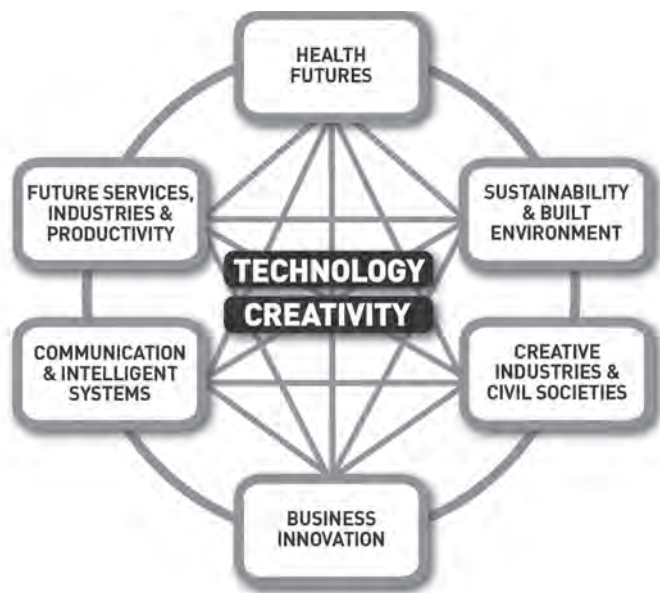
Researcher development

UTS takes a unique, holistic approach to researcher development; aiming to ensure professional development opportunities are embedded at every stage of a researcher's career, from PhD through to professorial and research leadership.

Complementing the early career researcher connect program, launched last year, is the mid-career researcher development program; a program to help mid-career researchers develop their reputation and gain recognition. The program includes career planning as well as more general skills development workshops.

The University worked at expanding the resources and facilities available to higher degree by research (HDR) students. So as to fully embrace HDR students and make them feel a valuable part of the University's research environment, they are considered early career researchers and, as such, have access to a range of workshops and forums to develop their skills, and access to individual consultations with supervisors.

In line with this, supervisor development was a focus for 2013. The role of supervisor is crucial to the University's ability to attract and retain HDR students. This year a structured development program for early career supervisors was launched, which consisted of modular learning, practical sessions and mentoring. A similar program for established supervisors who are new to UTS was also run.



UTS research is grouped in six main research themes that are critical to national and global research priorities. The themes promote and encourage cross-disciplinary research that is underpinned by technology and creativity. In each of these areas we have research strength centres and institutes that are recognised as national and international leaders in areas including quantum computation, infectious diseases, societal change, the study of choice and sustainability.

Research collaboration

Central to UTS's research success is its ability to establish national and international research partnerships that are of mutual benefit to both parties. The following partnerships were formed this year.

- > A \$3 million collaborative research project with the CSIRO was launched in February. Co-led by UTS's Plant Functional Biology and Climate Change Cluster (C3), with participation from eight tertiary institutions, the CSIRO Marine and Coastal Biogeochemistry Carbon Cluster is Australia's largest ever coastal blue carbon accounting and measurement study.
- > Dr Justin Seymour from C3 was awarded a USD\$2.9 million grant from the Gordon and Betty Moore Foundation to lead an investigation into marine microbes. UTS will collaborate with researchers from the University of Queensland and the Massachusetts Institute of Technology.
- > Health Services and Practice researchers became involved in the Centre for Obesity Management and Prevention Research Excellence in Primary Health Care: one of eight Centres of Research Excellence in primary health care funded by the Australian Primary Health Care Research Institute.

Commercialisation was also a priority throughout 2013 with three spin-off companies established.

- > Sabre: this company is commercialising world-first autonomous grit-blasting technology to clean steel structures.
- > Helmedix: was established with a \$1.25 million investment to develop treatments for autoimmune and inflammatory diseases such as rheumatoid arthritis, psoriasis and multiple sclerosis.
- > Auspherix: was launched to explore the commercial potential of drugs to fight infections caused by bacteria that have become resistant to currently available antibiotics.

Research support

The University's Research and Innovation Office was restructured this year to form three new teams — research engagement, research operations and management, and research intelligence and quality — under a new director, Dr David Robson.

Complementing the restructure was the implementation of various projects that improved research support across the University. In July, the online projects notification system was launched, which enabled UTS researchers to notify the University of new projects, including

grants, tenders and contract research, and to inform UTS about projects undertaken with other institutions. It is part of a University-wide focus to move research forms online.

Specialist media and communications training was offered to researchers, including social media training to enable researchers to create and maintain online profiles.

Research engagement

To build our research profile and strengthen our research reputation, we contributed to the public debate on a range of issues this year.

- > The University's Institute for Sustainable Futures, in partnership with the Australian Council for International Development, hosted the Development Futures conference in November. More than 400 delegates in the aid and international development sector gathered to discuss and debate key challenges facing the sector in ending global poverty and inequality.
- > UTS is a founding partner of *The Conversation*, an independent source of news and views from the academic and research community. UTS now has more than 100 contributing authors. Throughout 2013 our authors contributed almost 200 articles that were read by more than 1.6 million people.

Dr Rachel Dunlop, from the Faculty of Science, wrote 'Six myths about vaccination and why they're wrong', which was read by more than 860,000 people: *The Conversation's* most read article to date. And Eva Cox, from the University's Jumbunna Indigenous House of Learning, is UTS's leading author on *The Conversation* with more than 30 articles.

Open access

UTS is committed to the wide dissemination of its research and scholarship and supports the principles of an international open access community. In 2013, the University's Academic Board approved the UTS Open Access Policy; a policy that outlines the requirements and practices of the University to provide equitable, worldwide access to the research and scholarly output of its staff and students.

The policy will ensure that a copy of all UTS research outputs are added to the UTS ePRESS repository, thereby greatly increasing the reach and impact of the University's research.

The UTS Library focused on increasing awareness of open access, including the new policy. It ran a program of events for open access week, held in October, and it developed an extensive online open access guide, which provided information on all aspects of the open access movement. The library also incorporated new workshops and online tutorials on open access into its information literacy and research training programs. These programs assisted academics to increase their readership and impact of their publications, as well as encouraged the use of open resources in their own teaching and research.

To ensure wider dissemination of the University's research, the UTS Library piloted an article processing charge payment scheme, which assisted researchers to publish their scholarly works in high-quality open access journals (that often charge a small fee). This pilot program was run within the allocated budget and is currently being reviewed.

Having a notable open access academic press is an important part of a university's international research reputation. UTS ePRESS is the digital, open access, scholarly publishing arm of UTS. The UTS ePRESS publishing website was redeveloped in 2013 to consolidate its publishing activities under one interface, bringing together journals, books and conference proceedings.

Research funding

The amount of funding received by the Australian Research Council increased significantly in 2013.

- > Discovery projects: 20 were funded (out of 100 submitted) and \$7,226,709 in funding was received; an increase of \$2,819,148 on last year. This equated to a success rate of 20 per cent, up from 15.2 per cent last year. Nationally this placed UTS 10th in terms of successful proposals and 11th in terms of funding awarded.
- > Discovery Early Career Researcher Awards: three proposals were funded (out of 23 submitted); a success rate of 13 per cent, as compared to 15.4 per cent last year when two (from 13 submitted) were successful. This scheme is highly competitive with only 200 awarded nationally and this year saw an increase in applications from 1281 to 1468 in this round.

- > Future Fellowships: four proposals (from 24 submitted) were funded; a success rate of 16.7 per cent, up from 14.3 per cent last year.
- > Linkage Infrastructure, Equipment and Facilities: UTS had one proposal funded (from two submitted); maintaining a 50 per cent success rate from last year.
- > Linkage: four proposals from 20 submitted were funded; a success rate of 20 per cent and receiving more than \$700,000 in funding.

UTS also had success with funding from the National Health and Medical Research Council.

- > UTS submitted 26 proposals and had three projects funded; a success rate of 11.54 per cent. Dr Richard Norman, UTS Business School, received a prestigious Early Career Research Fellowship, while Associate Professor Cynthia Whitchurch, from the Faculty of Science, had her Established Career Fellowship extended for a sixth year.

UTS Library high-level performance indicators

	2012	2013
Facilitate discovery and access to scholarly information		
1. High use material usage (items/student EFTSL ¹)	31.1	31.1
2. Journals cited by UTS scholars in the UTS Library collection (% sampled via Scopus)	91.1%	90.8%
Develop information-related capabilities		
3. Use of online information literacy tools (page views/student EFTSL ¹)	22.9	35.1
4. Participation in information development programs (% total of student EFTSL ¹)	79.4%	81.7%
Promote learning via provision of physical and digital environments		
5. Visits to UTS Library website (average page views/month)	237,005	234,404
6. Visits to UTS Library in person (average visits/month)	99,195	100,196
Enable scholarship		
7. Research consultation assistance to academic staff (% of staff population)	57%	59%
8. Ranking of UTSeScholarship (Webometrics world ranking at January 2014)	141 Top 10%	71 Top 5%
9. Visits to UTSePress open access journals (average page views/month)	30,647	39,012
10. UTSeScholarship research collection (scholarly work items)	20,280	22,242
Develop the library of the future		
11. Progress against schedule (weeks ahead [+] or behind [-] at end of year)	0	0

The 2013 high-level performance indicators show continuing high-demand use of library resources, including average annual materials usage per student (item 1) and average monthly individual use of our library (items 5 and 6). Our information literacy tools and development programs remain popular with our students, researchers and staff (items 3 and 4).

The value of our scholarly resources remains high, as shown by the journals held by the library; the high proportion of references to them cited by UTS scholars; and the expansion of our UTSeScholarship research collection (items 2 and 10).

During 2013, UTS introduced an Open Access Policy, enabling more UTS research and scholarly papers to be publicly available via our UTSeScholarship repository. This has influenced the increased international ranking for UTSeScholarship among library-based centres providing open access electronic resources for scholars (items 8 and 10).

Through UTSePress we are the leading Australian university publisher of open access journals, adding another journal during the year and maintaining a significantly high level of online access to our 17 journals (item 9).

Progress towards our new library, scheduled to open in 2017, is on track, with the automated library retrieval system (LRS) installed under Alumni Green and currently being tested (item 11). The state-of-the-art LRS will house up to 75 per cent of the library's low-use print materials underground and provide those materials on-call to the adjacent future library building.

1. Equivalent full-time student load.

Creative intelligence and innovation

2013 was a strong year for the UTS Creative Intelligence (UTS:CI) Strategy, culminating in the launch of the Bachelor of Creative Intelligence and Innovation. This unique degree integrates the most progressive approaches to creative practice and design-led innovation. With seven UTS faculties contributing to its development, it is a truly transdisciplinary offering. Students will take the degree alongside their core degree program, ensuring UTS's focus on creative intelligence is integrated into its teaching and learning strategies.

An expanded UTS:CI Labs program was delivered in 2013, bringing UTS students, staff and researchers together with policy makers, government representatives, industry and entrepreneurs to tackle challenges in organisational change, economic and public policy, and community development. Four labs were held and offered in different modes of intensity, featuring the frame creation design-based process and method for driving innovation.

Following on from its success in 2012, the UTS:CI Internship Program — Entrepreneurship@Fishburners — was run for a second year, providing students with real-world experience in the rapidly evolving digital creative industries. Fishburners is Australia's largest tech co-working space and entrepreneur community. The internship program exposes UTS students to complex problem-solving in an entrepreneurial environment and further illustrates UTS's commitment to practice-oriented learning.

The University announced this year that it will establish the UTS Design Innovation Research Centre to enhance existing research efforts in creative intelligence. This new joint faculty research centre, between the UTS Business School and the Faculty of Design, Architecture and Building, will enable the University to channel the best research approaches in design-led innovation to help solve the complex problems of today's networked world.

The centre will provide one of several research planks for the Creative Intelligence Strategy, and has the potential to connect to the Creative Industries Innovation Centre and other outward-facing UTS centres.

Further building the creative intelligence profile of the University, two sell-out UTSpeaks: Shapeshifters lectures were held in 2013. In 'The Next Intelligence', speakers explored the nexus of science, big data, creative practice and social media; while 'Creative Futures' traversed innovation and collaboration in the knowledge age, featuring international guest Paola Antonelli, director of research and development at New York's Museum of Modern Art. The Shapeshifters series draws on the knowledge and expertise of our students, staff and international community.

UTS partners and collaborates with industry, government, research and education bodies to support and strengthen the development and research of Australia's digital and creative industries.

Through UTS:CI, the University hosts the federally funded Enterprise Connect Creative Industries Innovation Centre (CIIC). The CIIC continued to provide business advisory services, assisting more than 400 creative enterprises across Australia in 2013. In total, the CIIC has worked with more than 1500 creative enterprises since 2009. In early 2014, the CIIC will release a report on the substantial contribution that creative industries contribute to the Australian economy; reinforcing the importance of creative practice and design-led innovation throughout the higher education sector to develop an agile workforce.

From January 2012 to May 2013, UTS hosted Digital Sydney; an industry development initiative funded by NSW Trade and Investment to connect and grow businesses in the New South Wales digital economy. The City of Sydney and the NSW Business Chamber, along with UTS:CI, were implementation partners. The Digital Sydney platform was migrated back to NSW Trade and Investment at the end of our hosting period. It is now an integral part of the Innovate NSW program, which encompasses several sectors, including creative industries and digital economies.

This year, the University also prepared a submission for the then federal government's Australian Innovation Partnerships. Senator Kim Carr, the then Minister for Innovation, Industry, Science and Research, visited UTS in August to announce the success of the UTS-led bid for a Digital Creative Innovation Partnership. UTS and its lead industry partner, the Commonwealth Bank of Australia, collaborated with nearly 60 groups to secure this national partnership. The new government, however, is yet to confirm whether this will go ahead.

At a global level, UTS was invited to join the working groups of a number of international bodies active in the creative economy. Further, our Creative Intelligence Strategy was presented to the Netexplo Forum; a forum supported by UNESCO and designed to recognise digital initiatives worldwide.

TEACHING AND LEARNING

Future of learning

The UTS campus development has provided an unprecedented opportunity to shape the future of learning through the design of a new suite of learning and teaching spaces. Underpinned by the UTS model of learning, the design of these spaces is enabling our students to experience integrated and creative learning supported through the use of contemporary technologies.

The approach to learning at UTS is to combine the best of online and on-campus learning experiences. New collaborative and technology-enabled spaces allow the transition between traditional lecture formats to more creative group work learning.

A number of events were held this year on the future of learning at UTS. In April, the Academic Board held question-and-answer event 'The future of learning: How they want it, where they want it, when they want it?'.

Deputy Vice-Chancellor and Vice-President (Teaching, Learning and Equity) Professor Shirley Alexander maintained a blog on the challenges and opportunities facing higher education and how UTS is responding to these.

The Learning2014 initiative, which began in 2012, focuses on the student learning experience, ensuring that all students benefit from the best possible use of the University's new spaces.

Throughout the year, Professor Alexander held question-and-answer sessions in all faculties providing details of Learning2014. The Learning2014 series of seminars was delivered by and for staff on topics ranging from the development of collaborative skills in the flipped classroom to the

ongoing value of lectures. The flipped learning action group was set up to provide peer support and networking opportunities.

A Learning2014 website was established to provide updates on the initiative. It contains detailed information on the new learning spaces, case studies of academics who have re-engineered their approach to teaching and learning, and notification of events and latest news.

The annual UTS Teaching and Learning Forum was held in November with Learning2014 a common thread of discussion. Sessions included keynotes, paper presentations, PechaKucha presentations, workshops, poster displays and networking opportunities. Other teaching and learning initiatives, including the UTS Graduate Attributes Project, were discussed.

The UTS Library also supported the Learning2014 initiative with the development of an online directory of open education resources. This directory contains links to free resources that can be used to support new approaches in teaching, including blended and flipped learning, and resources to create a more participatory learning environment.

The complementary initiative Learning2020 focuses on the systems and processes that the University will need to ensure that new learning approaches can be successfully implemented. Examples include a change in workload models that recognise the shift from the lecture/tutorial model, changes to the timetabling system to reflect the changed pattern of learning, and assessment of other modes of learning for credit recognition (for example from massive open online courses).

Creative intelligence and innovation degree launched

Four staff chosen as future learning fellows

National teaching excellence award for Professor O'Donnell

Learning fellows and grants

Four academic staff were chosen to be Future Learning Fellows under Learning2014: Associate Professor Bronwyn O'Brien, Dr Mel Edwards, senior lecturer Anne Gardner and lecturer Jennifer Macdonald. The fellowships supported particular projects, including testing flipped classroom techniques in subjects with large student populations and using out-of-class systems to add value to in-class activities. Each fellow also mentored and collaborated with their colleagues to explore innovative practices in their disciplines.

The focus of 2013's Vice-Chancellor's Learning and Teaching Grant scheme was Learning2014. Individuals and teams were invited to apply for amounts of between \$2000 and \$10,000. Nineteen staff were awarded a grant in 2013.

Graduate success

Our approach to teaching and learning is designed with the future career success of our students in mind. UTS aspires to be ranked in the top five national institutions in average graduate workplace success.

We consistently rank second out of the five Sydney metro institutions and we are now ranked second out of the five Australian Technology Network (ATN) universities (up from third in 2009–11).

To improve on these results, the University has put in place a number of initiatives, including the UTS Graduate Attributes Project and support for academic English language communication skills.

The UTS Graduate Attributes Project commenced in 2012, and is scheduled to finish in 2014. Within the context of the UTS Graduate Profile Framework, this major curriculum renewal project has involved each faculty defining a set of attributes, including employability skills, that students should acquire prior to graduation. Graduate attributes are designed to be embedded in the curriculum, are discipline-specific, align with the needs of future employers, and reflect the UTS model of learning.

The project's focus in 2013 was on reviewing and redeveloping individual subjects so that they support the development of faculties' graduate attributes. Several faculties reviewed their subjects this year, with some being redeveloped and others further defining assessment criteria. (Further information is available in individual faculty entries.)

Another area identified as crucial to students' success in gaining employment is their level of English language ability and communication skills. For this reason, academic English language skills are integrated into most subjects' learning activities and assessment tasks. All UTS courses now include graduate attributes that relate to communication in the context of the discipline or profession, and many courses now have at least one subject with a strong communication focus. The University also offers a range of extracurricular English language programs. (Further information on these is available in the students section.)

Work experience is also pivotal to the future success of our students. UTS has three main 'job ready' programs available to its students. (Further information on these is available in the students section.)

New courses

This year, the University's Academic Board approved a new Bachelor of Creative Intelligence and Innovation. The degree will be offered across all of the University's faculties and can be combined with 18 course areas. It is designed to be taken alongside a student's core studies.

The Bachelor of Creative Intelligence and Innovation focuses on the high-level conceptual thinking and problem-solving practices that lead to the development of creative, innovative and entrepreneurial outcomes.

The new degree aims to enable students to experience diverse and trans-disciplinary forms of professional practice-oriented education, international and intercultural engagement, and research and cutting edge technologies.

The Bachelor of Creative Intelligence and Innovation is the first degree of its kind in Australia. In 2014, UTS will follow on from the introduction of the new bachelor degree and begin initial development of a Master of Creative Intelligence.

Awards for teaching and learning

Three staff were recognised with a UTS Learning and Teaching Award in 2013. Dr Natalia Nikolova (UTS Business School) and Lisa Andersen (Shopfront) won the Team Teaching Award, Dr Catherine Gorrie from the Faculty of Science won the Early Career Teaching Award, and Fiona Orr from the Faculty of Health won the award for Strengthening the UTS Model of Learning.

Thirteen staff were awarded UTS Learning and Teaching Citations. Citations are awarded for significant and sustained contributions to student learning, student engagement and/or the student experience. All award and citation winners will be celebrated at the UTS Learning and Teaching Showcase; an annual event held in the University's Great Hall.

UTS staff achieved outstanding results in the national teaching awards in 2013. Professor Rod O'Donnell from the UTS Business School won the prestigious Office for Learning and Teaching Award for Teaching Excellence for New South Wales.

Course completions

	2009	2010	2011	2012	2013
Higher doctorate	1	3	1	0	3
PhD	153	140	128	113	167
Master's by research	41	27	33	39	37
Master's by coursework	2701	3160	3250	3017	3099
Graduate diploma/certificate	1121	1137	1257	1001	1092
Bachelor's	5525	5420	5566	5726	5701
Sub-degrees	11	7	13	24	56
Postgraduate cross-institutional	-	-	-	23	22
Undergraduate cross-institutional	-	-	-	47	43
Total	9553	9894	10,248	9990	10220

The following staff were awarded citations for Outstanding Contributions to Student Learning from the Office for Learning and Teaching:

- > Dr Gerhard Hambusch: for successful engagement of students through experiential learning that challenges assumptions and beliefs to inspire independent thought, self-learning and ethical decision-making in finance.
- > Associate Professor Guang Hong: for inspiring undergraduate students and enhancing their learning by integrating teaching and research for energy and environmental sustainability in mechanical engineering.
- > Dr Paul Kennedy: for a decade-long contribution to data analytics teaching with an emphasis on creating authentic learning experiences for students to benefit their career progression.
- > Dr Catherine Killen: for inspirational and sustained contribution to student learning through novel transdisciplinary curricula and experiential learning approaches: developing innovation capability in engineering students.
- > Dr Andrea Leigh: for inspiring and motivating students in environmental science through learning approaches that highlight relevance to professional scientific practice.
- > Jenna Price: for a sustained commitment to improving student retention and engagement for journalism students from day one to employment.
- > Dr Jonathan Tyler, Dr Laurel Dyson, Jessica Frawley and Dr James Wakefield: for a sustained cross-faculty team teaching approach to providing innovative assessment and improved feedback for introductory accounting students in large classes.

Academic promotions

To professor ¹	
Simon Darcy	UTS Business School
Shaunnagh Dorsett	Faculty of Law
Perry Forsythe	Faculty of Design, Architecture and Building
Leslie Kirkup	Faculty of Science
Rosalie Viney	UTS Business School
To associate professor ¹	
Paul Allatson	Faculty of Arts and Social Sciences
John Buchanan	Faculty of Arts and Social Sciences
Yuan Feng	Faculty of Engineering and Information Technology
Stephen Goodall	UTS Business School
Youguang Guo	Faculty of Engineering and Information Technology
Alison Heather	Faculty of Science
Shoudong Huang	Faculty of Engineering and Information Technology
Matthew Kearney	Faculty of Arts and Social Sciences
Anthony Maniaty	Faculty of Arts and Social Sciences
Katrina Schlunke	Faculty of Arts and Social Sciences
Leena Thomas	Faculty of Design, Architecture and Building
Stella Valenzuela	Faculty of Science
Juliet Willetts	Institute for Sustainable Futures
To senior lecturer ²	
Chivonne Algeo	Faculty of Design, Architecture and Building
Chadi Aoun	Faculty of Engineering and Information Technology
Matthew Arnold	Faculty of Science
John Chelliah	UTS Business School
Sheila Donnelly	Faculty of Science
Catherine Gorrie	Faculty of Science
Zeenobiyah Hannif	UTS Business School
Farookh Hussain	Faculty of Engineering and Information Technology
Sarah Kaine	UTS Business School
Nathan Kirchner	Faculty of Engineering and Information Technology
Phillip Newton	Faculty of Health
Najah Nassif	Faculty of Science
Jenna Price	Faculty of Arts and Social Sciences
Julie Robert	Faculty of Arts and Social Sciences
Nico Schulenkorf	UTS Business School
Yaowen Shan	UTS Business School
David Thorpe	Faculty of Law
Jonathan Webb	Faculty of Science

1. Effective 1 January 2013.
2. Effective 1 July 2013.

In 2013

50

PhD graduates

2800
undergraduate
students¹

850
postgraduate
students¹

\$1.140m
new external research income

1. Equivalent full-time student load.

In May, the faculty welcomed new Dean Professor Mary Spongberg. Prior to her appointment at UTS, Professor Spongberg was Professor of Modern History and Associate Dean of Research in the Faculty of Arts at Macquarie University.

Teaching and learning

In 2013, the faculty renewed its Bachelor of Arts in International Studies. This program, which can be combined with 25 degrees across the University, provides students with the opportunity to study overseas and learn the language and culture of one of 13 countries.

This was the first time this course has been part of the formal University reaccreditation cycle (previously it has been only the core bachelor degree that has gone through the reaccreditation process). In undergoing its reaccreditation the program demonstrated its alignment with the Australian Qualifications Framework standards and the faculty's graduate attributes.

The faculty's six graduate attributes were defined in 2012 and work continued in 2013 to embed all attributes into the faculty's courses. In addition to the work done on the international studies degree, course intended learning outcomes for all undergraduate and postgraduate communication and teacher education courses were developed to better align and map graduate attributes.

Embedding the faculty's Indigenous competencies graduate attribute was identified as a particular attribute requiring support. The faculty's Indigenous Education Committee worked closely with the Faculty of Health throughout the year on the development of their Indigenous resource pack and will launch its own range of support initiatives for staff in 2014.

The faculty developed a suite of new majors to be offered in its Bachelor of Arts in Communication degree in 2014. The digital and social media major aims to develop digital communications

practitioners who can work in complex digital environments, particularly social media contexts; the creative writing major focuses on narrative, poetics, reading and literary theory; and the cultural studies major provides an understanding of the ways that individuals, communities and societies behave, interact and respond to change.

This year the faculty inaugurated its own Learning and Teaching Awards to recognise the outstanding contributions that its staff made towards their students' learning. The new awards also provide a pathway to higher accolades; at the university and national level.

- > Juanita Sherwood and Nicole Watson were awarded for their achievement in creating a supportive, open learning environment for students to critically reflect on their worldviews.
- > Katherine Gordon, Adam Aitken, Wendy Holland, Luke Johnson, Rowan Savage and Virginia Watson were awarded for helping their students meet the intellectual challenge of first-year study in the arts and social sciences.
- > Julie Robert was awarded for her work in adapting the French language and culture curriculum to meet student needs in and beyond the international studies degree.

Senior lecturer Jenna Price received external recognition by the federal government's Office for Learning and Teaching for her commitment to improving student retention and engagement. Jenna was a recipient of a 2013 Citation for Outstanding Contributions to Student Learning.

Faculty staff also embraced the University-wide Learning2014 initiative to examine the way they teach and the way their students learn. Three lecturers from the international studies degree — Dr Jeffrey Browitt, Associate Professor Paul Allatson and Dr Marivic Wyndham — introduced flipped learning approaches, including online lectures and student-generated content, to keep their students interested and engaged for the duration of the subject.

This year's Copyright Agency Limited Non-Fiction Writer-in-Residence was actor, director and author Leah Purcell. The author of one-woman show *Box the Pony* and arts project *Black Chicks Talking*, Leah worked with UTS creative writing students and delivered two public lectures this year.

The residency is the first of its kind in Australia to focus on the study, recognition and wider appreciation of high-quality non-fiction writing in Australia.

Recognition of the effectiveness of the faculty's teaching also came in the number of awards and prizes given to its students and graduates.

- > Media Arts and Production graduate Kim Mordaunt won the Founders Award for Best Narrative Feature at the Tribeca Film Festival in New York and the Best First Feature Award at Berlinale 2013 for his film *The Rocket*.
- > Bachelor of Arts in Communication (Public Communication) students Olivia Hogan and Emelie Eriksson won the competitive 'pitch' segment featured on the Australian Broadcasting Corporation's *Gruen Planet* for their mock ad campaign targeting would-be asylum seekers.
- > Director Marieka Walsh's *The Hunter* won Best Short Animation at this year's Australian Academy of Cinema and Television Arts Awards. Marieka made the film while completing a Master of Media Arts and Production.

Research

In June this year, the faculty (along with the University's Faculty of Health) launched the International Research Centre for Communication in Healthcare with Hong Kong Polytechnic University.

This collaborative, cross-disciplinary centre brings together more than 50 researchers from around the world, with the faculty's Professor Diana Slade as director. The centre is home to an international research network that explores communication in health care in a variety of global settings and contexts.

One of the centre's first activities was the development of the International Charter for Human Values in Healthcare; a charter to restore core human values to health care.

An example of research conducted within the faculty with real-world applications was a study undertaken by Dr Angela Giovanangeli and Dr Susan Oguro into students' intercultural learning experiences.

Questionnaires, focus groups and interviews were used to collect data from students in the Bachelor of Arts in International Studies combined degree who had returned from a year of exchange in France and Switzerland.

The cultural responsiveness framework, where the beliefs, practices and culture of participants are taken into account, was used to analyse the students' responses. Three categories relating to their intercultural experiences emerged: awareness, engagement and bringing knowledge home. The research argued that the cultural responsiveness approach provided a productive framework for educators seeking to identify aspects of their students' intercultural learning.

The findings will also help to demonstrate progress made towards the attainment of the faculty's international and intercultural engagement, and Indigenous competencies, graduate attributes.

Australian Research Council-funded research projects

The coal rush and beyond: climate change, coal reliance and contested futures
Funding: \$540,000 (ARC Discovery Projects funding scheme, over three years)
Recipients: Associate Professor James Goodman, Associate Professor Tom Morton and Associate Professor Devleena Ghosh

Voice, indexicality and the mediation of diversity on Australian television
Funding: \$166,000 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Nikolas Coupland

Note: Australian Research Council-funded projects were awarded in 2013, commencing in 2014; except for ARC Linkage and ARC Future Fellowships, which commenced in 2013.

Engagement

The faculty's international links were expanded this year with the signing of a memorandum of understanding (MoU) with the Gawharshad Institute of Higher Education in Afghanistan. It was spearheaded by the joint Faculty of Arts and Social Sciences and UTS Business School research strength, Cosmopolitan Civil Societies. The centre explored ways to provide education opportunities, particularly to young women, through access to technology. The MoU enabled the centre to provide the institute with access to online lectures, resources and, in the future, to grow the exchange of ideas between academics and students in the two countries.

In September, the faculty hosted micro-budget filmmaking symposium microWAVE 2013. The conference included industry sessions on a wide range of topics around micro-budget film; from crowd-funding and sustainability, to production, locations and distribution. There were also technology presentations from Canon, Sony and Blackmagic Design and sessions on colour grading, digital cinema prints and hacking cameras.

Another conference held this year was the Voice/Presence/Absence interdisciplinary conference held by the faculty's Centre for Creative Practice and Cultural Economy. It explored new approaches to the study of voice in the context of the arts and humanities, performing practices and new media.

Professor Andrew Jakubowicz's documentary, *Once Upon a Time in Cabramatta*, won two awards at the New York Festivals International Television and Films Competition: a Silver World Medal and a United Nations' Department of Public Information Gold award.

In 2013

17

PhD graduates

4545
undergraduate
students¹

2548
postgraduate
students¹

\$6.245m
new external research income

1. Equivalent full-time student load.

Teaching and learning

One of the priorities for the UTS Business School in 2013 was to understand how business schools can become more relevant to industry and how they can adapt business education to be of more value to industry.

The school continued to hone its Integrated Business Consulting subject; a subject from the school's Executive Master of Business Administration that draws on knowledge in business and applies this to live case studies. Adapted from a model used in the Fox School of Business at Philadelphia's Temple University, the subject includes a UTS academic working alongside project managers from industry to mentor students.

Students undertook a professional assessment of clients' needs and challenges, and provided viable solutions and rigorous business plans. An industry advisory committee (comprising consultants from PricewaterhouseCoopers, financial advisers and business managers) was established and met with students over the course of the semester to critique their work. Students then presented to their clients.

Feedback from this subject was extremely positive, both from students and industry, and the demand from industry to participate in the subject now exceeds the school's capacity.

Building on the Bachelor of Management's professional internship and the Bachelor of Accounting's cooperative scholarship program, a new internship program was introduced for students studying the school's Bachelor of Business. The business internship was designed to give students an insight into their chosen discipline area and gain relevant work experience. One hundred and seventeen students enrolled in the internship this year.

The UTS Business School also provided its students with international experience and a global perspective. A number of new exchange agreements were entered into with a range of European institutions, including the BI Norwegian Business School, the Warsaw School of Economics and Aalto University, Finland.

A review of the Bachelor of Arts in Adult Education and Community Management resulted in the development of the Bachelor of Business Administration (Indigenous).

To be offered in 2014, this new degree is available only to Aboriginal and Torres Strait Islander students.

The school's marketing courses all received accreditation from the Australian Marketing Institute this year: the first marketing group in Australia to achieve this.

The UTS Business School has established a set of graduate attributes, along with program learning objectives, for all undergraduate and master's courses. In 2013, the school established working groups on sustainability, ethics, internationalisation and research to investigate and identify ways of strengthening the presence of these attributes across all courses.

Further, to ensure the relevance of its graduate attributes, the school established processes for assurance of learning and achievement of graduate attributes that are aligned to the requirements for accreditation by the Association to Advance Collegiate Schools of Business (AACSB). The school maintained its international accreditation with AACSB until 2017.

UTS became only the second Australian university to become an academic partner of the Chartered Alternative Investment Analyst Association (CAIA). The CAIA's mission is to contribute to the education of investment professionals in the area of alternative investments. Its academic partnership program was established to promote education in this area. As an academic partner, the school will receive benefits including access to scholarships, academic licence to the CISDM hedge fund database, and networking opportunities for staff and students at CAIA events.

Research

The UTS Business School again had success with external research funding. Grants awarded in 2013 included:

- > one Australian Research Council (ARC) Discovery Early Career Researcher Award — \$383,312
- > five ARC Discovery Projects — \$1,631,000 (further details are provided on the following page)
- > one National Health and Medical Research Council (NHMRC) Project Grant — \$340,844

- > one NHMRC Early Career Fellowship — \$304,596
- > four Centre of Excellence for International Finance and Regulation projects — \$249,100.

Researchers at the UTS Business School were also recognised for the impact of their work in their discipline fields and their engagement with industry and the community.

UTS is a consortium member of the Centre for International Finance and Regulation (CIFR); a Centre of Excellence for research and education in the financial sector. Sponsored by the Commonwealth and New South Wales governments, the centre's aim is to become a globally recognised academic centre of excellence in financial market developments and financial system regulation. Researchers within the school were allocated funding by the centre to lead several projects into key financial sector issues.

Researchers from the Centre for Management and Organisation Studies also had success this year through their participation on the federal government's Australian Workplace and Productivity Agency Research Panel. The agency developed the Future Focus, 2013 National Workforce Development Strategy. This strategy details how Australia can position itself for growth in the Asian century, in a competitive global environment where technology and methods of work are rapidly changing.

The expertise of the school's researchers was recognised at an international level this year. Senior lecturer Dr David Beirman co-wrote and co-facilitated six webinars on tourism risk crisis and recovery management for the Pacific Asia Travel Association; a non-profit travel and tourism association that provides leadership and advice to more than 80 government, state and city tourism bodies.

Further, Dr Beirman spoke at a forum organised by the Tourism Authority of Thailand on the safety and security standards within the Thai tourism industry.

Professor Elizabeth Savage was awarded the Australian Health Economics Society Biennial Research Prize for her paper on the relationship between waiting times

for elective surgery and the decision to purchase health insurance. This is the third consecutive time that Professor Savage has been awarded this prize.

Leading researchers Professor Stewart Clegg, Professor Jordan Louviere and Professor Carl Chiarella each received a higher doctorate — Doctor of Letters — from the University this year. Following a rigorous review of their work, the three world-renowned researchers became the first within the business school community to receive higher doctorates from UTS.

Engagement

The UTS Business School and Hub Sydney, a co-working space community, launched a pilot program this year to encourage entrepreneurs and creative activities. Supported by the City of Sydney with a \$20,000 grant, the Practical Business Learning for Entrepreneurs: UTS@HUB program is designed to provide practical, useful support for start-up businesses.

The program was open to 50 people and consisted of five two-hour workshops in skill areas deemed essential for entrepreneurs.

The program was a perfect fit for the school; bringing together the collaborative, entrepreneurial culture of Hub Sydney with the school's expertise in rigorous, practical learning.

The school continued its relationships with several corporate clients, including the Commonwealth Bank of Australia and PricewaterhouseCoopers. Events included the annual CBA Business Case Competition where students worked in a team to solve a real business problem faced by the bank.

The school maintained its relationship with its local and international alumni this year through a series of events. A total of 22 events were held drawing more than 1700 alumni back to UTS.

The UTS MBA refresher was held, bringing MBA alumni back to UTS for a day to update their skills, knowledge and networks. Supported by industry partner AMP Capital, this event continues to grow with a 41 per cent increase in attendance and a 128 per cent increase in alumni donors in 2013.

An alumni seminar was held in Beijing in September for the final cohort of Tsinghua University/UTS Master of Management (Sport Management) graduates. School Deputy Dean Professor Tracy Taylor addressed the alumni, who include a number of former Olympians, China Central Television presenters, managers of successful sport businesses, government officials, entrepreneurs and leading sport administrators.

The school hosted a series of lectures this year around the theme of the future of work. In November, Ken Segall, former creative director at Apple's advertising agency, spoke to an audience of students, alumni and industry partners about his experience working with Apple and Steve Jobs.

Australian Research Council-funded research projects

An edition of the remaining unpublished writings of JM Keynes
Funding: \$237,000 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Roderick O'Donnell

Heuristic-based behavioural models with an application to macroeconomics
Funding: \$190,000 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Mikhail Anufriev

Improving choice models: multiple goal pursuit and multi-stage decision processes
Funding: \$680,000 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Joffre Swait

Nanny state or good public policy: Do the benefits of mandatory health programs justify the loss of consumer choice?
Funding: \$350,000 (ARC Discovery Projects funding scheme, over three years)
Recipient: Associate Professor Stephen Goodall

Strategic behaviour in games
Funding: \$174,000 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor John Wooders

Funding: \$383,312 (ARC Discovery Early Career Researcher Award funding scheme, over three years)
Recipient: Dr Meliyanni Johar

Note: Australian Research Council-funded projects were awarded in 2013, commencing in 2014; except for ARC Linkage and ARC Future Fellowships, which commenced in 2013.

In 2013

8

PhD graduates

2152
undergraduate
students¹

484
postgraduate
students¹

\$842,721
new external research income

1. Equivalent full-time student load.

Teaching and learning

Leadership in the use of new digital technologies is a key element of the faculty's strategic plan. This influenced the development of all undergraduate and postgraduate coursework programs this year.

In 2013, examples of this strategy included the development of a landscape program, the Bachelor of Design in Landscape, that will focus on new technologies and the complex issues of urban landscapes, and the creativity needed to retain and create meaningful environments in these landscapes.

The Bachelor of Property Economics was restructured to strengthen project-focused subjects that integrate theoretical and creative understanding with technical and professional skills; and the Bachelor of Construction Project Management increased the use of digital visualisation to analyse cost and construction process management.

In addition to the focus on practice-oriented learning, the faculty continued to restructure all of its degrees to a 3 + 1 model (three years undergraduate with optional one-year honours). This model facilitates entry into research degrees from the honours year.

The School of Design implemented the 3 + 1 model into all of its degrees. This strengthened the use of new technologies and the integration of these technologies in creative practices by increasing the time available to students.

One of the most significant initiatives within the faculty during the year was the conception, accreditation and launch of the pan-University Bachelor of Creative Intelligence and Innovation. It is the first undergraduate degree of its kind in Australia.

The faculty continued mapping graduate attributes throughout all of its courses. A set of five graduate attribute categories have been developed that apply across the three schools: communication and group work, attitudes and values, practical and professional, research and critique, and innovation and creativity.

In October, the faculty board approved a document outlining the processes for developing a course's intended learning outcomes, refining assessment criteria, linking to the graduate attributes and upgrading subject outlines. This will govern the updating of subjects, ensuring that graduate attributes and course intended learning outcomes are gradually embedded across all subjects in the faculty and refined as courses are re-approved.

Through student collaboration, the faculty developed a web-based animation to communicate to students and staff the importance of graduate attribute development. The animation was well received by students and staff.

The faculty continued to implement the University's Learning2014 initiative with the development of new teaching and learning models in a wide range of subjects, such as the project management postgraduate coursework subjects that are now held in one of the University's new collaborative spaces featuring technology-enabled pods.

The design and architecture schools, and all creative outcome subjects, employed flipped learning, with 80 per cent of design and architecture subjects taught in studio mode. Further, built environment academic staff participated in flipped learning action groups.

Internationalisation of the curriculum was also a key focus for 2013. The faculty now extends beyond the mere provision of occasional case studies to in-depth case studies throughout all subjects. Students gained international experience through academic staff who bring strong international research profiles and experience; a program of study trips delivered by academic staff as a core part of the curriculum; and an ongoing guest lectureship program that featured high-profile international leaders in their fields.

The School of Architecture in particular has a strong international focus. In 2013, the school continued to offer global field studios at master's level, visiting New York and Berlin. New destinations planned for 2014 include South America and Japan.

Research

A major achievement this year has been the sustained change of culture initiated from the Centre for Contemporary Design Practice's symposium, held in late 2012. All research and academic staff attended this symposium.

A focus this year was the realignment of individual, and sometimes disparate, research interests to a coherent faculty-wide research strategy. In order to foster a strong faculty-wide research culture, the faculty implemented a number of programs and initiatives for its researchers around three key initiatives — design for cities, design thinking, and virtual construction prototyping.

Support for a strong research culture also came from participation in the UTS Distinguished Visiting Scholars Scheme. Four scholars contributed to the faculty in 2013: Professor Paul Carter, Professor of Design/Urbanism, Architecture and Design, RMIT; Professor David Frohlich, Director of Digital World Research Centre at the University of Surrey, and Professor of Interaction Design; Professor Gesche Joost, Professor for Design Research at the Berlin University of the Arts, and head of the Design Research Lab; and Professor Kas Oosterhuis, Professor of Architectural Design, Director of Hyberbody, Delft University of Technology.

This year the faculty implemented a three-step integrated approach to the support and management of higher degree by research (HDR) students: effective monitoring, targeted support and outreach, and structured support for supervisors. Candidature assessments are now designed around two full-day symposia, timed to invite distinguished scholars to participate. The faculty is now observing fewer resubmissions, fewer changes of supervision and improved turnaround to resolve disputes.

HDR students were included in activities for the faculty's early career researchers (ECRs), and strong links to the faculty's research strength Centre for Contemporary Design Practice were formed to connect HDR students to a wider context for their research.

Support for HDR supervisors now includes participation in an annual forum. The faculty also encouraged new models of supervision, such as group supervision, and mentored new supervisors.

Growth in the number of HDR students continued, with 19 new candidates this year, including two Indigenous PhD candidates. The faculty achieved a record number of 15 HDR completions.

The faculty's ECR development program was refined in 2013. The program comprised regular skills-based seminars on topics such as writing for journal publication, using various methodologies, the link between research and creative outcomes, and best practice in attracting industry partnerships, as well as the opportunity for ECRs to present research in progress. The Centre for Contemporary Design Practice tailored a series of seminars and ECR one-to-one mentoring sessions with visiting scholars. All programs were well attended by the faculty's ECRs and full-time HDRs and positive feedback was received on the usefulness of all components.

Engagement

This year the success of the faculty's practice-oriented learning was demonstrated through its continued external engagement with more than 15 end-of-year student exhibitions. More than 5000 people attended these exhibitions in 2013, which included Index, the School of Architecture's graduate exhibition; the fashion and textiles runway show; a graduate show from visual communication students; a design exhibition; and the inaugural built environment exhibition.

The faculty's staff also continued to engage with the external community with public presentations of both traditional and creative research outcome.

The School of Architecture continued to set a high standard for creative practice at an international level. As part of the Sydney Opera House's 40th anniversary celebrations, an architecture and design symposium was held, bringing together Danish and Australian architects and designers. The School of Architecture's Professor Anthony Burke was invited to curate the exhibition, where he also joined with Professor of Practice (Architecture) Gerard Reinmuth to co-host a number of sessions.

In 2013

70

PhD graduates

3969

undergraduate
students¹

1345

postgraduate
students¹

\$7.366m

new external research income

1. Equivalent full-time student load.

Teaching and learning

The Faculty of Engineering and Information Technology delivers practical and industry-focused education. This is evidenced through the faculty-wide graduate attributes that have been developed with extensive industry consultation to confirm their relevance. The graduate attributes also embody the practice-oriented UTS model of learning.

Course intended learning outcomes have been mapped to the requirements of professional accreditation bodies. Further, in the external accreditation of its information technology courses by the Australian Computer Society, the faculty received a commendation for its graduate attributes project.

The use of an e-portfolio was piloted this year to assess graduate attributes by understanding a student's achievements in a course. In the future, students will commence their portfolios at orientation and continue developing them throughout their course; enabling staff to make changes and track progress and improvements in student learning.

The faculty's hands-on and practice-based approach to teaching and learning ensures

its students are ready for the challenges of the real world. As part of first-year subject Engineering Communication, six students participated in the Engineers Without Borders Challenge; winning the New South Wales final and presenting at the national showcase in Melbourne. The students developed a project entitled Climate Change and Food Security in Timor Leste in response to the challenge's brief based on a set of sustainable community development projects in Timor Leste. The team presented to an audience of peers, academics, engineering professionals and members of the Timor Leste community.

Students from the UTS Robotics Society were awarded Best Robot Design at the National Instruments Autonomous Robotics Challenge. Participants were required to build an autonomous robot and display its abilities in obstacle avoidance, object handling and navigation.

One of the faculty's Bachelor of Information Technology graduates had success at the Tech23 awards. Brad Lindenberg won the Tech23 People's Choice Award for BuyReply, an e-commerce platform, which he co-founded.

Research

The faculty's research was recognised internally and externally this year.

At the Vice-Chancellor's Awards for Research Excellence Dr Hokyong Shon was a joint winner in the Early Career Research Excellence award and Dr Min-Hsiu Hsieh was highly commended in this category.

In this year's Engineers Australia Engineering Excellence Awards Sydney Division UTS, in collaboration with the New South Wales Roads and Maritime Service (RMS), won in two categories for their autonomous grit-blasting robotic system for steel bridge maintenance.

Researchers from the faculty's Centre for Intelligent Mechatronic Systems and RMS developed the system to improve the health and safety of maintenance workers, and two prototypes worked throughout the year on the Sydney Harbour Bridge.

Earlier in the year, the system was a finalist in the 2013 Australian Museum Eureka Prize innovative use of technology category.

The technology has now been commercialised with the formation of spin-off company Sabre Autonomous Solutions. Further, at Australia's premier innovation and technology event Tech23, the company won the Tech23 2013 Greatest Potential Award.

Also receiving recognition this year was PhD student Brett Hagelstein who worked on developing an algorithm that creates alternative Wi-Fi pathways to prevent wireless traffic jams. In August, Brett took out the UTS three minute thesis competition final, where 11 PhD students were required to explain their work in three minutes, with the help of only one PowerPoint slide.

The faculty's research showcase was held in June. The showcase gives doctoral and master's by research students a chance to display the research they are undertaking, while providing attendees with the opportunity to network with industry representatives, members of other universities and staff and students from UTS; hear about some of the latest research innovations across a wide range of engineering and IT disciplines; meet the new generation of engineering and IT researchers; and view the increasingly diverse range of research being conducted within the faculty.

Dean Professor Hung Nguyen was made a fellow of the Australian Computer Society this year.

Engagement

The Galuwa Engineering Experience Program (Galuwa means 'to climb' in Gadigal language) was held in July. Aboriginal and Torres Strait Islander high school students from Queensland, Victoria and New South Wales travelled to UTS to participate in the inaugural three-day program.

Activities included interactive workshops; mentorship from current engineering students; construction site tour of the University's new Engineering and IT Building (where the faculty will be housed from 2014); lunch at the headquarters of two of the faculty's key industry partners, Lend Lease and Leighton Contractors, with talks by Indigenous cadets and members of staff; and information about career paths.

Response to the program was overwhelmingly positive, with almost 50 applications being received (with 29 students being accepted). The program will run again next year.

First-year student Julia Wong was awarded a 2013 Google Anita Borg Memorial Scholarship; a scholarship designed to encourage women to excel in computing and technology and become role models and leaders. The scholarship provided a financial award and an invitation to attend a retreat at Google that consisted of workshops, speakers, panellists, breakout sessions and social activities.

Julia is a member of the University's Sydney Women in Engineering and Information Technology speakers program. This program takes working professionals and university students into schools to talk to female high school students about the concepts of engineering and information technology and the opportunities they provide to women.

Australian Research Council-funded research projects

Big data machines: internet-scale machine learning techniques to combat the curse of big data
Funding: \$624,616 (ARC Future Fellowship, over five years)

Recipient: Assistant Professor Ivor Tsang

Big graph processing in MapReduce

Funding: \$395,220 (ARC Discovery Early Career Researcher Award funding scheme, over three years)

Recipient: Dr Lu Qin

Developing an innovative high performance thin-film composite membrane using functionalised nanofibrous support layers for engineered osmosis

Funding: \$155,709 (ARC Discovery Projects funding scheme, over three years)

Recipient: Professor Hokshong Yong

Enabling user-centric wisdom engines for big information network search

Funding: \$382,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: Professor Xingquan Zhu

Fuzzy transfer learning for prediction in data-shortage and rapidly-changing environments

Funding: \$394,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: Professor Jie Lu

Location-aware frequent pattern mining from uncertain spatial transaction data

Funding: \$390,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: Professor Chengqi Zhang

Multiview complete space learning for sparse camera network research

Funding: \$916,144 (ARC Future Fellowship, over five years)

Recipient: Professor Dacheng Tao

Nonlinear transfer distance metric learning for gleaning knowledge from the crowd

Funding: \$400,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: Professor Dacheng Tao

Porous carbon based catalysts for lithium air batteries

Funding: \$385,090 (ARC Discovery Early Career Researcher Award funding scheme, over three years)

Recipient: Dr Hao Liu

Real-time query processing over multi-dimensional uncertain data streams

Funding: \$395,220 (ARC Discovery Early Career Researcher Award funding scheme, over three years)

Recipient: Dr Ying Zhang

Note: Australian Research Council-funded projects were awarded in 2013, commencing in 2014; except for ARC Linkage and ARC Future Fellowships, which commenced in 2013.

In 2013

5

PhD graduates

2198
undergraduate
students¹

369
postgraduate
students¹

\$3.47m
new external research income

1. Equivalent full-time student load.

Teaching and learning

The faculty completed the development of its program-specific graduate attributes for all of its courses. Of particular focus this year was the faculty's Indigenous graduate attribute. This attribute has been embedded in all of its programs to demonstrate the faculty's commitment to supporting all staff and students in developing the knowledge and skills needed for meaningful engagement with Indigenous peoples and enable improvements in health outcomes for Indigenous Australians.

Her Excellency Professor the Hon. Marie Bashir, AC CVO, Governor of New South Wales, visited UTS in July to officially launch the Faculty of Health's Indigenous graduate attribute.

The faculty also launched an Indigenous health resource kit, and accompanying website, which contains information on the working party that was set up to develop the attribute and a range of resources.

The faculty continued to experience strong demand for its undergraduate programs with student feedback reflecting high satisfaction and appreciation of the links between the faculty and industry. Faculty teaching staff continued to innovate their teaching practices and many were successful in gaining learning and teaching grants.

A new curriculum for the health services management (HSM) courses was offered from Autumn 2013, with a more contemporaneous approach and clearer articulation between subject linkages.

Strong partnerships have been established with private, public, state and national health care organisations, resulting in interest from a diverse range of industry representatives expressing a willingness to contribute to the HSM course delivery through guest lecturing across the programs.

Dean Professor John Daly and Professor Patricia Davidson were inducted as Fellows of the American Academy of Nursing at a ceremony in Washington DC in October. They join Professor Christine Duffield, who was inducted in 2012. There are now three fellows in the Faculty of Health; the most in any Australian university faculty.

The Faculty of Health participated in the University's global leadership program BUiLD for the first time this year. The program enabled 40 Bachelor of Nursing students to undertake two-week experiential learning programs in either China or Thailand, accompanied by faculty staff. This was a highly positive experience and students reported feeling enriched from their experiences.

In 2014, the faculty is planning a program for sports and exercise students and another program for midwifery students.

Research

A new research centre with a focus on complementary medicine was launched in 2013. The Australian Research Centre in Complementary and Integrative Medicine, headed by the faculty's Professor Jon Adams, will lead critical and rigorous research into complementary medicine in Australia with direct relevance to patient care and health policy.

The centre has established partnerships with a range of associations and organisations, including the Public Health Association of Australia, the Australian Chinese Medical Association, the American Public Health Association and the Indonesian Public Health Association.

In October, the centre announced that it will conduct a three-year study on the outcomes of chiropractic care in Australia. The Australian Chiropractic Research Network project received a grant of \$466,000 from the Chiropractors' Association of Australia. The study will provide a broad evidence-based examination of both chiropractors and their patients regarding issues such as effectiveness, safety and affordability.

The faculty recognises the importance of collaborative research and the establishment of best practice in health care.

Under the umbrella of the Health–Science Alliance — of which the faculty is a founding partner — the Sydney Alliance for Healthcare, Research and Teaching (SAHRT) hosted the inaugural SAHRT symposium. The Brain Health Symposium brought together health researchers and clinicians to discuss brain health research including Alzheimer’s disease, dementia and brain trauma recovery.

The event provided the opportunity for health professionals and researchers to share knowledge and ideas. It will now be an annual event hosted successively by other partner organisations.

Engagement

The faculty’s reputation for research and external engagement was recognised this year with the announcement that the faculty will assume the role of Global Secretariat of the Global Network of World Health Organization (WHO) Collaborating Centres for Nursing and Midwifery Development in 2014. As part of this role, Dean Professor John Daly will be Secretary-General.

The faculty continued its work with the WHO Collaborating Centre for Nursing, Midwifery and Health Development (UTS WHO CC); this time in Samoa. Working with the Samoan Ministry of Health, a framework to provide a vision and a structure to grow, develop and support Samoa’s nursing and midwifery workforce was established. This incorporated pre-registration preparation of nurses and midwives, up-skilling and renewing, and continuing competence requirements.

Faculty staff also undertook a number of activities while in Samoa, including research workshops, an emergency skills workshop, meetings with senior members of the ministry and meetings with representatives from the National University of Samoa.

In 2013, the UTS WHO CC completed a large two-year project — the PNG Maternal and Child Health Initiative — aimed at building midwifery education and

capacity in Papua New Guinea. This project was in collaboration with the WHO in PNG and funded by the Australian Government. The first two years were highly successful with a positive evaluation from the PNG counterparts. The faculty has commenced a further two-year extension of this initiative, again funded by the Australian Government.

The election of fellows in the faculty not only recognises the scientific and professional achievements of faculty staff, but it also raises the faculty’s profile.

Dr Sally Inglis and Dr Phillip Newton from the faculty’s Centre for Cardiovascular and Chronic Care were elected to the American Heart Association.

The expertise of faculty members was also recognised this year when Professor Debra Jackson was invited to be one of only three keynote speakers at the Royal College of Nursing 2014 Annual International Nursing Research Conference in Glasgow.

And the Australian College of Midwives named a new prize in honour of the faculty’s Professor Caroline Homer. The Caroline Homer Writing Prize is an award of \$1000 for the best new author published in *Women and Birth*, the journal of the Australian College of Midwives.

The faculty was involved with a number of local and international community initiatives in 2013. The Centre for Cardiovascular and Chronic Care organised a book drive to collect unused medical and health textbooks to send to the Department of Nursing at the Makerere University College of Health Sciences in Uganda. Access to reliable health information is limited in Africa due to poor infrastructure and limited access to the internet. Nineteen boxes of books were collected.

In September, the faculty hosted a morning tea as part of women’s health week and all staff were asked to donate clothing for Fitted for Work; a not-for-profit service that assists long-term unemployed and disadvantaged women to obtain work (including providing clothes for the women to wear to interviews). Ten bags of work-appropriate clothing was donated as a result of this event.

Australian Research Council-funded research projects

Fit for the future: safeguarding the health and wellbeing of the Australian nursing workforce to sustain future healthcare service delivery

Funding: \$139,438 (ARC Linkage Projects funding scheme, over three years)

Recipients: Professor Lin Perry, Professor Christine Duffield, Associate Professor Robyn Gallagher, Professor David Sibbritt

The rise of complementary self-care: A national sociological study of women’s strategies for coping and living with chronic illness

Funding: \$350,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: Professor Jonathan Adams

Note: Australian Research Council-funded projects were awarded in 2013, commencing in 2014; except for ARC Linkage and ARC Future Fellowships, which commenced in 2013.

In 2013

1249
undergraduate
students¹

726
postgraduate
students¹

\$496,555
new external research income

1. Equivalent full-time student load.

Teaching and learning

This year the faculty focused on the student experience of its first-year students. Its first-year peer mentoring program was reviewed and strengthened. The faculty worked closely with the Law Students' Society to ensure that all mentors completed the induction and training program.

Two new first-year subjects were developed to introduce students to the concepts of law and the legal system, as well as support students in their transition to the study of law.

Foundations of Law and Ethics Law and Justice will be delivered in small group format so that students have the opportunity to get to know their peers and their teachers. The assessments will target the faculty's graduate attributes, and students will be provided with early low or no risk assessment and formative feedback on their progress.

Foundations of Law aims to engage students with the concepts of law and legal systems, the Australian legal framework, and legal method and research in a legal context. Students begin to develop skills in case analysis, statutory interpretation, critical analysis and evaluation, legal reasoning, legal discourse, and legal problem solving. The subject also introduces students to a range of research skills necessary to locate and evaluate resources and develop an effective research strategy.

Ethics Law and Justice aims to provide students with an awareness and understanding of the role of ethics in the legal system and in the legal profession. The ethical responsibilities of legal practitioners, established through the common law, legislation and conduct rules are addressed. An understanding of the role of lawyers in society and the promotion of access to justice enables students to reflect on their own ethical approach as a law student and as a member of the legal profession.

Work on the UTS Graduate Attributes Project continued this year. Course intended learning outcomes were developed and refined for all master's courses, and learning objectives targeting graduate attributes were developed for undergraduate law subjects. The aim of the faculty's graduate attributes is to provide law students with authentic learning environments that are informed by professional practice.

To assist students to think about their professional practice after graduation, two career panel evenings were held with guest presenters, all faculty alumni, speaking to students about their diverse legal careers.

Introduced in 2011, the Brennan Justice and Leadership Program now has more than 1200 registered students. This voluntary program demonstrates the interest of the faculty's students in social justice and their desire to go beyond the academic curriculum.

A number of new events were held for the program this year. The inaugural Brennan Program Awards took place in October, with 21 students fulfilling the requirements of the program. The program requires students to attend a series of lectures and events that reflect on different concepts of justice and their applications in a range of social and economic settings; and undertake a voluntary role for a minimum of 200 hours in a legal or non-legal context.

An Inspirational Careers Series was run, which invited past and present practitioners to share their experiences with students. In May, the Hon. Ronald Sackville, AO, former judge of the Federal Court of Australia, barrister, law reformer, scholar and law dean reflected on his career; and later in the year the Hon. John O'Meally, AM, RFD, former President of the New South Wales Dust Diseases Tribunal, and Theodora Ahilas, Principal of Maurice Blackburn Lawyers, spoke on asbestos litigation.

A Justice, Popcorn and Pizza Film Series was held throughout the year, showing films such as *To Kill a Mockingbird* and *Hotel Rwanda*. Further engaging students in the program was the introduction of the Social Justice Soapbox: a lunchtime session in which students were invited to speak, for three minutes, on any social justice or legal topic.

Research

The dedicated UTS Law Research Centre website, which is the central online portal for information on the faculty's research activities, was launched in late 2013. An accompanying research report (for 2012–13) will be distributed in March 2014. These activities reflect the faculty's objective of responsibly and effectively communicating its research to colleagues and the general public.

The Faculty of Law hosted research symposia, seminars and lectures by leading international and national scholars this year. The *Waltons v Maher* 25th anniversary symposium in late 2013 attracted leading speakers from Melbourne Law School, University College London and the Supreme Court of New South Wales to consider the scope, influence and controversies of this landmark decision.

Under the UTS Distinguished Visiting Scholars Scheme, Professor Christopher Tomlins from the University of California, Irvine, visited the faculty in 2013. As part of his visit, Professor Tomlins presented a dedicated symposium and a higher degree by research (HDR) masterclass. These events enrich the research culture of the faculty and facilitate research development.

The faculty increased its cohort of quality postgraduate researchers in law driven by the Chancellor's Postdoctoral Research Fellowships and the faculty-based Quentin Bryce Law Doctoral Scholarships.

Dr Alecia Simmonds became the third Chancellor's Postdoctoral Research Fellow to be hosted by the faculty (from 2014). The Quentin Bryce Law Doctoral Scholarship enrolled its first PhD candidate in 2011 and now has 14 scholarship recipients. Two candidates are expected to complete their dissertations in 2014.

The faculty provided a supportive and inclusive research environment for its HDR students. The terms of two law HDR scholarships — the Quentin Bryce Law Doctoral Scholarship and the Sir Gerard Brennan Scholarship — were revised this year to include the provision of parental leave benefits.

The Sir Gerard Brennan Scholarship, which provides an Indigenous Australian with a stipend and research support to undertake full-time PhD studies at UTS, was further revised to enable students pursuing a Master of Laws to apply.

Dean Professor Lesley Hitchens was awarded the Research Leadership Award at the Vice-Chancellor's Awards for Research Excellence. Professor Hitchens was recognised for her research excellence and for the impact of her research.

Engagement

The faculty is committed to building the aspirations of high school students to pursue university studies. Legal Studies Teachers Link has been designed for teachers and students from selected south western Sydney schools. The program is based on the premise that inspiring and interesting legal studies activities and resources will motivate students to pursue law study at university; and that teachers and students will make a connection with the faculty and will want to study law at UTS.

This year, legal studies classes visited the faculty for all-day workshops and the faculty ran mock trial workshops in school classrooms. Volunteer law students helped with both of these activities.

As part of the Legal Studies Teachers Link the faculty also ran the UTS Legal Studies Day, which offered year 10 students the opportunity to visit UTS and speak to academics and current students, as well as participate in practical activities and workshops relevant to their legal studies curriculum. The day encouraged students to consider university education as a viable option after they finish school (as many of these students are first in their family to consider studying at university).

Faculty research centre Anti-Slavery Australia also engaged with high schools this year through a series of presentations aimed at generating ethically informed discussion around the rights of trafficked and enslaved people in Australia. Through these presentations, students became aware of the issues of slavery, forced marriage, forced labour and trafficking.

Australian Research Council-funded research projects

International law library on the World Legal Information Institute
Funding: \$284,000 (ARC Linkage Infrastructure, Equipment and Facilities funding scheme, over one year)
Recipients: AustLii

Re-inventing authority and integrity of primary legal sources for the online world, using free access to make the legal system more efficient and just
Funding: \$150,000 (ARC Linkage Projects funding scheme, over four years)
Recipients: Professor Andrew Mowbray, Professor Anita Stuhmcke

Note: Australian Research Council-funded projects were awarded in 2013, commencing in 2014; except for ARC Linkage and ARC Future Fellowships, which commenced in 2013.

In 2013

32

PhD graduates

2259
undergraduate
students¹

326
postgraduate
students¹

\$11.685m
new external research income

1. Equivalent full-time student load.

Teaching and learning

The UTS Graduate Attributes Project was a priority for the Faculty of Science this year. Course intended learning outcomes for all courses were developed, with extensive curriculum renewal also undertaken to embed the faculty's seven graduate attributes.

The faculty took the opportunity provided by the graduate attributes project for renewal and adopted a broad approach that enriched not only the faculty's curriculums, but the teaching and learning culture of the faculty. Subject coordinators were encouraged to volunteer to implement peer assessment tools Re:View and SPARK. With the support of faculty colleagues and staff from the Institute for Interactive Media and Learning, this will be rolled out in 2014.

The integration of innovative teaching and assessment practices that exemplify both the UTS model of learning and the Learning2014 initiative was achieved in a number of disciplines.

Further to this, emphasis was placed on fostering a culture of teaching excellence. Two communities of practice (CoP), established and led by Faculty

of Science academics, were a critical element in this strategy. The first-year science CoP and the cross-faculty inquiry and research integrated learning CoP provided a valuable forum for the sharing of innovative teaching practices and discussion about potential opportunities for multidisciplinary collaborations.

The improvements to the faculty's teaching culture were rewarded with a number of grants, publications and prizes, including a national teaching award. Dr Andrea Leigh was awarded a 2013 Citation for Outstanding Contributions to Student Learning from the federal government's Office for Learning and Teaching. Dr Leigh worked consistently throughout the year to develop best learning practices in her environmental science students through learning approaches that highlighted relevance to professional scientific practice.

The faculty created a new suite of coursework master's programs this year, with the Master of Science (Advanced) and the Master of Science (Honours) to be offered in 2014. The Master of Science (Advanced) takes the existing Master of Science and introduces an additional six months of electives; broadening and

deepening students' skill set through exposure to specialist areas such as innovation management, air pollution and health economics. The Master of Science (Honours) involves a year of intensive research embedded within the traditional master's coursework structure. Students will be able to either take their new skills straight back to industry or embark on a PhD.

Research

The faculty worked to support and improve the research skills and capabilities of its higher degree by research (HDR) students this year through the UTS Framework for Doctoral Education. As part of this structured doctoral program, all commencing HDR students completed a doctoral study plan, which takes into account the knowledge and skills needed of the doctoral student at the different stages of their candidature.

The framework also provides for rigorous assessment of students' candidature and progression. This ensured that the faculty's HDR students planned their projects well and that any potential problems were highlighted early and changes made so that the student remained on track for completion.

The faculty continued to build its research profile and capacity this year. The faculty was awarded almost \$4.5 million in funding from the Australian Research Council. The faculty recognises the importance of receiving funding in a competitive environment and, for this reason, a research development fund was approved this year.

Several of the faculty's researchers were recognised for their work in 2013.

> Dr Peter Macreadie was awarded a 2013 Tall Poppy Science Award from the Australian Institute of Policy and Science for his research into seagrass ecosystems and commitment to science communication. The award celebrates scientific excellence and aims to encourage younger Australians to follow in the footsteps of outstanding scientists. As part of the award, Dr Macreadie will also participate in the Tall Poppies Reaching Students Program, which promotes study and careers in science among high school students and teachers.

- > Distinguished Professor Matt Wand was awarded the Australian Academy of Science's 2013 Hannan Medal for research in statistical science; recognising his contribution throughout his research career and the impact his work has had in Australia and internationally.
- > Laura Nolan, an infectious diseases researcher at UTS's ithree institute, was awarded the Marie Curie International Incoming Fellowship (from more than 1500 scientists from around the world). She will take up the fellowship at Imperial College London.

Engagement

Local and international scientists and researchers attended the 2013 New Horizons: Research and Education for Optimal Health conference that was jointly organised by UTS, the University of Sydney and the Kolling Institute of Medical Research at the Royal North Shore Hospital. For the first time in its 30-year history, the conference was held over three days, featuring plenary sessions and workshops. The conference highlighted the importance of research outcomes and impacts on health and broadened partnerships between scientists, health researchers, clinicians and health care educators.

The faculty's Science in Focus public lecture series continued this year, with an increased number of attendees from the University community, alumni and industry; evidence that the community is becoming more aware of the faculty's research. Four hundred people attended the lecture on great white sharks and conservation; and 370 attended the lecture on the ethics of sustainability.

The faculty furthered its engagement with the external community, with high school students in particular, through its participation in the Ultimo Science Festival. The faculty held workshops on forensic science and how to be a crime scene investigator, creativity and mathematics, and creating efficient and sustainable energy.

A hands-on day was held in December for students from Yass High School. The aim of the day was to give students a genuine view and appreciation of the applications of science and mathematics to society, the environment and their everyday life.

Australian Research Council-funded research projects

Australian coastal health watch: Improved marine primary productivity estimates using advanced fast repetition rate fluorometry

Funding: \$736,442 (ARC Future Fellowship, over five years)

Recipient: Dr David Suggett

Comparative eco-physiology of two contrasting arid-zone woodlands in Central Australia: hydrological niche separation and ecosystem resilience

Funding: \$400,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: Professor Derek Eamus

Development of high efficiency nanocatalysts using novel electron beam fabrication and imaging techniques

Funding: \$270,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: Professor Milos Toth

Impacts of extreme hydro-meteorological conditions on ecosystem functioning and productivity patterns across Australia

Funding: \$460,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: Professor Alfredo Huete

Incorporating new knowledge of phytoplankton diversity and nutrient utilisation into an ocean-climate model to improve forecasts of ocean function

Funding: \$375,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: Dr Martina Doblin

New generation nanostructured coatings with combined control of spectral and angular emissivity

Funding: \$350,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: Professor Geoff Smith

Porous carbon based catalysts for lithium air batteries

Funding: \$385,090 (ARC Discovery Early Career Researcher Award funding scheme, over three years)

Recipient: Dr Hao Liu

Salty gas: the ecological risk of saline effluents from coal seam gas and other hydrocarbon resources

Funding: \$180,754 (ARC Linkage Projects funding scheme, over four years)

Recipients: Dr Ben Kefford, Dr Richard Lim, Ross Hynes

Semiparametric regression for streaming data

Funding: \$375,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: Professor Matt Wand

Social networking in a changing ocean: microbial-scale ecological interactions control ocean-scale chemistry

Funding: \$588,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: Dr Justin Seymour

Uncovering the microbial ecology of Australia's coasts: Friends next door or enemies at the gate?

Funding: \$753,905 (ARC Future Fellowship, over five years)

Recipient: Dr Justin Seymour

Universal immunogenic reagents for the detection of latent fingerprints

Funding: \$260,000 (ARC Linkage Projects funding scheme, over three years)

Recipient: Professor Claude Roux

Note: Australian Research Council-funded projects were awarded in 2013, commencing in 2014; except for ARC Linkage and ARC Future Fellowships, which commenced in 2013.

In 2013

147
postgraduate
students¹

\$242,615
new external research income

1. Equivalent full-time student load.

Teaching and learning

The first cohort of students graduated from the Master of Pharmacy this year with over 95 per cent of graduates gaining employment in all areas of the pharmacy industry. The practice-based focus of the degree, applying the principles of the UTS model of learning, coupled with an innovative research-led, problem-based and case-study approach, has produced future-focused graduates who are highly valued by employers.

An example of the type of learning experienced by students is the school's pharmaceutical industry-focused subject, Molecule to Market. This subject follows a drug from discovery to the launch of a new medicinal product to post-marketing surveillance. It acts as a capstone subject integrating content from many previously completed subjects. Central to the subject is a semester-long project to conceive, develop, launch and market an innovative pharmaceutical product. The subject is taught by various experts, including a pharmaceutical company chief executive officer. The student assessment is via a presentation to an investment company soliciting funds for the new product.

The extensive clinical placement programs offered to the Master of Pharmacy students is the largest in Australasia, giving students the opportunity to complete clinical placements in Sydney metropolitan and rural hospital pharmacy departments; high-profile industry placements on-site, including with AstraZeneca, Apotex, Blackmores, Novartis, Reckitt Benckiser, WeightWatchers and the National Prescribing Service; as well as leading community pharmacies.

To prepare students for their clinical placement, the school developed a virtual clinical placement using simulation mannequins or 'robotic patients' at the Faculty of Health. An Australian first, the virtual clinical placement allows students to interact with 'patients' in real-life acute and primary care scenarios in state-of-the-art clinical education facilities, and practise critical patient communication skills. The virtual placement consolidated skills and knowledge learnt throughout the semester; mimicking the competencies required in a clinical and practice environment. Students also benefitted from the expertise of specialist pharmacists who held a number of workshops on drug administration, diabetes and anticoagulation point-of-care testing.

The Master of Pharmacy maps its 158 (course) learning outcomes, 70 assessments and hundreds of learning activities to the UTS Pharmacy graduate attributes, the UTS model of learning, the Australian Pharmacy Council (APC) indicative curriculum, the APC graduate attributes and the Pharmaceutical Society of Australia's competencies using an advanced and purpose-built content management system (CMS). The CMS ensures the Master of Pharmacy degree meets the requirements of all its stakeholders.

This year, the Graduate School of Health also developed a suite of health policy courses: a Master of Health Policy (Advanced), a Master of Health Policy, a Graduate Diploma in Health Policy and a Graduate Certificate in Health Policy. All courses received internal accreditation and will be offered in 2014.

Research

Two research project elective subjects were offered for the first time in the Master of Pharmacy. As part of the school's focus on increasing its number of higher degree by research students in order to enhance its research performance, these subjects provided a pathway for students to articulate into doctoral studies.

Four students completed the research subjects this year, with one student articulating to PhD study. Eight students have enrolled in these subjects in 2014.

The Graduate School of Health gained a second Chancellor's Postdoctoral Research Fellow this year, further enhancing the research capacity of the school. Dr Sabater Hernandez was one out of only 16 researchers to receive funding, which will support his research into a pharmacist-led public health program to provide access to cardiovascular care through community pharmacists.

The school's innovative approach to high-quality research that results in real impact for the community, industry and government bodies was in evidence this year.

A new research project designed to evaluate and improve the implementation of the Diabetes MedsCheck service was launched with Roche Diagnostics Australia.

The research — the first of its kind in Australia — will investigate the impact of Diabetes MedsCheck on the health outcomes of people with diabetes; with the aim of producing a sustainable MedsCheck model that ensures evidence-based best practice and the provision of quality services to patients and pharmacies.

Around 30 community pharmacies across New South Wales, Victoria and Queensland participated in the program and final results will be compiled and published in 2014.

Dr Maria Sukkar was awarded a two-year National Asthma Research Program grant from Asthma Australia and the state and territory asthma foundations for her research into pathways that lead to the thickening of the airway wall in asthma.

Associate Professor Bebawy — one of the school's research leaders who supervised six PhD students, two master's by research students and two postdoctoral scientists this year — was invited speaker for the International Society for Extracellular Vesicles in Boston in April and invited participant at the Gordon Research Conference in Hong Kong in July.

The third UTS: Pharmacy Barometer, produced in partnership with BankWest, was released in November. The UTS: Pharmacy Barometer is a measure of the sustainability of the community pharmacy industry and is a major research tool in shaping the future development of the industry.

Engagement

Two leadership lunches attended by present and future leaders of the profession were held throughout the year. These lunches were held in conjunction with meetings of the school's Pharmacy Industry Advisory Board, which is composed of leading chief executive officers, pharmacy professional leaders and leading pharmacist practitioners from hospital, community and industry.

The first leadership lunch in 2013 took place in April and the role of pharmacists in primary health care, minor ailments and prevention was debated. In attendance were a number of community pharmacists and pharmacy owners, along with representatives from Blackmores, Reckitt Benckiser and GlaxoSmithKline Consumer Healthcare.

In addition to the launch of the UTS: Pharmacy Barometer, the second leadership lunch debated the future of the pharmaceutical industry and was attended by representatives of companies including Aspen Australia, Sanofi, Blackmores and the Australian Self Medication Industry, along with a number of New South Wales pharmacy owners. Warwick Plunkett, Chair of the Pharmacy Industry Advisory Board, hosted the lunch.

The school again held its Innovative Pharmacist of the Year award and annual dinner. Sponsored by AstraZeneca, the award honours the achievements of innovative pharmacists who create solutions to current challenges in the pharmacy sector.

Gold Coast pharmacist Joyce McSwan was awarded a medal and \$5000 towards further professional development for her commitment to pain management education for health care professionals and patients.

The dinner was attended by 300 guests drawn from the community, hospitals, industry, peak bodies, academia and pharmacy students who networked with leaders of the profession.

STUDENTS

Student mobility

UTS is committed to developing students' capacities beyond the classroom, including leadership, personal development and work-ready skills. Our dedication to internationalisation encourages and inspires students to gain international experience to develop intercultural understanding and distinguish our graduates in the global workplace.

The University's successful international studies program, combined with a professional degree, provides opportunities for a semester or year of in-country study in a range of cultures and languages; and global exchange programs offer students one to two semesters study at one of our partner universities. UTS's global leadership program, BUiLD, has continued to provide increasing access to international experiences for students unable to commit to a full semester or year of study abroad. Short-term international study and volunteering options, through BUiLD, have provided a variety of alternative international opportunities.

UTS aims to have 25 per cent of its undergraduate students partaking in an international experience. In 2013, 17.1 per cent of our undergraduate students participated in an international activity, including international studies, global exchange and various study and volunteer activities through BUiLD.

In 2013, exchange semester participation increased by 10 per cent, with 300 students choosing to study at one of our 223 global partners in 39 countries, including new partner universities in Brazil, Belgium and Slovenia.

Participation in our diverse, short-term programs, available through BUiLD, increased this year by 38 per cent. More than 400 of our 2000 BUiLD members participated in an international program, developing their leadership potential and attaining attributes for a career in the global workforce. BUiLD was diversified in 2013 to include the new Health for Wealth: Nursing in Developing Economies program and a study of sustainable engineering practices. The Health for Wealth program facilitated 38 nursing students' visit to China and Thailand to study global developments effects on the health care systems in these two countries. The 18 engineering students who visited Malaysia studied the latest sustainable technologies used in agro-waste management.

In collaboration with our Key Technology Partners, a series of additional options were available, including a three-week language, culture and volunteering program through Huazhong University of Science and Technology; and summer school courses with Shanghai University and Sun Yat-sen University comprising lectures, workshops and industry field trips.

To help facilitate growth in mobility access, UTS was successful in securing funding through the Australian Government's AsiaBound Grants Program, which will enable 11 projects and more than 100 students' participation in mobility programs in Asia in 2014. These grants have been allocated for activities across all UTS faculties.

120 scholarships for Indigenous students

Three job-ready programs on offer

223 global exchange partners

A range of other programs was also initiated to enhance our mobility profile. An exchange program with the University of Texas at Austin facilitated a visit by a group of sports science students for a faculty-led short program, followed by a semester of study at UTS. UTS students will receive reciprocal placements at the University of Texas in 2014. The UTS Business School hosted 30 students from Bocconi University, a premier business school in Italy, for a summer school program. Several UTS students joined the program with the Bocconi students, enabling intercultural exchange and networking.

UTS is also a member of the Global Initiatives Partnership, along with Virginia Polytechnic Institute and State University (USA), Ghent University (Belgium), University of Kent (UK), Universiti Teknologi Malaysia (Malaysia) and Tongji University (China). This consortium provides students with an opportunity for up to two semesters of exchange at two of these partner universities, where one must include an Asian university.

Further, our membership in the International Student Exchange Program, a network of global universities, allows our students to study at more than 200 universities in the United States and Europe; increasing access to multiple universities without individual bi-lateral agreements.

The University will continue to work with partner universities to develop future opportunities and initiatives in exchange and international experiences for our students in 2014.

International students

International students continue to add depth and diversity to our student population. In 2013 our international students came from more than 115 countries. The number of students coming from the Americas and Europe continued to grow, boosted by an increase in study abroad students choosing to experience UTS for one or two semesters and experience the cultural and social benefits of Sydney.

The majority of international students choose UTS for its academic reputation, expertise in specific study areas and for the practical nature of UTS degrees.

Their long-term study goals are to improve their global employability skills and opportunities.

This year, UTS continued to enhance the experience of its international students. A number of programs were introduced and expanded to help students settle into UTS and Australia. Our welcome and first night activities were reviewed, and students were able to take advantage of a welcome pack that included a range of services, including phone or internet access, immediately upon arrival in Australia. Community Connections continued to provide avenues for international students to mix with Australian students in our local communities, through a range of social and volunteering activities. Popular events included the Amazing Race, which familiarised new and continuing international students with the UTS neighbourhood; Clean Up Australia Day at Bondi Beach, culminating in surf lifesaving activities; volunteering programs through the volunteer movement Optus RockCorps, and at nursing homes; picnic days; harbour cruises; and the welcome dinners project, where newly arrived students and community members shared a meal with established families to promote community integration.

Our international students Facebook page, with more than 5400 members, continued to provide connections for new international students, including a page for each newly arriving cohort of students. The page provides information on becoming familiar with Sydney and Australia, making friends, study reminders and tips, and a few fun memes to help students through stressful periods. Students also uploaded their UTS experiences on Instagram.

The University participated in the International Student Barometer (ISB) for the third year in 2013, receiving feedback on international students' experiences. Overall, 88 per cent of UTS's international students are happy studying at UTS.

The ISB feedback is continually used to make further improvements. With the University's new buildings becoming available, students will have access to additional study spaces for individual work, collaborative assignments and socialising. International students resoundingly appreciate access to UTS facilities for study and engagement.

Aboriginal and Torres Strait Islander students

Under the wider umbrella of the UTS Indigenous Education Strategy 2011–2014, the University's Jumbunna Indigenous House of Learning implemented a recruitment and marketing strategy this year with the aim to triple the participation rates of Aboriginal and Torres Strait Islander students by 2018.

In 2013, the University's Indigenous student cohort (undergraduate, postgraduate, higher degree by research) participation numbers increased to 273 students, compared to 253 for the same period in 2012.

Many Aboriginal and Torres Strait Islander high school students see year 12 as the highest level of educational achievement. The University's strategy is focused on changing the aspirations of Indigenous students. UTS believes that a comprehensive schools engagement program, with multiple points of contact combined with multi-year on-campus experiences, will open up the possibilities and opportunities for these students to experience university life.

Ngana Mai, meaning 'to dream' in Gadigal language, offers Aboriginal and Torres Strait Islander high school students the chance to get a taste for life at UTS. In May, students attended faculty-based workshops, met current Indigenous students and went on a tour of Jumbunna's facilities and learnt about their student services. One hundred and ninety students attended this year (up from 45 in 2012).

A new component of the Ngana Mai event was a parents' and community day. This event brought parents to the University to learn about the application process, financial costs and the study and employment opportunities available to students.

Another new event was the teachers and careers advisors day, which consisted of cultural awareness training, best practice student support, information on pathways to UTS and support services offered by Jumbunna. Schools from metropolitan Sydney, western Sydney and areas from outside of the Sydney basin attended.

To raise awareness of the University, Jumbunna continued to attend careers

fairs, community cultural days and regional markets across New South Wales; and conducted three mail outs to approximately 280 secondary schools. We also increased our profile through Jumbunna's Facebook page, and exposure in local print and on local television.

Aboriginal and Torres Strait Islander students are supported at UTS through a range of scholarships. Approximately 120 scholarships were given to Indigenous students in 2013, totalling approximately \$380,000.

Jumbunna continued to support its partnership with Career Trackers, a national non-profit organisation that creates career pathways through structured internship programs with a number of private sector companies. Twenty-eight Indigenous students completed an internship in 2013, with an additional eight students mid-year intake.

Further, Jumbunna seeks to place Aboriginal and Torres Strait Islander students into a range of private and public sector cadetships and internships. Throughout the year, 34 students undertook an external cadetship, four students undertook an internal cadetship and 32 students undertook a work placement.

The Jumbunna International Experience Program (in collaboration with UTS International) enabled six students and two staff to travel to New Zealand in Spring semester. This program provided students with an international experience and a cultural exchange with Maori culture. Two students travelled to Vietnam with the assistance of funding from the University's global leadership program (BUiLD) during 2013.

Support for students

The University's service to students in need of English language and academic support — Higher Education Language and Presentation Support (HELPS) — continued this year. A range of programs and services was offered for students to access, often on a daily basis. More than 3000 students attended a drop-in consultation, 971 students had a one-on-one consultation, 2750 students took advantage of conversation sessions, and skills and writing workshops held throughout the year were well attended.

The University's peer-assisted study program, U:PASS, was incorporated into HELPS this year. This program helps students who are studying subjects that are perceived as difficult or have a high failure rate. In 2013, 4500 students across 50 subjects received help with their study. Results for Autumn semester showed a 14 per cent grade difference between students who did not attend U:PASS and those who attended regularly.

Further information on support and services for students is available in appendix six in volume two.

Social leadership

The University's social leadership and volunteer program, SOUL, was launched in 2012 as part of UTS's commitment to social justice. The program encourages students to venture beyond their degree and go out into the community. This year, the program worked with more than 30 community organisations, including Mission Australia and the New South Wales peak body for volunteering, the Centre for Volunteering.

An improvement to the program was made in the form of the Skill Up workshops, which offered all four compulsory SOUL workshops over a two-day intensive program. The four workshops comprised a welcome to SOUL, a practical leadership styles workshop, social issues 101 and a workshop on project management.

More than 800 students now participate in UTS: SOUL, with more than 7000 hours of recorded volunteer work.

The University's well-established community-focused program, Shopfront, completed 50 projects this year. Students from five faculties were involved in projects that ranged from one student undertaking research on trauma-informed care for a multicultural drug and alcohol education centre, to a larger team project with industrial design students developing glamorous camping (glamping) concepts for an Indigenous organisation on the north coast of New South Wales.

Graduate success

To ensure our students are prepared for their future careers, UTS offers three main 'job ready' programs: the UTS Accomplish Award, Job Truths and a graduate bootcamp.

Launched in 2012, the UTS Accomplish Award is an extracurricular program focused on improving student employability. To receive the award, students completed 100 hours of employment practice and 20 hours of employment skills workshops. Approximately 250 students completed the award this year (up from 100 last year).

Job Truths is held each semester to help students make informed decisions about their career. This year guest speakers from 17 industries spoke about their day-to-day work, the challenges and rewards of their roles and what skills are needed to succeed in their industry. Panellists included a journalist from the Special Broadcasting Service, a project manager from Stockland, a commissioning editor from HarperCollins and a service design manager from Fujitsu.

The University trialled a 'graduate bootcamp' in 2013. The aim of the bootcamp was to help students apply for a graduate program; often the first step in a student's career. The event included talks from expert panellists on why companies have them, what is involved, what it's like to start your career on a graduate program and how the recruitment process works.

In addition to these three programs, a mentoring program was piloted this year. The UTS Professional Mentor Program offered final-year students from four faculties (Arts and Social Sciences, Business, Engineering and Information Technology, and Science) mentorships with members of UTS alumni, industry experts and employees from organisations involved in UTS advisory groups.

The University's careers service also offered a range of services to students, including one-on-one consultations, an online jobs notification service and careers fairs.

Graduations

More than 6200 students graduated from the University this year. Thirty-three graduation ceremonies were held, with two held in Shanghai and Hong Kong. The University also awarded a number of honorary doctorates at this year's ceremonies (details of these are available on page 68).

UTS Union

The UTS Union is a key part of the University community. In 2013 there were 143 clubs and societies affiliated with the union. These clubs were home to 16,654 UTS student members.

Each year, the union introduces new activities and initiatives to attract and engage new students. This year's new initiatives created 7000 new touchpoints (a touchpoint is created when a student engages with a union club/society, event/activity).

New initiatives in 2013 included:

- > harmony week: a week of events and activities that brought together all religions to foster peace and understanding on campus
- > pride week: a week of events and activities to raise awareness for the lesbian, gay, bisexual, transgender, intersexed and queer/questioning community
- > 4D series: a series of four lectures and practical exercises for students on cooking, finance, Australian history and government. For each event a special presenter was brought in to present the lecture
- > Project Pitch: an entrepreneurship weekend aimed at generating interest among UTS students to start up and develop their own business and create an entrepreneurial community at UTS. The winner received a cash prize of \$10,000, and will represent the University at the Virginia Tech KnowledgeWorks Global Challenge in 2014
- > postgraduate cocktail events: these events brought together industry and senior academics with postgraduate students to facilitate networking.

In total, the union created 69,767 touchpoints in 2013 across its events, activities and clubs.

Widening access

In 2013, UTS received \$2.8 million in funding from the federal government's Higher Education Participation and Partnership Program: a program designed to ensure that Australians from low socioeconomic (low-SES) backgrounds who have the ability to study at university get the opportunity to do so.

The University's Equity and Diversity Unit distributed the funds over a two-year period, including the funding of 65 projects under the UTS Widening Participation Strategy (WPS).

UTS sustained its low-SES student cohort this year, with 663 new students (up from 636 in 2012), representing 11.04 per cent of the total student cohort¹.

Key projects and highlights for 2013 are listed below under the four main themes of the WPS.

Building aspiration

- > The U@Uni summer school program expanded significantly this year, with more than 500 low-SES high school students (years 10–12) attending.

In addition to the two-week summer school, a range of follow-up workshops was held and attended by more than 430 students.

More than 96 per cent of participants agreed that the summer school helped them to understand what university life is like and 91 per cent said it encouraged them to want to go to university.

Eight students who participated in previous summer schools, and who now study at UTS, were employed as student mentors to support the U@Uni summer school program.

- > The HSC tutorial scheme, where UTS students tutor years 10–12 students at partner schools, also expanded this year with 250 students accessing the scheme (up from 72 in 2012), nine schools (up from six in 2012) and 35 tutors (up from 12 in 2012).

A number of academic skills workshops were introduced this year, covering critical thinking, academic writing and study skills.

An HSC tutorial scheme awards ceremony was held to recognise the achievements of the 35 tutors. It was attended by more than 70 guests, including principals, other school staff and UTS Chancellor Professor Vicki Sara and Deputy Vice-Chancellor and Vice-President (Teaching, Learning and Equity) Professor Shirley Alexander.

- > More than 1200 students attended workshops and events held on campus and at schools (a 50 per cent increase from participation in 2012). Projects were run by the UTS Art Gallery and several faculties.

The pan-university Bridges to Higher Education initiative continued in 2013 and contributed to the building aspiration theme of the University's WPS. Five universities — UTS, Macquarie University, University of Western Sydney, the University of Sydney and the Australian Catholic University — worked with schools and communities to improve the participation of low-SES students in higher education.

As part of the initiative, 262 schools were reached, involving more than 73,500 students, 2200 teachers, 3600 parents, 1600 volunteers and 85 projects.

1. UTS BI 2006 LSES indicators.

Widening access

- > Seven hundred and fifty students enrolled at the University through its educational access scheme, inpUTS (representing 12.5 per cent of total admissions).
- > The UTS principals' recommendation scheme (PRS) offered a further 110 places to year 12 students demonstrating financial disadvantage and who were admitted on the basis of their school principal's recommendation, in combination with their Australian Tertiary Admission Rank.

The Student Services Unit continued a case management program to support students admitted via the PRS. Individual learning plans and additional tutoring were available to all students, with 93 students taking up these support services, and 72 per cent of PRS students reporting they felt more confident in their first year of university as a result of participating in the program.
- > Both access schemes (inpUTS and PRS) demonstrated positive rates of retention and success, with both being comparable to 'all students' results. In 2013, inpUTS student retention was 92.56 per cent and PRS was 91.01 per cent, compared to 91.79 per cent for all students. (Across these groups, the success rate (pass rate) in 2012 indicated success of 89.22 per cent for inpUTS, compared to 91.44 per cent for PRS, and 90.81 per cent for all students.)
- > Our commitment to widen access to mature-age low-SES students continued through the new Sydney Institute TAFE-UTS Pathways Project. Managed by the Equity and Diversity Unit, in collaboration with faculties and support units, information and aspiration-building sessions were delivered to approximately 300 TAFE students.

The Student Services Unit supported widening access and effective transition of mature-age students through an information technology support project, which provided opportunities for social engagement, subsidised tutoring and IT sessions on various software programs.
- > Work on formal credit transfers and articulation arrangements continued, with the Faculty of Engineering and Information Technology finalising revised articulation arrangements between TAFE and faculty courses, and promoting these to TAFE students through outreach activities.

Retention and success, and inclusive community

- > The University's first-year experience program continued in 2013. Grants of up to \$4000 were available to teaching staff of first-year subjects for the development of subject resources to support student transition and learning, and improvement of first-year classroom practice and curriculum design with the goal of enhancing students' experiences, retention and success in first-year subjects.
- > The University-wide first-year community now has more than 350 participants who are involved in teaching or supporting undergraduate students in their first year at UTS. The community enables the sharing of effective first-year teaching and learning practice across the University, and raises awareness of new support services available to students. The group includes almost 230 academics, from all faculties and the Institute for Interactive Media and Learning, along with professional staff from the Student Services Unit, the UTS Library, the Equity and Diversity Unit and a range of other groups. It has also attracted some external participants from TAFE and targeted schools. The community held five first-year forums during 2013, with each attracting between 60 and 90 participants.
- > First-year transition experience coordinators were appointed in faculties for the first time in 2013. Their responsibilities included developing first-year communities within the faculty, working with academics to improve the first-year experience and liaising with students who have entered UTS through the PRS.
- > Three hundred and fifty-two students were supported through diversity access scholarships ranging from \$600-\$2500, and totalling \$920,000.
- > Five high-achieving students with financial disadvantage were supported in their transition to UTS with a Vice-Chancellor's Merit Scholarship, worth \$12,500 a year for the duration of their undergraduate study.
- > Additional equity funds totalling \$243,000 were provided to the Student Services Unit to assist with grants, housing and computer access for financially disadvantaged students.

Global exchange

The UTS global exchange program allows our students to study overseas for one or two semesters at a UTS partner university in Asia, Europe or the Americas. Students are given the opportunity to gain intercultural knowledge, skills and an experience in another country.



ARGENTINA

Pontificia Universidad Católica Argentina, Santa María de los Buenos Aires
Universidad del CEMA
Universidad Nacional de Cuyo

AUSTRIA

Akademie der Bildenden Künste Wien
Fachhochschule Vorarlberg
MCI — Management Center Innsbruck
Wirtschaftsuniversität Wien

BELGIUM

Universiteit Gent

BRAZIL

Pontificia Universidade Católica Do Paraná

CANADA

Ecole des Hautes Etudes Commerciales (HEC) de Montréal
Ryerson University
Université Laval
University of Ottawa
Université du Québec à Montréal
University of Regina
University of Waterloo

CHILE

Pontificia Universidad Católica de Chile
Universidad Adolfo Ibáñez
Universidad Católica de la Santísima Concepción

CHINA

Beijing Institute of Technology
Huazhong University of Science and Technology
Shanghai University
Shanxi University
Sun Yat-sen University
Tongji University
University of Nottingham Ningbo

COLOMBIA

Pontificia Universidad Javeriana
Universidad de Los Andes
Universidad de La Sabana

DENMARK

Aalborg Universitet
Århus Universitet
Arkitektskolen i Århus
Business Academy Southwest
Danmarks Medie- og Journalisthøjskole
Danmarks Tekniske Universitet
Erasmus Mundus Consortium — Journalism
Handelshøjskolen i Århus
Handelshøjskolen i København
Københavns Universitet

FINLAND

Aalto-yliopisto
Helsingin Yliopisto

FRANCE

BEM, Bordeaux Ecole de Management
ECE Paris — Ecole d'ingénieurs
Ecole Nationale Supérieure d'Architecture de Toulouse
Ecole Supérieure de Commerce de la Rochelle
Ecole Supérieure de Commerce de Reims
Ecole Supérieure de Gestion
Ecole Supérieure des Sciences Commerciales d'Angers (ESSCA)
École Supérieure de Commerce (ESC) de Toulouse
Groupe Sup de Co Amiens Picardie
L'Ecole de Design Nantes Atlantique
Skema Business School
TELECOM SudParis
Université de Caen Basse-Normandie
Université de Poitiers
Université de Provence-Aix-Marseille
Université de Reims Champagne-Ardenne
Université de Strasbourg
Université de Technologie de Troyes
Université du Sud Toulon-Var
Université Lumière Lyon
Université Michel de Montaigne — Bordeaux
Université Paris Dauphine
Université Rennes 2

GERMANY

Eberhard Karls Universität Tübingen
European Business School
Fachhochschule Aachen
Fachhochschule Karlsruhe Hochschule für Technik
Frankfurt School of Finance & Management
Georg-August-Universität Göttingen
Hochschule für Gestaltung Schwäbisch Gmünd
Hochschule für Technik und Wirtschaft Berlin
Hochschule Wismar, University of Applied Sciences
Karlsruher Institut für Technologie
Technische Universität Berlin
Universität des Saarlandes
Universität Hamburg
Universität Konstanz
Universität Mannheim
Universität Potsdam
Universität Regensburg
Universität Stuttgart
University of Bayreuth
WHU – Otto Beisheim School of Management
HONG KONG
City University of Hong Kong
Hong Kong Baptist University
The Hong Kong Polytechnic University

HUNGARY

Budapest University of Technology and Economics

INDIA

Anna University

IRELAND

Dublin City University

ISRAEL

Technion — Israel Institute of Technology

ITALY

Libera Università di Lingue e Comunicazione 'IULM' di Milano
Politecnico di Milano
Politecnico di Torino
Università Ca' Foscari, Venezia
Università Cattolica del Sacro Cuore — Milano
Università Commerciale 'Luigi Bocconi' di Milano
Università degli Studi di Bergamo
Università degli Studi di Bologna 'Alma Mater Studiorum'
Università degli Studi di Genova
Università degli Studi di Modena e Reggio Emilia
Università degli Studi di Torino
Università degli Studi di Trieste
Università del Salento



Sweden (6) Finland (2)
 Norway (1)
 United Kingdom (13) Denmark (10)
 Ireland (1) The Netherlands (6)
 Belgium (1) Germany (20)
 France (23) Austria (4)
 Switzerland (7) Hungary (1)
 Slovenia (1)
 Spain (18) Italy (13) Turkey (1)
 Portugal (1) Israel (1) Kuwait (1)
 India (1)
 South Korea (3) Japan (22)
 China (7) Hong Kong (3) Taiwan (2)
 Thailand (2) Philippines (1)
 Malaysia (2) Singapore (1)
 New Caledonia (1)

JAPAN

Gifu University
 Hokkaido University of Education
 Ibaraki University
 J. F. Oberlin University
 Kagoshima University
 Kanazawa University
 Kansai Gaidai University
 Kyoto University of Foreign Studies
 Kyushu Institute of Technology
 Kyushu University
 Nagoya Institute of Technology
 Nara Institute of Science and Technology
 Niigata University
 Nishogakusha University
 Okinawa University
 Osaka Prefecture University
 Saga University
 Saitama University
 Sapporo University
 Yamaguchi University
 Yamanashi University
 Yokohama National University

KUWAIT

Kuwait University

MALAYSIA

Universiti Sains Malaysia
 Universiti Teknologi Malaysia

MEXICO

Instituto Tecnológico y de Estudios Superiores de Monterrey (ITESM)
 Universidad de Guadalajara
 Universidad de las Américas Puebla
 Universidad Nacional Autónoma de México
 Universidad Veracruzana

NETHERLANDS

Erasmus Universiteit Rotterdam
 Maastricht University
 Technische Universiteit Delft
 Technische Universiteit Eindhoven
 Universiteit van Amsterdam
 Universiteit van Tilburg

NEW CALEDONIA

Université de la Nouvelle-Calédonie

NORWAY

BI Handelshøyskolen

PERU

Pontificia Universidad Católica del Perú

PHILIPPINES

Ateneo de Manila University

PORTUGAL

Universidade Nova de Lisboa

SINGAPORE

Nanyang Technological University

SLOVENIA

University of Ljubljana, Faculty of Economics

SOUTH KOREA

Korea University
 Sogang University
 Yonsei University

SPAIN

Escola Universitaria d'Hoteleria i Turisme CETT (Universitat de Barcelona)
 IE Universidad
 Universidad 'Alfonso X El Sabio'
 Universidad Antonio de Nebrija
 Universidad Carlos III de Madrid
 Universidad de Cantabria
 Universidad de Granada
 Universidad de la Rioja
 Universidad de Málaga
 Universidad de Navarra
 Universidad de Sevilla
 Universidad de Zaragoza
 Universidad Pontificia Comillas de Madrid
 Universidad Pública de Navarra
 Universitat Autònoma de Barcelona
 Universitat Politècnica de Catalunya
 Universitat Pompeu Fabra
 University of Cadiz

SWEDEN

Högskolan Dalarna

Högskolan i Jönköping
 Kungliga Tekniska Högskolan
 Linköpings Universitet
 Stockholms Universitet
 Uppsala Universitet

SWITZERLAND

Università della Svizzera Italiana
 Universität Bern
 Universität Zürich
 Universität de Fribourg
 Université de Lausanne
 Université de Neuchâtel
 Zürcher Hochschule für Angewandte Wissenschaften (ZHAW)

TAIWAN

National Taipei College of Business
 National Taiwan Normal University

THAILAND

Chulalongkorn University
 King Mongkut's University of Technology Thonburi

TURKEY

Koc University

UK

Bangor University
 Bath Spa University
 City University London
 Glasgow School of Art
 Loughborough University

Manchester Metropolitan University
 Nottingham Trent University
 Oxford Brookes University
 Regent's University London
 University College for the Creative Arts at Canterbury, Epsom, Farnham, Maidstone and Rochester
 University of East Anglia
 University of Stathclyde
 University of Westminster

USA

California State University, Sacramento
 Clarkson University
 George Mason University
 Kent State University
 Northern Arizona University
 Oregon State University
 Pace University
 San Diego State University
 San Francisco State University
 State University of New York at New Paltz
 University of Arizona
 University of Hawaii at Manoa
 University of Miami
 University of Minnesota, Twin Cities
 University of North Carolina Exchange Program (UNCEP)
 University of Texas at Austin
 University of Texas at El Paso

STAFF

Leadership and development

In the 2012 staff survey, two areas were identified as needing improvement: career development opportunities and cross-unit cooperation. As a result, we continued to build on a number of key initiatives to improve these findings for future surveys.

One particular focus was the further embedding of leadership development for both academic and professional staff through the University's two leadership development programs: leading academics and leading professionals.

In 2013, more than 60 professional staff leaders took part in the leadership development programs. More than 100 targeted development conversations were held, and support via mentoring and executive coaching was provided to a number of leaders. Other modules included dispute handling tactics and change management.

A number of faculties and units took their leadership teams through 360-degree feedback (involving colleagues and supervisors).

UTS recognises the need to have established career profiles and options that allow academic staff to specialise in particular aspects of academic work. Under the Academic Career Framework, education-focused roles are now recognised in addition to integrated roles (the predominant role at UTS) and research-focused roles. This is part of the University's wider strategy to offer attractive and effective academic careers that acknowledge and reward the diversity of academic work.

Research Equity Initiative launched

Leadership development programs for staff

New staff intranet commenced roll out

In September the Vice-Chancellor presented the annual Career and Professional Development Awards for non-academic staff. These awards recognise and reward high-performing professional staff.

- > Adrian Bancelhon, IT Client Coordinator, Information Technology Division
- > Kathryn Burton, Technical Officer, Faculty of Arts and Social Sciences
- > Michelle Callen, Senior Manager, Strategic Research Communications, Marketing and Communication Unit
- > Jemima McDonald, Information Services Librarian, UTS Library
- > John Moore, Administration and Finance Officer, Faculty of Science
- > Paul Nguyen, eResearch Technical Officer, Information Technology Division
- > Karina Sherwood, Faculty Operations Manager, Faculty of Health.

Professional staff

This year saw a change in nomenclature from support staff to professional staff to better reflect the work and professionalism of the University's non-academic staff.

In June the UTS Professionals Network (UPN) was launched. This initiative, the first of its kind in the tertiary sector, was developed by and for UTS professional staff members and is designed to focus on informal learning as a mode of professional growth.

Meetings and events were held throughout the year, including 'meet the boss' sessions, facilitated discussions about professional practice, custom professional development workshops and networking opportunities.

Inclusive community

The University's Equity and Diversity Unit is committed to the provision of training and development activities that contribute to UTS's capacity to be an inclusive and welcoming place to work and study. These activities also assist the University in complying with state and federal anti-discrimination legislation.

The unit held three different sets of mental health education throughout the year. More than 100 staff completed the mental health first aid course; 35 staff attended the mental health awareness sessions; and 50 supervisors and managers completed an awareness-raising session about responding appropriately to staff members with a mental illness.

The unit also held development programs specifically for the University's female staff. The academic leadership workshop for academic women focused on personal leadership attributes; and the career development support day for female staff in mid-level positions provided information and skill development for career progression.

The University's Ally program was expanded this year, with the training of 16 new 'Allys'. The UTS Ally program provides support for lesbian, gay, bisexual, transgender, transsexual and intersex members of the UTS community. An Ally is a trained volunteer who provides safe contact for students and staff who identify as lesbian, gay, bisexual, transgender, transsexual or intersex.

Under the banner of the UTS Wingara Indigenous Employment Strategy, an Indigenous academic forum was held that brought together Aboriginal and Torres Strait Islander academic staff from across the University to share research and explore development opportunities.

The Wingara strategy incorporates a range of programs to increase the number of Aboriginal and Torres Strait Islander staff at UTS. Traineeships and cadetships in faculties and units across the University were offered this year, and seven Indigenous staff enrolled in a PhD. Also in operation was the employment mandate scheme whereby each faculty and unit is required to take reasonable steps to employ at least one Aboriginal and Torres Strait Islander person annually.

Further, more than 100 staff from across UTS attended cultural awareness information sessions that provided a general overview of Aboriginal and Torres Strait Islander people's experiences and history, particularly in relation to employment opportunities.

Number of staff¹

	2009	2010	2011	2012	2013
Academic	1211	1233	1273	1358	1368
Professional	1473	1518	1604	1711	1742
Total	2684	2751	2877	3069	3110

1. Full-time equivalent, including casual staff.

Research Equity Initiative

The UTS Research Equity Initiative was launched in April, with Chief of Materials Science and Engineering at CSIRO and 2013 New South Wales Woman of the Year Dr Cathy Foley as guest speaker.

The initiative aims to provide additional support for academics with carer responsibilities at key stages of their careers, and to promote gender equity in research at UTS more generally.

In support of this initiative, a number of programs were launched throughout the year. The UTS Research Re-establishment Grant was introduced. This grant, of up to \$15,000, is designed to support academic staff to maintain or re-establish their research careers after parental leave, by enabling them to spend concentrated time on a research project. Eleven applications were received for this year's first round.

The Childcare and Carer's Support Fund (Conference Attendance) funded eight staff in 2013. Recipients noted that the fund enabled them to present keynote papers, chair sessions, establish new research contacts and publication opportunities.

Support and resources

The University's new recruitment system — iRecruit — was launched in December. The system has enhanced processes for recruiting staff, generating casual or fixed-term support contracts and renewing contracts (excluding casual academic contracts). It enables users to manage all recruitment activities online and in the one place.

The following human resources policies, directives and guidelines were reviewed and revised this year.

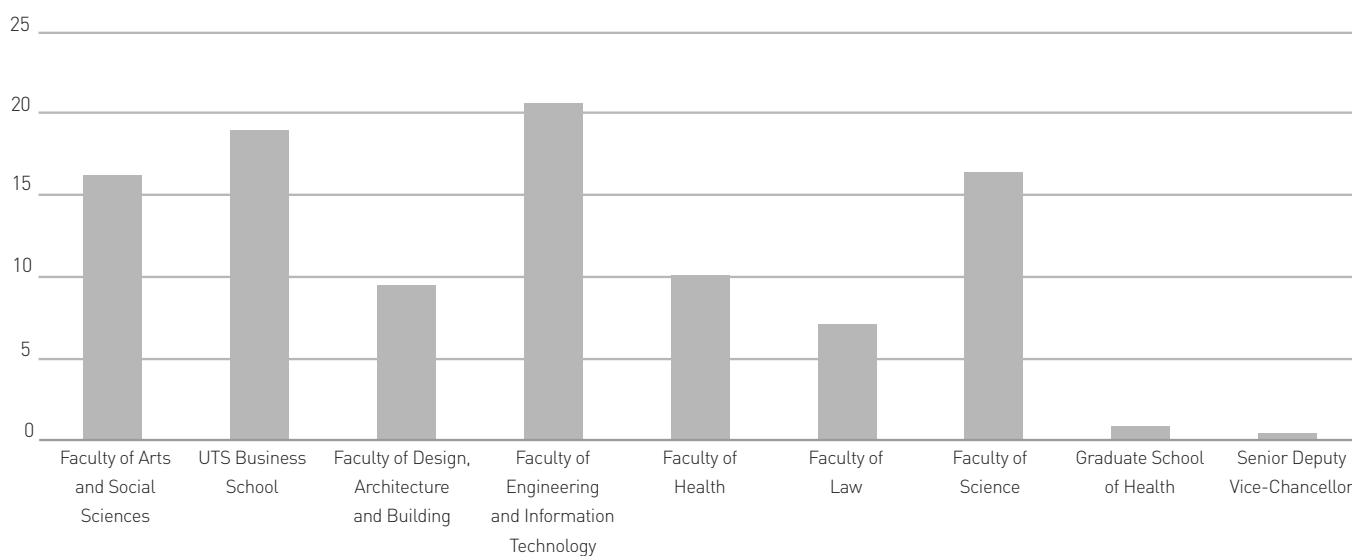
- > Academic Promotion Vice-Chancellor's Directive
- > Fixed-term Employment Guidelines
- > Long Service Leave Guidelines
- > Probation — Academic Staff — Guidelines
- > Progression of Academic Staff Level A–B Guidelines
- > Superannuation Guidelines
- > UTS Childcare and Carers Support Fund (Conference Attendance) Guidelines.

In addition, two Vice-Chancellor's Directives were rescinded: the Faculty Readership Vice-Chancellor's Directive and the University Readership Vice-Chancellor's Directive.

A new enterprise agreement for the senior staff group (covering approximately 200 staff) was negotiated and finalised in 2013, including a new recognition scheme.

The roll out of Staff Connect, the UTS-wide staff intranet, began in November. Initially, it offered a site for project members; team and local (unit, faculty, school or centre) sites; and a committee site for managing the activities of committees and working groups. Still to come in 2014 will be a new and improved staff directory, a selection of quick links and a one-stop-shop knowledge base.

Staff by faculty (%)



CAMPUSES AND RESOURCES

UTS's Campus Master Plan (CMP) — a \$1 billion investment in the future of our campus — has enabled us to fundamentally change the way we deliver our teaching, learning and research. The new infrastructure has been designed to support and enhance new forms of teaching and learning, as well as strengthen our research and industry engagement activities.

2013 was a year of milestones for the CMP. Construction on the main structures of the three big projects — the Broadway Building, the Dr Chau Chak Wing Building and Thomas Street — was completed.

In July, UTS benefactor Dr Chau Chak Wing visited the site of the Frank Gehry-designed building that will bear his name. Along with Chancellor Professor Vicki Sara and Vice-Chancellor Professor Ross Milbourne, Dr Chau laid one of the first bricks. The building had its 'topping out' ceremony (held to signify when a building has reached its highest point in construction) in November.

Also of significance, the building was awarded a 5 Star Green Star — Education v1 rating from the Green Building Council of Australia (further information on the rating is available under sustainability).

The Dr Chau Chak Wing Building, which will be home to the UTS Business School, is a leader in purpose-designed architecture for an educational facility. Space planning throughout the building has been specifically designed to encourage interaction between students and academics.

Purpose-built spaces such as the oval rooms will support new forms of teaching and blended learning with the ability to connect with other international business schools and industry groups in real time and interact through the 360-degree audiovisual links. Teaching laboratories throughout the building have also been designed to facilitate computer-mediated activities and enhance the student experience with flexibility built into the layouts.

'Topping out' ceremonies for two main buildings

5 Star Green Star rating for Dr Chau Chak Wing Building

83 per cent of all UTS waste recycled

The Broadway Building had its topping out ceremony in August. Set to open for Spring semester 2014, the building will have a host of cutting edge facilities and capabilities that reflect and support the innovative and creative approach of the University.

The building, which will be home to the Faculty of Engineering and Information Technology, will house an immersive and interactive 3D visualisation facility: the data arena. The data arena will be able to showcase research at UTS by aiding researchers to visually present and interact with complex data sets and 3D-spacial models.

The design of the building will facilitate research through the use of 'bump spaces' and lounges that will encourage the informal exchange of ideas. The industry hub on level 3 of the building is intended to bring in industry to work in partnership with staff and students to develop ideas and undertake research. Likewise the data arena is intended to attract industry to work with the University to develop research and training programs for use within the arena.

Research initiatives include new sustainable energy sources accommodated on the upper levels of the building, including solar photovoltaic cells, a vertical axis wind turbine, parabolic solar concentrators linked to a tri-generation system and a hydrogen fuel electrolyser and cells.

The building has also been designed to support the University's integrated approach to teaching and learning. Tiered lecture theatres for collaborative working (so students can turn around and work with those behind them), flat floor teaching rooms with multiple presentation screens linked to desktop audiovisual equipment, adjustable collaborative classroom layouts for flexible learning and intense audiovisual utilisation for collaborative working will all feature. Informal teaching and study lounges will also offer the opportunity and the facilities for group learning, peer-to-peer learning and individual study.

The Thomas Street project, comprising the Thomas Street Building, Alumni Green and the underground library retrieval system (LRS), also met major milestones in 2013. At the end of the year, the Thomas Street Building reached its highest point in construction. Underneath the building, the underground structure that will house the LRS was completed in July, with installation of the LRS commencing shortly after and due to be completed by early 2014.

The Thomas Street Building will provide a mix of laboratory, research and office spaces for the Faculty of Science and the Graduate School of Health. A key component of the building will be the super lab. The super lab will incorporate state-of-the-art technologies and accommodate up to 200 students at any one time. Different class groups can perform activities concurrently across multiple scientific disciplines; from chemistry and physics, to biology and physiology.

Construction of the new Alumni Green, with its three distinct areas, progressed throughout the year. The first stage, installation of the paving for the 'heart', was completed in December. Excavation of the grassed-area for the 'garden' occurred at the end of the year and is due to be completed in time for Autumn semester 2014. Following completion of the garden, works will begin on the 'green' in front of the new Thomas Street Building.

Alumni Green will provide a mix of open space and more intimate pod areas within the garden, as well as table tennis tables and a mix of soft and hard landscaping throughout. The design has been undertaken with particular attention to the various events, including UTS Union events, which are part of the UTS calendar. Alumni Green will be complete with outdoor lighting, CCTV for security, and WiFi access to the UTS network.

Other significant projects also took place during the year. Construction work continued on the long-awaited new lifts in the Tower Building. This project necessitated the reconfiguration of the building core, the construction of new toilets on all levels, and a staged roll out of the new lifts. The upgrading of the lobby foyers will complete the project in 2014. Various areas of the building were also refreshed with new fitouts, including level 6, which now houses the Jumbunna Indigenous House of Learning, together with new teaching and learning facilities.

During 2013, the central plant, located in the depths of Building 2, was subject to a major upgrade. This plant is the lifeblood of the City campus, and provides the necessary chilled and boiling water to service the mechanical plant in both the existing buildings and the new Broadway and Thomas Street buildings.

Meanwhile, external to the main campus, construction work was well established on the new UTS Haberfield Rowing Club. This new building will be operated by UTS Union and will provide state-of-the-art rowing and training facilities for UTS rowers, a cafe and a recreation club providing a food and beverage service. The building will be open in March 2014.

On the move

The University engaged specialist relocation consultant MovePlan to help move some 1100 staff and 600 students into their new homes over the course of the year. As the completion of the three main CMP projects nears an end, the University must look towards the major relocations that will need to take place.

Throughout the year, a team from MovePlan worked closely with each of the faculties needing to relocate: the UTS Business School, the Faculty of Engineering and Information Technology, the Faculty of Science and the Graduate School of Health.

A comprehensive relocation plan was developed, including an overall schedule for the major relocations, the identification of risks and steps required to make sure each faculty is ready to move.

Campus experience

The University continued to ensure that the impact of the CMP on students and staff was minimal. The UTS community was informed of all construction works, particularly throughout periods of peak construction noise. This resulted in a reduction in the number of noise complaints and hazard and incident reports.

Regular reports on the progress of the planning and delivery of the CMP were also given to the University's senior executive and relevant UTS committees throughout the year.

The CMP and other campus enhancements are all designed to create a university that will attract students and staff through state-of-the-art infrastructure and facilities. As well as the physical infrastructure, UTS also worked this year to ensure a safe and attractive campus environment, particularly in light of the construction work being undertaken.

A 24-hour security service was provided through building patrols, night-time bike patrols and a night shuttle bus service for student housing. Security also upgraded the emergency help points located around the campus, with new intercoms, CCTV and easily identifiable signage. The new smart card access system will be implemented in 2014.

The University's retail choices were reviewed this year, with future changes identified to meet student and staff needs.

The University worked to improve space efficiency this year. With the arrival of new buildings and facilities, including teaching and informal learning spaces, it is essential that we manage and utilise our new and existing spaces. A dedicated space manager role was created to manage and review how the University uses its current spaces in order to inform how its future spaces will be used; and a comprehensive space database, which records the functional use and allocation of spaces, allowed us to utilise the University's various spaces. The installation of people counting technology, which will provide live data, is planned for 2014.

Engagement opportunities

The University looked to support its external engagement activities through its new campus facilities. The project management and facilities management offices worked closely with alumni and the external relations and development teams to maximise the University's external engagement activities afforded by the campus development.

A milestone events working group was established to expand external engagement opportunities associated with building milestones and openings. Dr Chau Chak Wing visited the site of the Dr Chau Chak Wing Building in July and hosted a site tour for alumni; and, at the ceremony held in November to celebrate the topping out of the building, Vice-Chancellor Professor Ross Milbourne attended alongside a number of industry partners.

We enhanced our engagement with our precinct neighbours through the formation of media partnerships. The University's CMP is part of a creative and digital precinct, incorporating neighbouring developments Frasers Property Australia's Central Park and the Sydney Harbour Foreshore Authority's Goods Line (formerly known as the Ultimo Pedestrian Network). Media partnerships were formed this year with these two bodies to promote the work and progress made in the precinct.

UTS worked with the Koori Job Ready program in 2013; a program that provides training, employment and mentoring services to Aboriginal and Torres Strait Islander people. Twenty Indigenous workers have worked on the Broadway Building to date and UTS plans to increase that number as the project nears completion in 2014.

Sustainability

In 2013 UTS Green continued its focus on coordinating sustainability initiatives across the University and promoting sustainable practices and engagement with the UTS community. The Sustainability Steering Committee provided strategic advice, assisting with the integration of sustainability across the four key areas of research, teaching and learning, campus operations and community engagement.

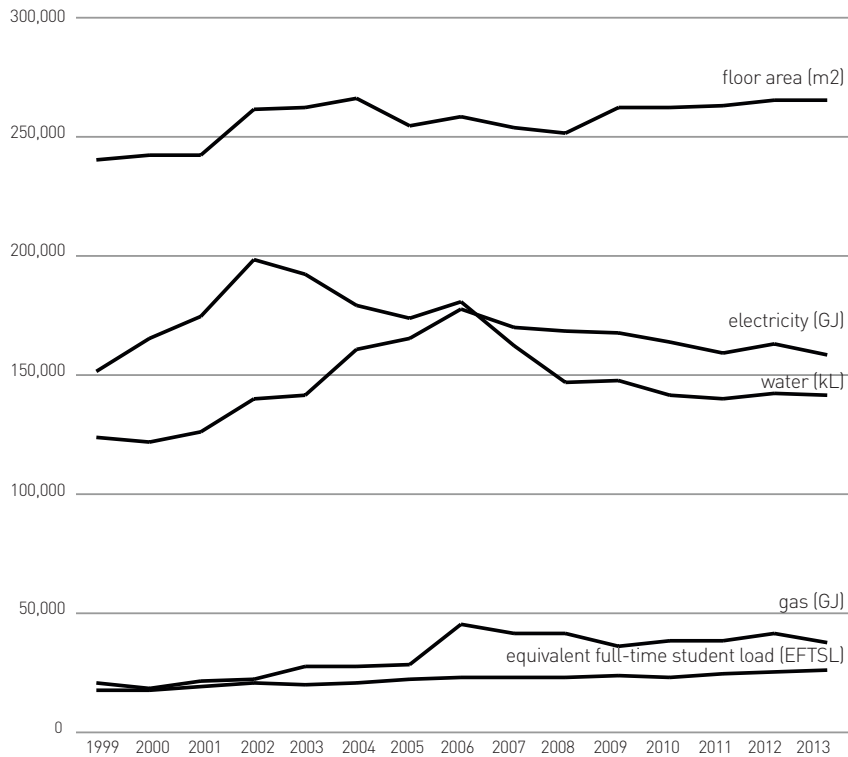
A number of action plans were completed in 2013 to support the implementation of the UTS Sustainability Strategy 2012–2015. These plans set out the University's current activities, recent achievements and committed actions, and included an energy and greenhouse plan, and plans for water management, sustainable transport and waste management.

The integration of sustainability principles into the planning, design and delivery of the CMP is essential to good sustainability performance. UTS Green continued to provide sustainable design and technology advice and input to all project teams of refurbishments, new buildings and campus infrastructure. Our commitment to sustainability was recognised this year with the awarding of a certified 5 Star Green Star rating by the Green Building Council of Australia. The Broadway and Thomas Street buildings also worked towards achieving 5 Star ratings, which represent Australian excellence in sustainable education facilities.

2013 saw the completion of a three-year \$9 million project aimed at improving the energy efficiency of existing buildings and reducing UTS's greenhouse gas emissions by 11 per cent compared to the 2007 baseline. Works included upgrades of lighting, heating, ventilation and airconditioning equipment and associated controls; tuning of building management systems; and building services retro-commissioning.

Around 400 electricity, gas, water and thermal meters were installed in conjunction with a campus energy management system that will enable staff to closely monitor and manage consumption.

Utilities consumption 1999–2013



UTS continued to publicly report its greenhouse gas emissions under the National Greenhouse and Energy Reporting scheme. The graph above outlines the University’s energy and water consumption from 1999 to 2013 against changes in floor area and equivalent full-time student load (EFTSL). 2013 saw a decrease in the University’s energy and water consumption despite a minor increase to EFTSL (2.2 per cent). Energy savings were mainly due to the effects of the energy efficiency retrofit project, and a warmer winter that contributed to significantly lower gas consumption.

UTS has achieved ongoing reductions in energy and water use in 2013 compared to the 2007 baseline as follows:

- > 7 per cent reduction in electricity consumption
- > 19.9 per cent reduction in gas consumption
- > 5.3 per cent reduction in water consumption.

The University has made a commitment to achieve a 30 per cent reduction in greenhouse gas emissions based on 2007 levels by 2020–21 and is currently investigating low carbon gas-fired trigeneration technology that will reduce emissions by around two-thirds.

Following a 10-day waste audit in 2013, it was found that 83 per cent of all waste disposed of at UTS is recycled and diverted from landfill (New South Wales Government targets are 67 per cent diversion for residential waste and 76 per cent diversion for commercial waste). Construction material recycling on all CMP sites was monitored this year with most builders achieving 80–95 per cent diversion from landfill. 2013 saw UTS become accredited with the Australian Government’s FluoroCycle scheme, which acknowledges the recycling of fluorescent lights. Several battery recycling cylinders were installed around City and Kuring-gai campuses.

Promoting sustainability in academia, the UTS Business School was responsible for updating the national learning and teaching sustainability website, which lists all of the sustainability-related courses at Australian tertiary institutions, including UTS.

Furthering sustainability research, UTS and the City of Sydney jointly funded a PhD through the University’s Institute for Sustainable Futures aimed at studying the sustainability aspects and performance of the CMP and Central Park.

Sustainable community

2013 saw a deeper level of sustainability engagement within the UTS community. The Green Staff Network was established for staff who have a keen interest in helping drive sustainability and the Flick My Switch campaign to improve energy efficiency was launched.

UTS Green continued to work with groups across campus (such as the UTS Union, UTS Library, Students’ Association and Student Environment Collective) to run or support events throughout the year, including Earth Hour, Fair Trade Fortnight, Threatened Species Day and Ride to UTS Day. Along with the Student Services Unit, UTS Green ran a student competition promoting re-fillable water bottles and stalls were run during staff inductions to promote recycling and waste minimisation.

The University collaborated with precinct neighbours TAFE NSW Ultimo and the Australian Broadcasting Corporation for Green Week 2013. The week incorporated an electric car display, photography exhibition and competition, film screenings, green debate, workshops and guest speakers. Deputy Vice-Chancellor and Vice-President (Resources) Patrick Woods hosted a World Environment Day morning tea to recognise and celebrate the work of committed individuals helping to position UTS as a leader in sustainability.

The annual UTS Green Hero Awards received an increased number of nominations and went to PhD candidate Vahid Vakiloraya for his groundbreaking research on energy efficient airconditioning. Vahid subsequently went on to win the 2013 Australian Institute of Refrigeration, Airconditioning and Heating Award for his system that uses 52 per cent less energy and produces 60 per cent fewer greenhouse gas emissions than conventional airconditioning.

Other environmental awards in 2013 went to student Natasha Lay who received the individual Australasian Campuses Towards Sustainability (ACTS) Green Gown Award of Excellence, and the UTS Business School, whose integration of energy efficiency into the accounting curriculum, received highly commended in both the ACTS Green Gown Learning and Teaching Award, and the New South Wales Government’s Green Globe Award.

To make the UTS community more aware of sustainability news and activities, an improved UTS Green website was launched, including new videos exploring sustainability within each of the University's faculties. Other communications included the UTS Green monthly e-newsletter and regular updates on the UTS Green Facebook page.

The University continued to participate in the City of Sydney's Better Buildings Partnership and to support the Living Future Institute Australia.

2014 will see the opening of three new Green Star buildings, as well as new sustainability initiatives such as digital signage displaying sustainability performance.

Kuring-gai campus

In May it was announced that, as a result of the senior executive working to assess the impact of funding cuts, the UTS Business School student load would be moved from the Kuring-gai campus to the City campus a year earlier than originally planned (ie from the commencement of Autumn semester 2015).

Faculty of Health and Faculty of Arts and Social Sciences staff and students will remain based at Kuring-gai campus until the end of 2015 as previously planned.

Visual identity

The University launched its new public website this year. Now that the main public website is up and running, a mobile version of the site is being devised and implemented. With over 10 per cent of traffic to the UTS website being viewed via mobile devices, the mobile version will give our external audiences and current students better and quicker access to the information relevant to them. The website will automatically be displayed when accessed via a smartphone, displaying appropriately sized navigation, re-formatted content and a mobile-specific user interface.

Work also continued on Staff Connect, the University's new staff intranet, with project, team, committee and local sites being rolled out. Additional features, including an enhanced staff directory and an improved search function, are due to be introduced in 2014.

Finally, a student content migration project was established as the first step towards a UTS current student portal.

The UTS logo underwent a redesign this year, after the existing logo had been in use for well over a decade. The University began its transition to the new-look logo during the year, with complete roll out due in 2014.

EXTERNAL RELATIONS

UTS adopted a more rigorous approach to development and funding this year. The University has always focused on establishing partnerships with external bodies (often through memorandums of understanding) to secure our reputation as a university that is good to do business with. This year, we shifted our focus to establishing partnerships that will also generate financial support to advance the University's teaching, learning and research activities. Discussions with a small number of select partners began in 2013 and will continue into 2014.

This approach extended to the way the University's external relations team ran events in 2013, with a number of smaller events to build alumni engagement and potential donor interest. These included a visit by benefactor Dr Chau Chak Wing. The Vice-Chancellor and Chancellor hosted a hard-hat tour of the Frank Gehry-designed Dr Chau Chak Wing Building; and, in July, Craig Webb, head designer at Gehry Partners, LLP, spoke to a select

number of guests at a lunch hosted by Australian Broadcasting Corporation's Managing Director Mark Scott and later gave a public address for alumni and guests.

A highlight of UTS's calendar was a public lecture by Sir Tim Berners-Lee, inventor of the World Wide Web. He spoke on 'Then, Now, Tomorrow: What's Next for the World Wide Web?'. This UTSspotlight event, held in partnership with the City of Sydney's City Talks, drew an unprecedented response from alumni and the public, with 2000 tickets selling out within two hours of the event's promotion.

Our current partnership with the City of Sydney continued to thrive this year. A high-level steering committee was established and met three times. We have agreed to work together in a number of areas, including entrepreneurs and the creative industries, international student connectedness and internship programs, transport modelling and people movement, and sustainability.

Sir Tim Berners-Lee public lecture

Two new members on VC's Industry Advisory Board

Eight honorary doctorates conferred

\$50,000 raised in alumni appeal

2013 gift highlights

UTS secured \$7.14 million in new gifts and pledges in 2013.

- > A grant of USD\$2.9 million was received from the Gordon and Betty Moore Foundation to support a marine microbiology initiative in which UTS is the lead organisation (in a group involving UTS, the University of Queensland and the Massachusetts Institute of Technology).
- > A donation of \$1.8 million was received from Xiangmo Huang, chair of Yuhu Investment Group, to establish the Australia China Relations Institute at UTS.
- > IMC Pacific pledged an additional \$220,000 to UTS's Australian Centre for Child and Youth: Culture and Wellbeing for their Sky High project. The centre also received \$100,000 from Gilbert + Tobin.
- > The Neilson Foundation contributed \$100,000 to UTS centre Anti-Slavery Australia. This is in addition to previous contributions totalling \$150,000.
- > The UTS Law Alumni Foundation donated \$247,500, which was invested in an endowment to support various scholarships.
- > The Schwartz Foundation contributed nearly \$50,000 to support stem cell research.
- > \$25,000 was received from the Anita and Luca Belgiorno-Nettis Foundation to support the University's public art strategy.

Fundraising and gifts

The University's development office conducted its first telephone fundraising appeal over a five-week period in the second half of the year. In light of declining government funding, it is essential that we take additional steps to increase the level of support we receive and widen the pool of prospects for major gifts and bequests.

This year a dedicated campaign was put in place to increase our pool of donors. More than 7000 alumni were contacted as part of the fundraising appeal, with the primary aim to raise funds in support of UTS's scholarships.

Over 500 new donors contributed to the appeal, and \$50,000 was raised to support new scholarships.

As well as increasing the number of donors, this year the University launched the Creating Futures Bequest Society to acknowledge the people who have made a bequest to UTS. The Chancellor and Vice-Chancellor launched the society in April and extended invitations to 11 members. Members will receive an annual update on the University's activities as well as invitations to events throughout the year.

Staff giving

The number of staff participating in the University's Staff Giving Program increased significantly in 2013. With matching funding from UTS, more than \$150,000 was raised. These funds help disadvantaged students in a number of ways, including the purchase of textbooks, course-related uniforms and travel costs.

Alumni

As part of the University's 25th anniversary, we launched the UTS Origins initiative to connect with graduates from the institutions that helped form the current UTS. These institutions included the:

- > Acupuncture Colleges (Australia) (1980–1994)
- > Balmain Teachers' College (1946–1970) (later William Balmain College of Advanced Education (from 1971–1973))
- > Ku-ring-gai College of Advanced Education (1974–1990)
- > New South Wales Institute of Technology (1965–1988)
- > Sydney College of Advanced Education — Institute of Technical and Adult Teacher Education (1980–1989)
- > Sydney College of the Arts — School of Design (prior to 1988).

As a result of the program, more than 150 graduates registered to be a part of UTS's alumni community.

We continued to foster our growing alumni community this year. More than 9000 new alumni registered in 2013 (with many of these being new graduates).

The use of social media was expanded to improve our ability to connect and engage with our alumni. An alumni Facebook page and an official LinkedIn page for UTS alumni were set up.

Our international alumni engagement program continued to grow. We collaborated with alumni associations The Federation of Australian Alumni Associations Hong Kong and the Australia China Alumni Association to expand our range of programs on offer to our international alumni.

More than 1000 overseas alumni attended an event this year. Events ranged from a 25th anniversary picnic in Hong Kong, an annual dinner in Singapore, to a reception by the Australian Ambassador to Italy and an Australian German alumni reunion in Frankfurt. The Vice-Chancellor again hosted reunion events in Kuala Lumpur, Ho Chi Minh City, Jakarta, Singapore, Hong Kong, Beijing and Shanghai.

A lecture series was piloted this year. In partnership with CPA Australia and the Australia China Alumni Association, a public lecture on design-led innovation was given by a UTS academic in Shanghai. Feedback on the event was overwhelmingly positive so a more tailored series will be explored next year.

Alumni awards

This year's UTS Alumni Awards ceremony, held in October, was particularly significant as we celebrated 25 years as a university.

The Chancellor's Award for Excellence was awarded to Andrew Penfold. Andrew graduated from UTS with a Bachelor of Laws in 1995 and went on to practice in London and also worked in Hong Kong.

After losing 12 of his friends in the 2002 Bali bombings, Andrew, along with two of his friends, set up the charitable Hong Kong Rugby Bali Fund and raised more than \$2 million in a matter of months.

This humanitarian and philanthropic streak was followed by five years of full-time volunteer work setting up and running a fund that has now raised \$7 million to support up to 40 Indigenous

boys boarding at Andrew's former school, St Joseph's College. The success of the fund led to the establishment of the Australian Indigenous Education Foundation (AIEF), of which Andrew is the chief executive officer and director. The foundation has raised nearly \$80 million to help educate 7000 Indigenous children at some of Australia's leading schools. Andrew was also the recipient of the UTS Community Alumni Award 2013.

Other winners included:

- > Reynato Reodica, UTS Young Alumni Award 2013
- > Professor Lesley Page, UTS International Alumni Award 2013 (sponsored by UTS:INSEARCH)
- > Dr Katherine Carroll, UTS Alumni Award for Excellence 2013 — Faculty of Arts and Social Sciences
- > Maile Carnegie, UTS Alumni Award for Excellence 2013 — UTS Business School
- > Casey Gee Hoon Hyun, UTS Alumni Award for Excellence 2013 — Faculty of Design, Architecture and Building
- > Fiona Rankin, UTS Alumni Award for Excellence 2013 — Faculty of Engineering and Information Technology

- > Robert Spurrs, UTS Alumni Award for Excellence 2013 — Faculty of Health
- > Theodora Ahilas, UTS Alumni Award for Excellence 2013 — Faculty of Law
- > Associate Professor Stuart Tangye, UTS Alumni Award for Excellence 2013 — Faculty of Science.

Also winning awards in 2013 were our international alumni.

- > Kai Chen, general manager and founder of listed company Jiangsu Aucksun Co Ltd, won the Austrade Australia China Alumni Award for Entrepreneurship.
- > Peter Le Lievre, co-founder and chief executive officer of leading manufacturer of solar solutions Chromasun, won the advanced manufacturing category in the Advance Global Australian Awards.
- > Mohamed Mowjoon Atham Bawa, a doctoral researcher at the University of Western Sydney, and Ranishka Yasanga Wimalasena, Project Officer (Energy) at the Asian Development Bank, won a 2013 Australian Alumni Excellence Award in Sri Lanka.

UTS Luminaries

The UTS Luminaries, established in 2011, now has 35 members. Luminaries are a select group of alumni who have gained national and international reputations for their achievements. Six prominent alumni joined the group this year.

- > Kai Chen, MEM (1998), MBA (1999), general manager and founder of listed company Jiangsu Aucksun Co Ltd
- > Dr Kate Grenville, DCA (2005), author and winner of the Commonwealth Writers' Prize and Britain's Orange Prize for Fiction, as well as Man Booker Prize shortlist
- > Zhenhai Huang, PhD (2007), general manager of Guangdong Holdings Limited
- > Troy Lum, BBus (1995), co-founder and managing director of Hopscotch Films
- > Peter Le Lievre, BDesign (1987), co-founder and chief executive officer of Chromasun
- > Andrew Penfold, LLB (1995), chief executive officer and director of the Australian Indigenous Education Foundation.

This year, our luminaries contributed in various ways to the promotion of and support for the University. Luminaries were invited to all major events and many participated throughout the year. Highlights included:

- > Zimbabwean politician Senator Sekai Holland gave a public lecture about her country's recent elections and a way forward for democracy in Zimbabwe
- > The Hon. Tanya Plibersek, MP, gave the keynote address at the 2013 Anti-Slavery Australia Freedom Awards in October
- > George Savides, managing director of Medibank Private, visited the Faculty of Health to explore opportunities for partnerships
- > David Wang sponsored the Shanghai alumni reunion for the second year.

Luminaries also contributed to the life of the University through their financial support. To date, \$135,000 has been given to the UTS Luminaries Fund. The fund has been used to support scholarships for participants in the University's global leadership program and travel grants for PhD students. In 2014 the fund will be expanded to include other priority areas such as scholarships for Indigenous students.

Honorary awards

We conferred a number of honorary doctorates this year, including an Honorary Doctor of Letters to UTS Luminary Sekai Holland. Sekai has dedicated her life to campaigning for human rights, democracy and the empowerment of women and is one of our most distinguished alumni.

In November, UTS presented Burmese opposition politician Daw Aung San Suu Kyi, AC, with her Honorary Doctor of Letters (admitted in 1997 *in absentia*) in recognition of her role as a leader of the Burmese democracy movement. In her first official visit to Australia, Aung San Suu Kyi spoke at the Sydney Opera House in an event co-presented by UTS, the University of Sydney and the Sydney Opera House.

The awarding of these two honorary degrees is a sign of UTS's commitment to social justice and our recognition of community leaders and human rights advocates.

2013 recipients were:

- > Professor Brian Anderson, AO, Order of the Rising Sun, Japan, Honorary Doctor of Engineering
- > Professor Graeme Clark, AC, Honorary Doctor of Health Sciences
- > Tim Costello, AO, Honorary Doctor of Letters
- > Senator Sekai Holland, Honorary Doctor of Letters
- > Thomas Keneally, AO, Honorary Doctor of Letters
- > Professor SP Kothari, Honorary Doctor of Business
- > Gregory Poche, AO, Honorary Doctor of Business
- > The Hon. James Spigelman, AC QC, Honorary Doctor of Laws

Industry advisory board

The Vice-Chancellor's Industry Advisory Board met three times this year. Meetings were held in different locations throughout the University to provide members with an insight into the workings of UTS. A tour of the nursing and midwifery laboratories was conducted, a visit to the new headquarters for Jumbunna Indigenous House of Learning was organised, and a hard-hat tour of the new Frank Gehry-designed UTS Business School, including a presentation on the University's Campus Master Plan, was provided.

These tours complemented the main areas of focus for the board this year, which included increasing opportunities for Indigenous education, employment and research; gender equality; and the future of work and education.

Two new members joined the board: Claire Hatton, Industry Director, Travel, Government and Local at Google Australia; and Dan Labbad, Group Chief Operating Officer at Lend Lease.

Cross-cultural partnerships

Through the University's commercial arm, accessUTS Pty Limited, and UTS Commercial, a number of strategic partnerships were formed this year to support UTS's teaching and research priorities.

- > A four-day training program for delegates of the Indonesian Association of Private Higher Education (APTISI) was held in August. Twenty-five Indonesian tertiary institutions were represented at the event, which had a leadership and operational focus. The event is an outcome of a memorandum of understanding signed by UTS and the APTISI last year.
- > In October, 20 English language high school teachers from the Chaoyang district of China visited UTS on an intensive study tour.
- > A four-week study tour was developed for students making the transition from university to the workplace. The Brazilian government approached UTS to develop this course for their students studying in Australia. The resultant course will also be promoted to other international and domestic students.
- > Fifteen undergraduate students from Hasanuddin University (based in Makassar) visited UTS for a three-week program in September. In addition to structured academic lectures, participants undertook a student life program and presented a series of Indonesian cultural performances for UTS students.
- > A group of undergraduate business students from Shanghai University visited UTS in July for three weeks. During their time, the students attended lectures by a Shanghai University lecturer who accompanied the group, as well as lectures delivered by UTS academics.

Financial statements snapshot

2013 financial performance

The University's 2013 operating result of \$64.6 million is the largest recorded net result, surpassing the 2012 record of \$59.2 million.

The result is due to a \$17 million (\$28.2 million in 2012) receipt in Endowment Infrastructure Fund capital grant income, increase in student fee income and reduction in employee benefit costs.

Resourcing

Revenue increased by 4.6 per cent on 2012 levels, with increases in student fees (5.8 per cent higher than 2012) partially offset by a reduction in Australian Government grants (1.0 per cent lower than 2012).

Student numbers increased with equivalent full-time student load (EFTSL) increasing overall by 3.3 per cent from 2012 numbers, largely in Commonwealth-supported places (4.7 per cent).

International student numbers, which represent 23.4 per cent of total revenue, increased by 3.1 per cent from 2012.

The University continued with its Campus Master Plan (CMP) building program. The significant expenditure on new buildings during 2010 to 2013 has been funded from cash reserves and a loan drawdown of \$60 million. We have continued to maximise return of remaining funds in investments and invest in only term deposits with the big four Australian banks. This strategy has resulted in investment income of \$7.8 million, a decrease of 40.6 per cent from 2012 and reflects the lower cash reserves and lower market returns in 2013.

Expenditure

Total expenditure on operating activities was \$605.4 million, which is 4.2 per cent higher than 2012, while employee-related expenses increased by 3.9 per cent from 2012 levels.

Capital expenditure

We continued to invest in buildings and infrastructure to improve the student learning experience. In 2013 a total of \$292.6 million was spent on capital equipment. The total investment in capital spending since 2010 is \$700.4 million. As part of the University's CMP, significant amounts of building and infrastructure spending will continue during 2014.

Investment portfolio

The majority of the University's investment portfolio is in term deposits with major Australian banks. Our total investment in term deposits and deposits at call at the end of 2013 was \$86.6 million compared to \$195.4 million in 2012. The decrease is due to capital expenditure spending during 2013. The weighted average return on the investment portfolio for the year was 3.82 per cent, compared to the year-end official cash rate of 2.5 per cent.

Income statement

For the year ended 31 December 2013

	University			
	Actual 2013 \$'000	Budget 2013 \$'000	Variance 2013 \$'000	Budget 2014 \$'000
Revenue from continuing operations				
> Australian Government grants	229,496	228,446	1,050	220,762
> HELP — Australian Government payments	148,629	105,181	43,448	113,234
> State and local governments financial assistance	4,120	5,573	(1,453)	5,794
> HECS-HELP — student payments	20,965	20,000	965	20,000
> Fees and charges	194,901	236,465	(41,564)	256,824
> Investment income	7,836	6,270	1,566	3,103
> Royalties, trademarks and licences	714	4	710	71
> Consultancy and contract research	14,879	13,287	1,592	15,425
> Other revenue	25,333	21,262	4,071	19,092
> Gains on disposal of assets	15	22	(7)	14
> Other investment income	890	0	890	0
> Other income	22,197	20,861	1,336	21,179
Total revenue from continuing operations	669,975	657,371	12,604	675,498
Expenses from continuing operations				
> Employee benefits	364,450	369,225	4,775	396,251
> Depreciation and amortisation	57,839	58,367	528	64,590
> Repairs and maintenance	9,672	10,747	1,075	12,827
> Borrowing costs	4,379	4,140	(239)	6,978
> Impairment of assets	34	282	248	20
> Loss on disposal of assets	—	—	—	—
> Deferred super expense	542	—	(542)	—
> Other expenses	168,482	173,399	4,917	177,166
Total expenses from continuing operations	605,398	616,160	10,762	657,832
Operating result before income tax	64,577	41,211	23,366	17,666
Income tax related to continuing operations	—	—	—	—
Operating result from continuing operations	64,577	41,211	23,366	17,666

Note: The complete UTS financial statements are available in volume two of this annual report.

Balance sheet

At 31 December 2013

	University			
	Actual 2013 \$'000	Budget 2013 \$'000	Variance 2013 \$'000	Budget 2014 \$'000
Current assets				
> Cash and cash equivalents	87,908	78,592	9,316	71,225
> Receivables	15,937	13,113	2,824	12,188
> Other financial assets	9,608	–	9,608	7,007
> Other non-financial assets	16,056	17,252	(1,196)	25,000
Total current assets	129,509	108,957	20,552	115,420
Non-current assets				
> Receivables	397,110	410,694	(13,584)	450,520
> Other financial assets	3,687	4,700	(1,013)	4,700
> Other non-financial assets	165	–	165	–
> Property, plant and equipment	1,478,850	1,518,882	(40,032)	1,671,067
> Intangible assets	21,649	20,000	1,649	20,000
Total non-current assets	1,901,461	1,954,276	(52,815)	2,146,287
Total assets	2,030,970	2,063,233	(32,263)	2,261,707
Current liabilities				
> Trade and other payables	55,254	37,215	(18,039)	40,000
> Borrowings	3,181	2,500	(681)	3,014
> Provisions	76,343	27,496	(48,847)	30,755
> Other liabilities	15,017	14,980	(37)	18,917
Total current liabilities	149,795	82,191	(67,604)	92,686
Non-current liabilities				
> Borrowings	102,144	198,855	96,711	306,000
> Provisions	418,085	489,689	71,604	538,138
> Other financial liabilities	603	–	-603	–
> Other liabilities	–	–	–	–
Total non-current liabilities	520,832	688,544	167,712	844,138
Total liabilities	670,627	770,735	100,108	936,824
Net assets	1,360,343	1,292,498	67,845	1,324,883
Equity				
> Reserves	605,097	572,686	32,411	568,368
> Retained surplus	755,246	719,812	35,434	756,515
Total equity	1,360,343	1,292,498	67,845	1,324,883

Note: The complete UTS financial statements are available in volume two of this annual report.

Cash flow statement

For the year ended 31 December 2013

	University			
	Actual 2013 \$'000	Budget 2013 \$'000	Variance 2013 \$'000	Budget 2014 \$'000
Cash flows from operating activities				
> Australian Government grants	376,679	333,627	43,052	333,996
> State and local government grants	4,120	5,573	(1,453)	5,794
> HECS-HELP — student payments	20,965	20,000	965	20,000
> Receipts from student fees and other customers	296,824	291,879	4,945	258,824
> Dividends received	57	–	57	–
> Interest received	8,689	6,270	2,419	3,103
> Payments to suppliers and employees (GST inclusive)	(595,565)	(546,315)	(49,250)	(510,299)
> Interest payments	(4,244)	(4,140)	(104)	(6,978)
Net cash inflow/(outflow) from operating activities	107,525	106,894	631	104,440
Cash flows from investing activities				
> Proceeds from sale of property, plant and equipment	83	–	83	–
> Proceeds from sale of financial assets	2,370	–	2,370	–
> Payments for financial assets	(9,695)	–	(9,695)	–
> Payments for property, plant and equipment	(267,221)	(330,297)	63,076	(284,868)
Net cash inflow/(outflow) from investing activities	(274,463)	(330,297)	55,834	(284,868)
Cash flows from financing activities				
> Proceeds from borrowings	60,000	155,000	(95,000)	190,000
> Repayment of borrowings	–	–	–	–
> Payment of capitalised borrowing costs	(134)	(4,263)	4,129	(5,377)
> Repayment of lease liabilities	(3,888)	(3,496)	(392)	(3,936)
Net cash inflow/(outflow) from financing activities	55,978	147,241	(91,263)	180,687
Net increase/(decrease) in cash held	(110,960)	(76,162)	(34,798)	259
Cash at beginning of reporting period	198,868	154,707	44,161	70,917
Cash at end of reporting period	87,908	78,545	9,363	71,176

Note: The complete UTS financial statements are available in volume two of this annual report.

2014 budget priorities

The 2014 budget supports the University's vision to be a world-leading university of technology and continues funding for strategic priorities. It concentrates on:

- > learning and teaching initiatives that address the change in the learning strategies and environment, embed the UTS model of learning and promote graduate success
- > research initiatives that increase the scale, quality and impact of research in our discipline fields
- > University environment, engagement and sustainability initiatives that lead UTS into a sustainable future, and foster creativity and agility in people, processes and systems.

Funding for strategic initiatives, including strategic capital expenditure, in the 2014 budget totals more than \$303.2 million, as summarised below.

Learning and teaching initiatives

> more than \$2.5m

Specifically funded initiatives and programs in the 2014 budget include:

- > \$800,000 on the continued implementation of the UTS Creative Intelligence (CI) Strategy. Key teaching initiatives include the launch of a new CI undergraduate double degree from 2014 and continued development of specialised master's and short courses
- > \$1m new investment in the connected intelligence strategies, including data analytics program
- > continued investment in technologies for learning (capital in nature)
- > continued investment in learning strategies and initiatives, including Learning2020
- > \$0.5m continuing investment for the next phase of Graduate School of Health initiatives.

Research initiatives

> \$53.0m

The 2014 budget invests more than the Council-approved base funding in research and researcher development through commitment to the implementation of the research strategy. Specifically funded programs include:

- > University strategic investment, totalling \$27.2m
- > \$22.3m Council-approved enhanced research investment (being base funding of \$20m plus indexation compounded from 2012) for continued investment in:
 - > new and existing high performance strategic researchers
 - > Institute for Sustainable Futures and research strengths
 - > investment in priority investment research programs
 - > increasing support for external research engagement
 - > postdoctorals — UTS doctoral, Chancellor's Postdoctoral Research Fellowships, and PhDs
- > \$0.7m additional Vice-Chancellor strategic funding to support UTS doctoral scholarships
- > \$1.7m additional investment from the Vice-Chancellor's strategic fund to support research infrastructure and indirect cost of research etc.
- > a further \$1.5m in faculties for the appointment and retention of high performing researchers
- > \$600k linked to the UTS CI Strategy and includes establishing a creative technology centre with core staff to lead and coordinate the UTS creative industries strategies across faculties and divisions; and a series of research, teaching and outreach programs designed to raise the UTS profile and create a more systematic approach to creative industries
- > \$350k into the operational setup of the new data arena
- > faculty-funded research activity, totalling \$4.0m
 - > \$1.2m for the UTS Business School for Centre for the Study of Choice staff costs
 - > \$2.8m for the Faculty of Science for research institutes' (Plant Functional Biology and Climate Change Cluster, and the three institute) staff and non-salary costs
- > government research block grant funded programs, totalling \$8.9m
 - > \$5.0m joint research engagement
 - > \$2.2m research infrastructure
 - > \$1.7m sustainable research excellence
- > government and University general scholarship programs, totalling \$12.9m
 - > \$7.4m international higher degree by research fee waiver program
 - > \$5.0m Australian Postgraduate Awards program
 - > \$0.4m International Postgraduate Research Scholarship program.

The strategic expenditure in research continues to focus on:

- > future services, industries and productivity
- > communication and intelligent systems
- > health futures
- > sustainability and built environment
- > creative industries and civil societies
- > business innovation.

University environment, engagement and sustainability initiatives

> \$237.7m

Specifically funded initiatives and programs in the 2014 budget include:

- > continued international and domestic marketing activities including *BRINK*
- > continued investment in support staff benchmarking to drive strategic change
- > new investment on the Vice-Chancellor's Review of Administration Processes Project to significantly streamline administrative, support activities and staffing levels and to continue to foster efficiencies and sustainability.
- > This budget includes strategic capital expenditure of \$236.5m to complete the three core and load enabling Campus Master Plan buildings (Dr Chau Chak Wing, Broadway and Thomas Street, as well as the library retrieval system and new Alumni Green) that will deliver the environment to leverage and connect students, industry and community and support new learning initiatives and enable research objectives to be met.

GLOSSARY

AHEGS	Australian Higher Education Graduation Statement
ARC	Australian Research Council
ATN	Australian Technology Network of universities
Autumn semester	runs from the beginning of March to the end of June
BUiLD	beyond UTS international leadership development program
CAL	Copyright Agency Limited
CMP	Campus Master Plan
CRC	Cooperative Research Centre
CSP	Commonwealth-supported place — a higher education place for which the Commonwealth makes a contribution towards the cost of a student's education
ECR	early career researchers
EFTSL	equivalent full-time student load
ERA	Excellence in Research for Australia
FEE-HELP	a Commonwealth Government funded loan available to eligible fee-paying students to help pay part or all of their tuition fees
FTE	full-time equivalent
FTSL	full-time student load
GPA	grade point average — a progressive measure of academic achievement over the duration of enrolment in a course
HECS-HELP	a Commonwealth Government funded loan available to eligible students enrolled in Commonwealth-supported places (see CSP)
HDR	higher degree by research
HEP	higher education provider
HSC	higher school certificate
KPI	key performance indicator
KTP	key technology partnerships
MOOC	massive open online course
MoU	memorandum of understanding
MCR	mid career researchers
NHMRC	National Health and Medical Research Council
OS-HELP	a Commonwealth Government funded loan available to eligible students to undertake some of their Australian course of study overseas
PEP	professional experience program
PLT	practical legal training
SES	socioeconomic status
SOUL	Social Outcomes through University Leadership
Spring semester	runs from the beginning of August to the end of November
TEQSA	Tertiary Education Quality and Standards Agency
UA	Universities Australia
WPS	widening participation strategy

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Compliance

The report was written to comply with significant legislation including the *Annual Reports (Statutory Bodies) Act 1984* (NSW) and the Annual Reports (Statutory Bodies) Regulation 2010 (NSW). In its structure and writing we have striven for best practice reporting, taking into account annual reporting guidelines from state and national annual reporting awards and recommendations from the Audit Office of NSW.

Availability

The University's annual reports are available in Portable Document Format (PDF) from the UTS website:

www.uts.edu.au

They are also available by request to:

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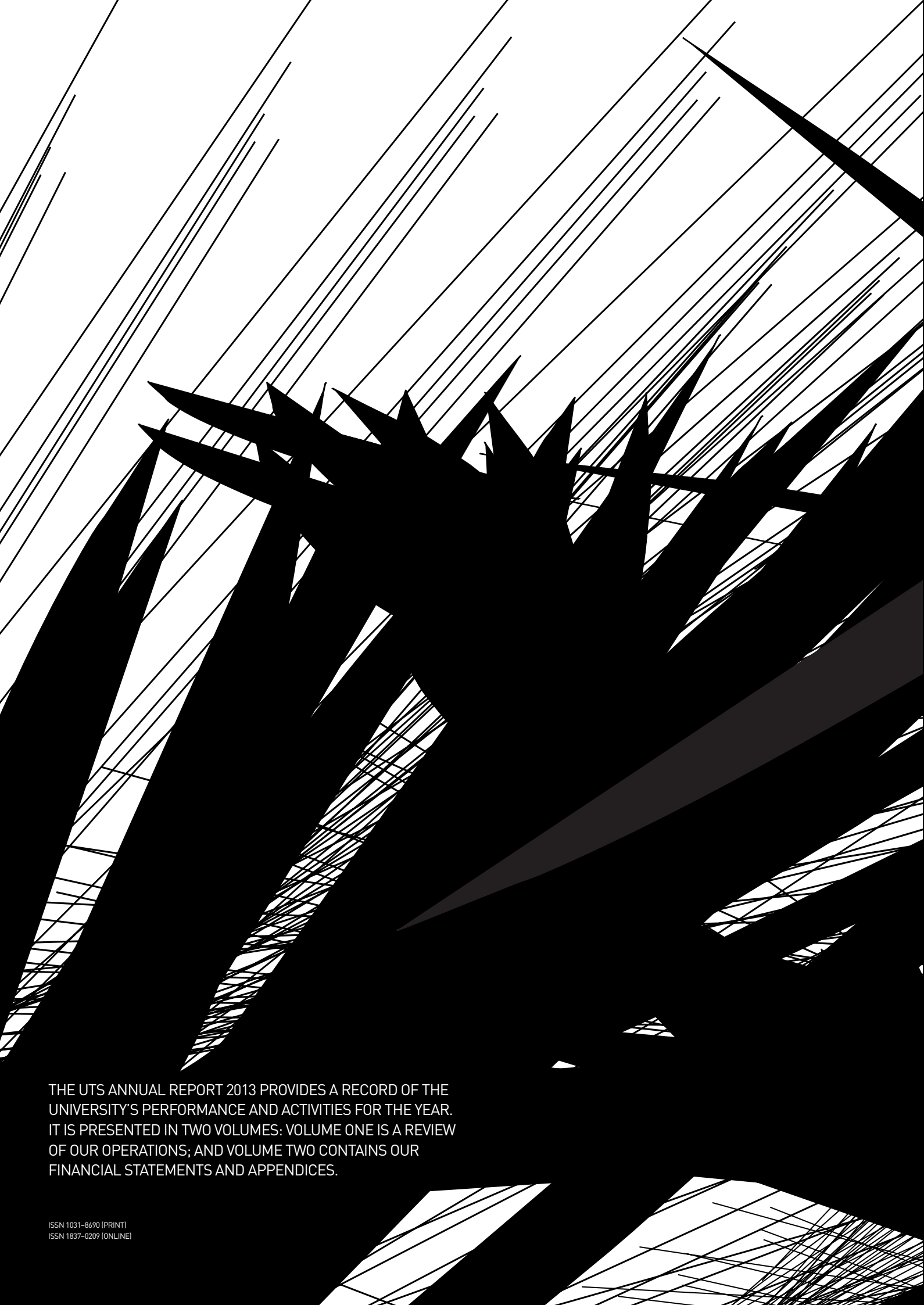
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THE UTS ANNUAL REPORT 2013 PROVIDES A RECORD OF THE UNIVERSITY'S PERFORMANCE AND ACTIVITIES FOR THE YEAR. IT IS PRESENTED IN TWO VOLUMES: VOLUME ONE IS A REVIEW OF OUR OPERATIONS; AND VOLUME TWO CONTAINS OUR FINANCIAL STATEMENTS AND APPENDICES.