UTS

UNIVERSITY OF TECHNOLOGY, SYDNEY

UTS ANNUAL REPORT 2014
REVIEW OF OPERATIONS

April 2015
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 2014*.

The report is in two volumes. Volume one outlines our strategic 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 *Annual Reports (Statutory Bodies) Act 1984* (NSW).

Yours faithfully,

Professor Vicki Sara, AO
Chancellor

Professor Attila Brungs
Vice-Chancellor

UTS ANNUAL REPORT 2014

Who we are

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. In 2013, UTS celebrated 25 years as a university.

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. Our purpose as a university is to advance knowledge and learning to progress the professions, industry and communities of the world.

The object and functions of UTS are outlined in the *University of Technology, Sydney, Act 1989* (NSW) and in the constitutions of its controlled entities.

Our City campus is in the heart of Sydney's creative precinct and neighbours Sydney's central business district. Our Kuring-gai campus is in a bushland setting in northern Sydney. Through our Campus Master Plan, we are delivering world-class teaching, learning, research and social spaces to 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 160 postgraduate courses across traditional and emerging disciplines including architecture, business, communication, creative intelligence, data science, design, education, engineering, information technology, international studies, law, midwifery, nursing, orthoptics, pharmacy and science.

In line with the UTS model of global practice-oriented learning, many of our students undertake 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. 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 AND COUNCIL
Vice-Chancellor and President
Provost and Senior Vice-President Faculties Creative Intelligence Unit Equity and Diversity Unit Jumbunna Indigenous House of Learning Planning and Quality Unit UTS Internal Audit
Deputy Vice-Chancellor and Vice-President (International and Advancement) External Relations International Engagement UTS International Australia–China Relations Institute UTS Shopfront 2SER
Deputy Vice-Chancellor and Vice-President (Research) Research and Innovation Office Australian Centre of Excellence for Local Government Centre for Local Government Institute for Sustainable Futures UTS Graduate Research School
Deputy Vice-Chancellor and Vice-President (Education and Students) Connected Intelligence Centre Institute for Interactive Media and Learning Student Ombud Student Services Unit University Library
Deputy Vice-Chancellor and Vice-President (Corporate Services) Governance Support Unit Human Resources Unit Information Technology Division Marketing and Communication Unit Student Administration Unit 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

Chancellor's message

UTS Chancellor Professor Vicki Sara, AO

PHOTO: CARMEN LEE PLATT

This year we farewelled Vice-Chancellor Professor Ross Milbourne, who retired in July; marking the end of an era for UTS. I was very fortunate to serve as Chancellor for most of Ross's 12-year tenure as Vice-Chancellor and President. Under Ross's inspirational leadership, UTS gained a reputation as a leading innovative and dynamic university; one highly sought after by students, academics, researchers and industry alike.

On behalf of the university, the UTS Council paid tribute to Ross's outstanding vision and unwavering commitment to UTS throughout his time as Vice-Chancellor. The Council appointed Ross an Emeritus Professor of UTS; the Ross Milbourne Research Scholarship in Economics was established in honour of Ross's dedication to furthering opportunities for all students; and, in a fitting tribute to Ross's vision for our campus of the future, the UTS Multipurpose Sports Hall — the first project completed under the Campus Master Plan — was renamed the Ross Milbourne Sports Hall.

As we embarked on a global search for his successor, we knew Ross would be difficult to replace. We were after someone who was capable of progressing the strategic objectives we had set ourselves and achieving our vision of becoming a world-leading university of technology. We found that someone in Professor Attila Brungs, the then Deputy Vice-Chancellor and Vice-President (Research).

Attila had already made an enormous contribution to UTS and I know the university will continue to thrive and realise its bold vision under his strategic and passionate leadership.

We welcomed new Deputy Vice-Chancellor and Vice-President (Research) Professor Glenn Wightwick, who joined us in August. Glenn's record of research excellence and reputation as a leading technologist will stand him in good stead as he builds on UTS's strong research performance.

The Registrar, John Hartigan, also retired this year after five years in the role. I would like to thank him for his tireless work as Secretary to Council and his work with various committees of Council. I wish him all the best in his retirement.

The UTS Council underwent changes to its membership this year. Long-term members Megan Cornelius, AM, Professor Jenny Onyx and Professor Greg Skilbeck ended their terms in October, as did Su-Ming Wong, and student members Elizabeth Hanley and Douglas McDonald. I welcomed new members Dr Merilyn Sleigh and Professor Andrew Jakubowicz, and two new student members, Aaron Ngan and Abhishek Loumish. I am also delighted that Professor Sally Varnham will continue to be on Council as an elected academic staff member after having completed a second term as Chair of Academic Board.

In 2014, UTS operated under four revised strategic objectives: to inspire graduate success, to enhance our research performance, to connect and engage, and to adapt and thrive.

The success of our graduates will be achieved by creative and inspiring learning, which we are well placed to provide with our new world-class buildings and spaces. With three new buildings completed this year, we are able to offer our students the best of face-to-face and online learning.

We also continually add to our degree offerings; to meet the needs of industry and to ensure our students attain the attributes needed for their future careers. The Master of Data Science and Innovation was developed in response to emerging careers with the growth of data science, and the Diploma in Languages allows UTS students to attain sociocultural and linguistic skills to increase their employability in the global marketplace.

Key to enhancing our research performance is to attract the best and brightest researchers to UTS. I was pleased to announce the latest recipients of the UTS Chancellor's Postdoctoral Research Fellowships. Eleven researchers

were appointed after a competitive selection process that attracted applicants from all over the world. Successful projects include a predictive model for understanding the risk of depression in mothers after birth and international disaster law in the Asia–Pacific region.

Our alumni are an important part of the UTS community; they are ambassadors for the university, using the skills and knowledge gained at UTS to make their mark on the global workplace. This year I attended the Alumni Awards dinner where I presented the UTS Chancellor's Award for Excellence 2014 to Dr Simon Walsh, Chief Scientist, Forensics, for the Australian Federal Police.

This year I was particularly pleased to see significant growth in philanthropic support for the university, largely due to a greater level of engagement with our alumni. This is a key priority for the university, particularly in light of declining government support. As a result of our continued efforts in this area, we now have more than 3000 donors contributing to the advancement of UTS.

The university conferred a number of honorary doctorates at this year's graduation ceremonies. Philanthropist and great friend of UTS Dr Chau Chak Wing was made an Honorary Doctor of the University in recognition of his support for Australia–China bilateral relations. Honorary doctorates were also awarded to Catherine Livingstone, AO, in recognition of her leadership in design integration, science and technology innovation, and her support of the advancement of women in business; Professor Jane Sandall for her outstanding achievements as a global leader in midwifery; and Dr Jim Peacock, AC, in recognition of his distinguished career in science, particularly in the fields of plant biology and biotechnology.

We are operating in uncertain times as we wait to see the outcome of the federal government's plan to deregulate the higher education sector. I am confident that with strong governance, a clear strategy and our collaborative, innovative and sustainable university community we are well prepared for the future.

Professor Vicki Sara, AO
Chancellor

Vice-Chancellor's message

UTS Vice-Chancellor and President
Professor Attila Brungs

PHOTO: JESSE TAYLOR PHOTOGRAPHY

I was honoured to be named Vice-Chancellor of UTS in July this year. My predecessor, Professor Ross Milbourne, left behind an extraordinary legacy and it is a privilege to succeed him. Under his leadership, UTS was transformed into an internationally leading, research-intensive university with a distinct approach to teaching and learning. I will work with the UTS community to build on these achievements and continue to foster excellence in all we do.

I have come into the role in interesting and changing times for the sector. Domestically, the federal higher education agenda has been dominated by debate stimulated by the Higher Education and Research Reform Amendment Bill 2014. Australia is fortunate to have a world-class higher education sector, which is accessible to any Australian who merits a place. We must do everything we can to ensure that continues. The sustainable funding of universities while also safeguarding accessibility, equity and quality of education is an important issue and one that requires careful consideration and public debate.

Internationally, new technologies, new approaches to learning and rapidly changing workplace demands are likely to cause fundamental shifts in universities. Regardless of the external environment, UTS is extremely well placed to succeed in this changing environment. This is thanks to the incredibly hard work of staff, the engagement of our students, our innovative and collaborative approaches to teaching and research, our partnerships with industry, and the development of our new campus.

Our ambitious Campus Master Plan has enabled us to design and build a new campus reflecting the future of university education. This year, three of the main projects — the Engineering and IT Building, the Frank Gehry-designed Dr Chau Chak Wing Building and the Science and Graduate School of Health Building — were completed.

These three buildings embody our ethos of creativity and technology. It is very satisfying to see the buildings, with their collaborative and dynamic spaces, being used by students and staff.

At UTS we have always been at the forefront of teaching and learning. Our new buildings have encouraged staff to re-examine the way our students learn. Our Learning2014 initiative entered its final phase this year and over four days in July a Learning2014 festival was held in the new Engineering and IT Building. The festival showcased the innovative approaches to teaching and learning being undertaken at UTS.

The teaching excellence of our staff was recognised in this year's UTS Learning and Teaching Awards and Citations. From a large number of nominations across all faculties, five awards and 14 citations were awarded with excellent examples of Learning2014 implementation, student engagement, practice-oriented teaching and industry-focused innovation. All the award and citation winners will be celebrated at the Learning and Teaching Showcase in 2015.

The next phase of our teaching and learning strategy — learning.futures — will focus on how best students learn and what we can do to prepare them for a global and evolving workplace. All faculties have mapped to their curriculums the graduate attributes that we want our students to attain, and it is up to us to ensure that we provide a learning experience that is engaging, relevant and of a high quality.

This year we continued to introduce transdisciplinary degrees. The Bachelor of Creative Intelligence and Innovation welcomed its first cohort and the Master of Data Science and Innovation was launched.

UTS is ideally placed in the heart of Sydney's creative and digital precinct. We have fully embraced this with the introduction of these unique degrees as well as creative hubs such as the Connected Intelligence Centre that was launched this year. This centre will work as a creative incubator to foster thinking among students, staff, researchers and leaders about the use of data and analytics.

We launched the Intersection initiative this year in partnership with Microsoft and the New South Wales Government. This initiative aims to establish Sydney as a global innovation hub by growing jobs in Australia's creative and digital start-up sector. It is a prime example of what we do best: innovative engagement with our partners to benefit our local and global communities.

Testament to our reputation as a university where creativity, technology and innovation are key was the appointment this year of Apple Computer co-founder Steve Wozniak as adjunct professor. This is the first position that Steve has accepted at any university worldwide. Students and staff from the Faculty of Engineering and Information Technology will benefit hugely from Steve's experience and insights.

We are committed to collaborative and cross-disciplinary research that benefits industry and the broader community; helping to shape the world we live in. We had significant research achievements and successes this year.

Our engagement with China and UTS's growing reputation as a leader in the field of Australia–China relations was consolidated this year with the establishment of the Australia–China Relations Institute. The Hon. Bob Carr was appointed director of the institute. As former premier of New South Wales and former federal minister for foreign affairs, Professor Carr will contribute a wealth of experience to the new institute, which will focus on collaborative research in Australia–China relations.

A formal launch was held for the institute in May with Foreign Minister the Hon. Julie Bishop, MP, delivering the keynote. UTS alumnus and Shadow Minister for Foreign Affairs and International Development, Tanya Plibersek, MP, attended along with the Chinese Ambassador, His Excellency Mr Zhaoxu Ma.

Professor Derek Eamus from UTS's Plant Functional Biology and Climate Change Cluster was one of only 10 finalists Australia-wide shortlisted for the Google Impact Challenge, which supports non-profits using technology to tackle problems and transform lives.

Dr Andrew Hutchinson from the Faculty of Science was one of 31 recipients across Australia to receive a prestigious Fulbright Scholarship, and Professor Matt Wand was awarded the Pitman Medal from the Statistical Society of Australia in recognition of his outstanding achievements in the discipline of statistics.

A sign of the impact of the research conducted at UTS is the high esteem in which our researchers are held by their peers. We now have a number of editors-in-chief of the most prestigious refereed international journals.

Professor Glenn Wightwick joined UTS in August as the Deputy Vice-Chancellor and Vice-President (Research). Glenn is a recognised national leader in Australia's information and communication technology research and development field and a significant contributor to innovation across the nation. Glenn was a natural fit for UTS and I look forward to working closely with him to consolidate our research excellence and further our national and international performance and collaborations.

We are operating in an increasingly global environment, which is why we strive to provide our staff and students with opportunities for international engagement and experiences.

Our flagship international research engagement program, the Key Technology Partnership program, expanded this year with the formation of a partnership with the Technical University of Berlin. These invaluable partnerships enable joint research collaboration, visiting fellow opportunities and dual or joint higher degree by research programs.

We continued to internationalise the student experience through our student mobility programs. All mobility programs saw increased rates in participation this year. It is great to know that our students are out there immersing themselves in the lives, culture and language of other countries; experiences that will stand them in good stead in their future careers.

The UTS community shares a strong commitment to equity, diversity and social justice, which was recognised this year with two finalists in the Australian Human Rights Commission's 2014 Human Rights Awards. Professor Paul Redmond from the Faculty of Law was named a finalist for his dedication to human rights protections; and Jumbunna Indigenous House of Learning's Professor Larissa Behrendt, with researchers Craig Longman and Jason de Santolo, for her documentary *Innocence Betrayed*.

We also celebrated the social justice and human rights work of staff and students at the UTS Human Rights Awards in September. Race Discrimination Commissioner Tim Soutphommasane was the guest speaker and a range of awards were handed out for work including challenging misogyny, sexism and violence against women in Australian society through online activism; highlighting the injustices faced by Aboriginal communities; and improving education and sanitation in remote villages of Nepal.

Finally, for the second year in a row, UTS has improved in all three major international rankings. In this year's *Times Higher Education* World University Rankings we improved significantly; jumping approximately 75 places into the 226–250 band, which moved us from the 13th to the 9th highest ranked university in Australia. We also climbed a number of places in both the Academic Ranking of World Universities and the QS World University Rankings.

UTS truly is a distinct university — dynamic, vibrant, creative, with a strong sense of community. I have thoroughly enjoyed my first year as Vice-Chancellor and I am looking forward to working with you all to build on the momentum we have for achieving our vision to become a world-leading university of technology.

Professor Attila Brungs
Vice-Chancellor and President

Year in review

January	February	March
> Dr Chau Chak Wing Scholarships announced to enable study and mobility opportunities for Australian and Chinese students (page 21). > U@Uni Summer School program for high school students (page 48).	> Mandy Sayer and Louis Nowra named joint holders of the 2014 Copyright Agency Limited Non-Fiction Writer-in-Residence (page 29). > Memorandum of understanding signed between UTS and Korea University to improve desalination technology.	> UTS alumna Senator Sekai Holland wins Global Alumni Award at the 2014 Advance Global Australian Awards. > Editor-in-Chief of *Vogue Italia* Franca Sozzani visits UTS to speak to fashion and textile design students. > Dr Andrew Hutchinson from the School of Medical and Molecular Biosciences awarded a Fulbright Scholarship (page 41).
April	**May**	**June**
> Doctor of Creative Arts student Christine Piper awarded The Australian/Vogel Literary Award for her novel *After Darkness* (page 29). > The Hon. Bob Carr announced as Professor of International Relations and director of the Australia–China Relations Institute (page 21). > Establishment of a joint research centre in data science and big data analytics with Université Joseph Fourier in France.	> UTS Research Equity Fellowship launched (page 20). > Australia–China Relations Institute launch with the Hon. Julie Bishop, MP, Minister for Foreign Affairs; Chinese Ambassador to Australia, Ma Zhaoxu; and the Hon. Bob Carr (page 21). > Third-year Bachelor of Midwifery student Koby Elliott published as a single author in peer-reviewed journal *Contemporary Nurse*.	> Governor of New South Wales, Her Excellency Professor the Hon. Dame Marie Bashir, AD, CVO, opened the new Engineering and IT Building (page 56). > Key Technology Partnership formed with Technical University of Berlin (page 20).
July	**August**	**September**
> Learning2014 festival (page 25). > Enabled by Design-athon prototyping event in partnership with the Cerebral Palsy Alliance (page 33).	> Professor Attila Brungs commences as Vice-Chancellor. > Learning2014 festival for casual academics (page 25). > UTS Business School's inaugural Management Skills Winter Program (page 31).	> UTS Human Rights Awards with guest speaker Dr Tim Soutphommasane, Race Discrimination Commissioner (page 55). > The Ultimo Science Festival, co-presented with the Powerhouse Museum, the ABC and TAFE NSW.
October	**November**	**December**
> Apple Computer co-founder Steve Wozniak accepts adjunct professorship at UTS (page 35). > Adjunct Professor Eva Cox and researcher Nicky Ison named in *The Australian Financial Review* and Westpac 100 Women of Influence Awards.	> UTS gifted a China Library by the government of the People's Republic of China. > Cricketer Alyssa Healy and water polo player James Clark were named Sports Woman and Sports Man of 2014 respectively at the annual UTS Blues awards.	> UTS Business School receives five star rating in the QS Stars Top Universities (page 30). > UTS senior lecturer and author Gabrielle Carey announced joint winner of the non-fiction prize in the 2014 Prime Minister's Literary Awards (page 29).

At a glance

27,134
student enrolments[1]

3141
staff[2]

19
distinguished visiting scholars[3]

1041
overseas student placements[4]

35
graduation ceremonies

184,078
alumni

2280
research publications[5]
equivalent to 1.5 publications per FTE~[6]

11
Chancellor's Postdoctoral Research Fellowships

$6.376m
in new gifts and pledges

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.
5. 2013 Higher Education Research Data Collection figure, reported in 2014.
6. Full-time equivalent.

Rankings and ratings

> **226–250 band**

up from 301–350 band

Times Higher Education World University Rankings

> **384**

up from 428

Academic Ranking of World Universities

> **264**

up from 272

QS World University Rankings

> **47**

up from 83

Times Higher Education 100 under 50 rankings

> **5 Stars**

QS Stars system

> **20**

up from 31

QS top 50 universities under 50

Strategic objectives

Following on from last year's review of the UTS Strategic Plan 2009–2018, UTS operated under four revised strategic objectives and associated outcome statements this year. (Further information on the review is available in the governance and review section.)

Objective one

Inspire graduate success: Engage our students in creative and inspiring learning that enables them to build strong professional identities, future-focused graduate capabilities and global citizenship.

The UTS model provides a learning foundation that is practice-oriented, globally focused and research-inspired. We listen to business and industry and develop graduates who contribute to the future of their professions and a global society. Our future-focused learning environment and strategies provide a framework so that graduates develop the capabilities and attributes to future-proof their careers.

We will know we have achieved this objective when:

> the UTS model is embedded in all courses, as relevant to the professional context for each course

> our graduates, and their future-focused graduate capabilities, are highly valued and sought after by employers

> our curriculum, co-curricular activities and informed use of technology coherently support students' professional identities and graduate capability formation during their studies and into their careers

> our innovative approaches to blended learning are aligned with our workforce and infrastructure planning and change

> our physical and virtual learning environments seamlessly combine to form an integrated learning environment and 'sticky campus'

> our students manage their learning and development of graduate attributes irrespective of their culture, background and entry pathway

> student international mobility, particularly engagement with Asia, increases during 2014–2018.

Objective two

Enhance our research performance: Increase the scale, quality and impact of research in our discipline fields.

We will build on our recent successes in research and researcher development through sustained commitment to the implementation of the research strategy. Our key areas of focus continue to be future services, industries and productivity; communication and intelligent systems; health futures; sustainability and built environment; creative industries and civil societies; and business innovation.

We will know we have achieved this objective when:

> we are recognised internationally for our world-leading research in our focused discipline fields

> we are known for our innovative approach to high quality research that delivers impact for our industry, community and government partners

> we have a collaborative, high-performing research culture, with a reputation for strong mentoring and professional development

> we are the national leader in researcher development (including for research students)

> we are known for our scholarly contribution to public debate on critical national and international issues and policy

> we are internationally active, with a network of partnerships that expands across Asia, Europe and the Americas, generating high quality research outcomes

> we have significantly increased our research outcomes and doubled our external research income over the period 2014–2018.

Objective three

Connect and engage: Leverage our environment to connect students, staff, alumni, industry and the community to create sustained opportunities for collaborative learning, innovative research and enduring relationships.

Our physical and virtual university environments have been designed to create an intellectually and socially vibrant educational experience; one that has a culture of encouraging diversity and championing social justice. This 'sticky campus' — connected, inclusive and positive — will be leveraged to create sustained high value collaborations and activities at all levels.

We will know we have achieved this objective when:

> our campus environment, facilities and services support our learning, research and engagement objectives

> our virtual environments integrate seamlessly with the physical experience and support local and international engagement

> we are a preferred partner for community, industry and business leaders with outstanding capability and strengths in our areas of expertise

> our alumni extend their engagement with UTS, working together to enhance our reputation and to support our ongoing development, nationally and internationally

> students and staff continue to embrace diversity as part of our distinctive culture.

Objective four

Adapt and thrive: Lead UTS into a sustainable future; fostering creativity, agility and resilience in our people, processes and systems.

We have established an impressive track record as a dynamic, forward-thinking and responsive organisation. We are ethical and transparent in our actions. Our staff are talented and engaged. To continue to thrive and achieve our vision, we must make smart decisions on how we invest in our future workforce and infrastructure. We will be efficient and streamlined to create space for the generation of creative and innovative solutions and new activities.

We will know we have achieved this objective when:

> our vision, purpose and values are evident in all our individual and collective plans and actions, being renowned for our integrity, transparency and commitment to social justice

> UTS continues to exceed the sector benchmark for overall staff engagement, with particular emphasis on the quality of, and confidence in, leadership

> our processes, systems and people support effective knowledge sharing and efficient use of resources

> our diverse staff profile reflects our local and international communities and is fully aligned with learning, research and engagement aspirations

> we are innovative and creative, identifying and acting on opportunities while also effectively managing risk and compliance

> UTS meets or exceeds organisational targets for financial, environmental, social and cultural sustainability.

Strategic priorities

The university's performance against its four strategic objectives (above) and key performance indicators (page 11) inform our top 10 strategic priorities. The priorities are multi-year in focus and address university-wide issues. The priorities are reviewed and refined each year to ensure our efforts are leading to the achievement of UTS's vision.

Top 10 strategic priorities 2014–2016	Annual report section
Create courses, partnerships, events and activities that leverage UTS's strengths in integrating creativity, technology and innovation	Teaching and learning, pages 24–27 Advancement and engagement, pages 60–65
Implement future-focused learning and teaching strategies to enhance student engagement and success	Teaching and learning, pages 24–27
Achieve planned growth and retention in targeted student profiles	Students, pages 44–51
Increase the global workplace and career success of our graduates	Students, pages 44–51
Align staff profiles, roles and career paths with our innovative learning and research strategies and priorities	Staff, pages 52–55
Engage globally, with a priority on Asia, to build UTS's reputation as a world-leading university of technology	Research and innovation, pages 18–23 Students, pages 44–51
Improve research performance across all disciplines, produce world-class research in key areas and develop first-class researchers	Research and innovation, pages 18–23
Leverage relationships with industry, government, alumni and the community to support our long-term sustainability	Advancement and engagement, pages 60–65
Leverage our innovative facilities and services to provide positive learning, research and campus engagement experiences	Campuses and resources, pages 56–59
Improve operational effectiveness and efficiency	Campuses and resources, pages 56–59

Key statistics

	2010	2011	2012	2013	2014
Enrolments[1]					
Total	24,186	25,053	25,217	25,986	27,134
Undergraduate	17,214	18,228	18,581	19,172	20,168
Postgraduate	6972	6825	6636	6815	6966
International	6647	7128	6905	7208	7611
Low socioeconomic status[2]	2301	2355	2531	2637	2840
Course completions[3]					
Total	9894	10,248	9990	10,220	10,601
Undergraduate	5427	5578	5797	5800	5958
Postgraduate	4297	4508	4041	4213	4437
Higher degree by research	170	162	152	207	206
Staff[4]					
Academic	1269	1330	1349	1358	1391
Professional	1612	1657	1725	1765	1750
Research					
Research strengths	28	29	29	29	25
Cooperative Research Centres	3	4	2	3	4
University research institutes	5	5	5	5	5
ARC Centres of Excellence	2	2	2	2	2
NHMRC Centres of Research Excellence	1	1	1	1	2
Centres	19	19	21	21	25
External research funding ($'000)	35,818	39,798	39,218	42,192	45,724[6]
> from national competitive grants	14,219	16,186	16,780	18,457	18,990[6]
Income (%) (excluding deferred government contributions)					
Government grants	40.7	40.8	43.8	41.4	38.2
Fees and charges	30.9	30.8	28.8	29.1	31.1
HECS–HELP	18.0	17.2	16.9	18.7	19.8
Other	16.4	11.2	10.5	10.7	10.9
Expenditure (%)					
Employee benefits	60.4	60.7	60.4	60.2	60.1
Other	26.1	27.1	27.5	27.8	28.2
Depreciation and amortisation	10.4	9.9	10.1	9.6	9.3
Repairs and maintenance	1.8	1.7	1.5	1.6	1.6
Impairment of assets	0.7	0.0	0.0	0.0	0.0
Borrowing costs	0.6	0.5	0.6	0.7	0.7
Finance ($'000)					
Total assets	1,574,771	1,793,869	1,919,986	2,030,970	2,385,862
Total revenue from continuing operations	536,644	587,302	640,304	669,975	700,003
Total expenses from continuing operations	506,808	560,334	581,137	605,398	661,465

1. Equivalent full-time student load.
2. 2011 census definition.
4. Headcount.
5. Full-time equivalent, including casual staff.
6. Unaudited 2014 figures, current as of 2 March 2015.

2014 performance

The university's Key Performance Indicator (KPI) Framework supports the reputation and strategic objectives of the university. The framework provides a meaningful way of measuring our performance against the UTS Strategic Plan 2009–2018.

The framework has a number of KPIs and performance metrics associated with five interdependent performance domains.

The table below shows whether the target was achieved, whether the actual result was within an acceptable tolerance of the target, or whether the target was not met. For each KPI and metric a number of multi-year initiatives and projects designed to improve performance and move UTS closer to the achievement of its strategic objectives are being undertaken by KPI owners in collaboration with faculties and units across the university.

Key performance indicator	Met/exceeded internal target	Within tolerance of internal target	Below tolerance of internal target
Reputation			
Impact of commentary on public issues (*The Conversation* UTS authors and article views)			✔
Inspire graduate success			
Share of domestic market demand (benchmarked to 'best in Sydney metro')			✔
Graduate workplace success — reputation for 'prepares its graduates for the current and future needs of the workplace'		✔	
Internationalisation of student experience — % undergraduate students completing an international experience in 2014	✔		
Internationalisation of student experience — inbound equivalent full-time student load	✔		
Teaching quality	✔		
Student equity (low SES participation)		✔	
Enhance our research performance			
Research outcomes — research leadership index	✔		
Research outcomes — higher degree research completions (weighted)	✔		
Connect and engage			
Student satisfaction with services and facilities		✔	
Aboriginal and Torres Strait Islander participation — % undergraduate students			✔
Aboriginal and Torres Strait Islander participation — % staff			✔
Alumni engagement — contactable email addresses in PACE	✔		
Alumni total giving — annual dollars given or pledged	✔		
Commitment to diversity (students)	✔		
Commitment to diversity (staff)	✔		
Adapt and thrive			
Staff engagement — incorporating organisational commitment, job satisfaction and intention to stay	✔		
Staff equity (% female academics in level D, E and SSG. Benchmarked against Sydney metro average)		✔	
Operating surplus	✔		
Workforce cost sustainability	✔		
Greenhouse gas reductions			✔

Note: This is not a complete set of KPIs as results for some are not yet available.

Senior executive

Vice-Chancellor and President
Professor Attila Brungs, BSc(Hons) (UNSW), DPhil (Oxon)

The Vice-Chancellor and President is the university's academic leader and 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 operations and performance of UTS.

Professor Brungs joined UTS in 2009 as Deputy Vice-Chancellor and Vice-President (Research). Prior to this he 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 industry. Professor Brungs is a Rhodes Scholar and recipient of the University Medal in Industrial Chemistry from the University of New South Wales.

Provost and Senior Vice-President
Professor Peter Booth, BEc (Sydney), GradDipEd (SydTeachColl), MEc (UNE), PhD (Griff), FCPA, FCA

The Provost is responsible for academic affairs, Indigenous strategy and education, and performance and strategic planning.

As the primary academic officer, the Provost is the second-in-charge to the Vice-Chancellor and oversees the academic activities of the university.

This includes a particular focus on:

> management of the overall academic operations of the university, including management of the faculties
> overseeing the whole-of-institution deployment of Indigenous strategy, education and support
> responsibility for equity and diversity strategy and support, including social inclusion and widening participation initiatives
> coordination of the university innovation and creative intelligence strategy and activities
> university-wide strategic planning, quality assurance, performance monitoring and reporting, including oversight of key performance indicators
> development of university planning targets
> Commonwealth funding agreement and broad academic profile management.

Professor Booth's research field is the behavioural and organisational impacts of management accounting and control systems. His major areas of interest are the impact of information technology on management accounting practices, the role of accounting in collaboration in 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 Glenn Wightwick, BSc (Monash), FTSE

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.

Prior to his appointment at UTS in August 2014, Professor Wightwick was Director, IBM Research — Australia and IBM Australia Chief Technologist. He brings global experience from his role at IBM, having led teams in the US and China, worked on IBM's global technical strategy and established a world-leading research laboratory here in Australia.

Professor Wightwick is recognised as a leader in developing Australia's ICT industrial R&D base and a significant contributor to innovation across the nation. He has a distinguished research track record, not only in terms of publications, but also in patents and commercialisation.

A Fellow of the Australian Academy of Technological Sciences and Engineering, Professor Wightwick has also served on the Australian Research Council College of Experts and has led national bodies and committees such as the NSW Digital Economy Industry Taskforce.

Deputy Vice-Chancellor and Vice-President (International and Advancement)
Professor William Purcell, BCom(Hons), PhD (UNSW), DipJapaneseStud (Kyoto U Foreign St)

The Deputy Vice-Chancellor and Vice-President (International and Advancement) 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. 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 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 also serves on the board of UTS Insearch and on a variety of other boards and foundations.

Deputy Vice-Chancellor and Vice-President (Education and Students)
Professor Shirley Alexander, BSc, MAppStats (Macq), GradDipEd (SCAE)

Major responsibilities of the Deputy Vice-Chancellor and Vice-President (Education and Students) are to ensure an effective teaching and learning environment and develop a university-wide student focus including the quality of courses and teaching, student services and the student experience.

Professor Alexander has worked at UTS for the past 22 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 was the chair of the TAFE NSW Higher Education Academic Board in 2014 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 (Resources)
Patrick Woods, BSc (Guelph), MBA (McM), ACPA, FAICD

The Deputy Vice-Chancellor and Vice-President (Resources) is responsible for the creation and delivery of the $1.1 billion Campus Master Plan as well as optimal financial performance of the university including the strategic long-term finance plan that supports the university's strategic objective in teaching and learning, research, student focus and community engagement. He has the responsibility for improving strategic and operational resilience against risk and ensures compliance and reputation protection.

As Deputy Vice-Chancellor and Vice-President (Resources), Patrick Woods has the responsibility of activating partnerships with the community, industry, government and other enterprises. He plays a critical role in the transfer of UTS knowledge to the Australian and international communities and this work has a significant contribution to the diversification of UTS income.

The major areas within his portfolio include:

> annual budget, strategic financial planning
> strategic procurement
> property, investment and capital management
> the Campus Master Plan
> crisis management and security
> capital works, building and grounds services
> environmental sustainability
> risk management and framework.

Prior to joining UTS in 2006, Patrick Woods spent 28 years in the private and corporate sectors holding numerous CEO, MD, director and executive positions in various local companies, as well as international companies across North America, Asia and the Middle East. He is also a former naval officer.

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 and legal compliance.

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.

GOVERNANCE AND REVIEW

Review of UTS Rules completed

UTS Act amended

Senior executive structure changed

Regulatory environment

The May federal budget contained announcements that have the potential to change the face of higher education in Australia. Of most significance is the government's planned move towards a deregulated higher education system, with universities being able to set their own fees for domestic students.

At the end of the year, the Higher Education Research and Reform Amendment Bill did not pass the Senate. A new amended bill was put forward and the legislation will be debated when parliament resumes in February next year.

Structural changes

2014 saw changes to the senior executive structure. In order to align more effectively with the university's current priorities, the Vice-Chancellor, in consultation with the senior executive, deans and UTS Council, made a number of nomenclature and portfolio changes, which came into effect in September.

> The title of the Senior Deputy Vice-Chancellor and Vice-President changed to Provost and Senior Vice-President.

> The Provost and Senior Vice-President will have additional responsibility for equity and diversity (formerly in the teaching, learning and equity portfolio) and internal audit (formerly in the corporate services portfolio).

> The teaching, learning and equity portfolio was renamed to education and students (with a corresponding change in title to Deputy Vice-Chancellor and Vice-President (Education and Students)). The change highlights the university's commitment to its students and to providing them with a unique learning experience and preparing them for future workplace success.

> The international and development portfolio was renamed to international and advancement (with a corresponding change in title to Deputy Vice-Chancellor and Vice-President (International and Advancement)). The change acknowledges the role that securing partnerships and philanthropy needs to play in order to give UTS a competitive advantage.

Two new positions were also established to bolster the university's focus on teaching and research: an Assistant Deputy Vice-Chancellor (Education) and an Assistant Deputy Vice-Chancellor (Research).

A further change was the disestablishment of the Registrar position following the Registrar's retirement in August. This resulted in some changes to reporting lines, with the Student Administration Unit and UTS Legal Services moving to the Deputy Vice-Chancellor and Vice-President (Corporate Services)'s portfolio; and the Internal Audit Unit moving to the Provost and Senior Vice-President's portfolio.

The position of director, Governance Support Unit (GSU), changed to incorporate the role of Secretary to Council and several other functions that were fulfilled by the Registrar. The new position is titled University Secretary and Director, GSU, and reports to the Vice-Chancellor and the Deputy Vice-Chancellor and Vice-President (Corporate Services) respectively.

Governance instruments

A number of governance instruments were updated this year to reflect the changes to the titles and structure of the university's senior executive.

The UTS Rules Review Project was finalised this year. At its October meeting, Council resolved that amendments arising from the review be made to the Student Rules and the General Rules. The review of the UTS Rules was a significant piece of work for the university, involving a number of stakeholders and working groups. It was the first holistic review of the UTS Rules conducted in more than 10 years.

In accordance with the university's policy review schedule, 31 policies and directives were reviewed, approved and rescinded this year. In addition, the annual review of the UTS Standing Delegations of Authority was undertaken and approved by Council at its October meeting.

The *University of Technology, Sydney, Act 1989* (NSW) was amended by the *Universities Legislation Amendment (Regulatory Reforms) Act 2014*, which received assent by the Governor of New South Wales in August.

The amendments were seen as positive; allowing for New South Wales universities to operate in a modern and competitive environment by alleviating several regulated requirements around financial management, uses of various types of land, and governance procedures.

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.

Elections

More than 90 elections were conducted this year for the UTS Council, Academic Board, Academic Board committees, faculty boards and ActivateUTS. The number of candidates standing in elections has grown over time, and the number of staff and students voting in elections has also increased.

Significant elections included a new chair of the Academic Board. Associate Professor Joanne Gray, Associate Dean (Teaching and Learning) of the Faculty of Health, will take up the position from 1 January 2015.

Planning and improvement activities

Our progress across a range of key performance indicators related to our strategy, including teaching, research and engagement, is evidence that UTS is moving in the right direction and that our strategic plan is delivering (page 11).

This success and growth is also reflected in our rise in international rankings and ratings (page 7).

However, we need to regularly assess our strategic priorities to ensure we keep improving, innovating and, when necessary, competing in a deregulated, highly competitive market. This will allow us to take the next step to becoming a world-leading university of technology.

Following on from the review of the UTS Strategic Plan 2009–2018, the university operated under four revised strategic objectives and associated outcome statements this year (page 8).

The final step of the review is to look at the UTS Key Performance Indicator (KPI) Framework and analyse what needs to be done to strengthen measurement of critical performance areas for UTS, and to address areas of improvement in the framework.

This is a multi-phase project, with the initial phase focused on:

> stakeholder consultation and engagement

> research into best practice in organisational performance management

> developing an overarching framework, including guiding principles and design principles

> early testing of a three-tiered framework

> proposing KPI names, metric names and high-level definitions for approval by Council.

The next phase of the project, which will commence in 2015, will focus on technical definitions and implementation.

The Student Feedback Survey was reviewed in 2014; its first major review since 2008. The review sought to improve the usefulness of the survey by refocusing it on student learning and engagement and better aligning it with the university's teaching and learning strategies.

An external consultant finalised a report to UTS in October based on consultations with staff and students, and a revised questionnaire was tested with students in November. A new questionnaire was piloted in the Summer 2015 semester.

Further references

Volume two contains the following governance-related appendices:

> controlled entities

> internal audit

> legislative matters

> meetings of Council members

> privacy

> public interest disclosures

> right to information

> risk management

> senior executive renumeration.

UTS Council

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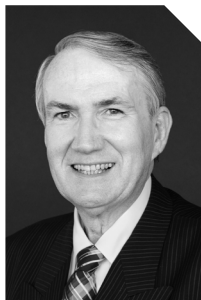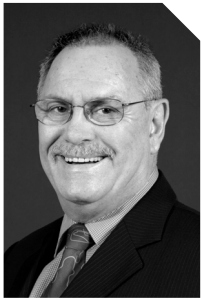

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PHOTOS: ENCAPTURE PHOTOGRAPHY; SIMON MILLER; AND JOANNE SAAD.

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

    ended July 2014

3. Professor Attila Brungs, BSc(Hons) (UNSW), DPhil (Oxon)

    appointed August 2014

Chair of Academic Board

4. Professor Sally Varnham, LLB, LLM(Hons) (Well), AdvCertTTg (WellP), PhD (UNSW)

    1 January 2011 to 31 December 2012
    1 January 2013 to 31 December 2014

Ministerially appointed members

5. Tony Tobin, BA LLB (UQ)

    12 December 2011 to 31 October 2014
    1 November 2014 to 31 October 2018

6. Brian Wilson, MCom(Hons) (Auck)

    1 November 2006 to 31 October 2010
    1 November 2010 to 31 October 2014
    1 November 2014 to 31 October 2018

Council appointed members

7. 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

8. Michelene Collopy, JP, BEc (ANU), CA, FPS, GAICD

    4 October 2011 to 31 October 2012[1]
    1 November 2012 to 31 October 2016

9. 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 2006[2]
    1 November 2006 to 31 October 2008[2]
    1 November 2008 to 31 October 2012[2]
    1 November 2012 to 31 October 2014

10. Robert Kelly, BComm (UNSW), LLB, LLM (Sydney), MBA (UNSW), FCIS, FAICD, FGIA; barrister

    1 November 2006 to 31 October 2010[2]
    1 November 2010 to 31 October 2012[2]
    1 November 2012 to 31 October 2014
    1 November 2014 to 31 October 2018

11. Dr Ron Sandland, AM, BSc(Hons) (Sydney), PhD (UNSW), FTSE

    1 November 2008 to 31 October 2012[1]
    1 November 2012 to 31 October 2016

12. 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

13. Dr Merilyn Sleigh, BSc(Hons) (Sydney), PhD (Macq), FAICD, FTSE

    1 November 2014 to 31 October 2018

14. Russell Taylor, MBA, GradDipPSM (UTS), GradDipArts (ANU); Principal, Australian Institute of Aboriginal and Torres Strait Islander Studies

    1 November 2006 to 31 October 2008[1]
    1 November 2008 to 31 October 2012[1]
    1 November 2012 to 31 October 2016

15. Su-Ming Wong, ME (Cant), MBA (AGSM)

    1 November 2010 to 31 October 2014

Elected (academic staff) members

16. Professor Andrew Jakubowicz, BA (Syd), PhD (UNSW)

    1 November 2014 to 31 October 2016

17. 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

18. 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

19. Professor Sally Varnham, LLB, LLM(Hons) (Well), AdvCertTTg (WellP), PhD (UNSW)

    1 November 2014 to 31 October 2016

Elected (non-academic staff) member

20. Daniel Willis, BCA (UOW), ATEM; Manager, Academic Administration, Faculty of Science, University of Technology, Sydney

    1 November 2012 to 31 October 2014
    1 November 2014 to 31 October 2016

Elected (undergraduate) student

21. Douglas McDonald; enrolled Bachelor of Arts in Communication (Social Inquiry)/Bachelor of Laws, University of Technology, Sydney

    1 November 2012 to 31 October 2014

22. Aaron Ngan; enrolled Bachelor of Arts in International Studies/Bachelor of Business, University of Technology, Sydney

    1 November 2014 to 31 October 2016

Elected (postgraduate) student

23. Elizabeth Hanley, BSocSc (UNSW); enrolled, PhD, Faculty of Arts and Social Sciences, University of Technology, Sydney

    5 November 2013 to 31 October 2014

24. Abhishek Loumish; BTech(Hons), ECE (LPU); enrolled Master of Information Technology (Extended), University of Technology, Sydney

    1 November 2014 to 31 October 2016

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

$45.724m external research income

Record number of PhD completions

Awarded $3.2m in ARC Linkage Project funding

In our quest to be a world-leading university of technology, it is imperative that we strive for research excellence.

Our research strategy 2010–2015 made research a priority at UTS, with renewed investment and the establishment of a revised set of key performance indicators (KPIs) and targets.

As a young university, UTS has quickly forged a reputation for research quality across all major rankings systems. However, the university faces some challenges, including the general uncertainty surrounding the sector in relation to the federal government's proposed changes, but also internal factors such as inconsistencies in research performance across the faculties and research areas.

To underpin all efforts to support researcher excellence at UTS, a Managing for Performance initiative was developed in 2014. To date, research performance benchmarks for individual researchers have been established (based on the Excellence in Research for Australia (ERA) initiative's performance measures for external research income and publication output). Faculty-specific research performance benchmarks are also being developed.

Looking ahead, UTS will be collating its ERA 2015 submission where we expect to maintain leadership in our areas of focus; and early in 2015 the university will be working on new research targets and a new research strategy to ensure that we continue on our upward trajectory.

Research direction

A crucial element of our research strategy is the focus on six clearly defined research themes; prioritising our commitment to impact-driven research that will be of benefit to society and the global community.

A number of research strengths lie under each theme. These research strengths are key to the university growing the capacity of our research, including attracting key national and international researchers, nurturing early and mid-career researchers, and building research investment and infrastructure.

Owing to the dynamic nature of research, and the need to respond to issues and opportunities as they arise, UTS established a framework whereby emerging areas of expertise or growth can be trialled as faculty centres before potentially becoming research strengths.

The performance of the university's research strengths is reviewed annually by the Deputy Vice-Chancellor and Vice-President (Research). Regular reviews of UTS research themes and strengths ensure UTS research remains current and relevant to society, industry and the community.

Another way UTS maintains relevance with industry is through our industry doctorate program. In 2014, there were 58 students enrolled in a range of industry PhD programs, with the externally funded sponsorships of these valued at approximately $830,000.

To build on these industry collaborations and develop industry-ready research graduates, the Graduate Research School developed an industry doctorate strategy this year. The strategy will be implemented in 2015 and will aim to establish internships with industry, develop more industry doctoral training centres, and improve the way UTS communicates with industry around the value of PhD research and PhD researchers.

Together, these aspects will inform the UTS Research Strategy 2015–2020, and enable UTS to become a world-leading university of technology.

Research students

The number of higher degree by research (HDR) commencements in 2014 was 381 (headcount). This figure was slightly lower than the KPI, largely due to a faculty changing its supervisor workload policy that resulted in far fewer PhD offers. Encouragingly, other faculties continued to grow their number of HDR commencements.

The number of weighted HDR completions exceeded the KPI for 2014; and was also the highest number of PhD completions in UTS's history, which was 598 (weighted). This was attributable to a change in policy on the maximum time to complete and extension rules for HDR students made earlier in the year.

The university will want to maintain and improve on these completion rates and any new initiatives in support of this will need to account for the potential changes to the federal government's Research Training Scheme and the impact of potential higher fees for HDR students.

The Jumbunna Indigenous House of Learning appointed a HDR liaison officer position to increase the number of Aboriginal and Torres Strait Islander research students.

Further, a competitive HDR scholarship scheme for Indigenous students was established, consisting of a $25,000 top-up to the Australian Postgraduate Awards.

Since the inception of the Indigenous Education Strategy 2011–2014, the number of Aboriginal and Torres Strait Islander HDR students has significantly increased: from four in 2011 to 14 in 2014. Similarly, the number of Indigenous academic staff enrolled in or holding a doctoral degree has tripled, rising from three in 2011 to nine in 2014, with a further four proposed to commence in 2015.

Researcher development

The UTS Framework for Doctoral Education, in place since 2011, provides the structure around PhD study and focuses on two main outcomes: the advancement of new knowledge through the thesis; and the development of the researcher.

In consultation with their supervisor, each HDR student will develop a doctoral study plan (DSP) focused around three stages: confirmation of candidature, confirmation of advanced progress, and confirmation of readiness to submit.

The two major projects in support of the framework this year were the development of an online DSP and a revised set of researcher development workshops and activities. The online DSP was implemented in all faculties in March, and workshops and activities were offered to students and staff throughout the year.

UTS aims to provide its researchers with a rich research culture and collaborative community. The Graduate Research School worked with faculties and units this year to provide an expansive social engagement program for HDR students.

Activities included a monthly researchers' cafe, the HDR mentoring program that matches early career researchers (ECRs) with first-year HDR students, an annual dual degree afternoon tea for students enrolled in collaborative degrees with our Key Technology Partnership partners, first-year student dinners each semester, and an end-of-year party.

Two new HDR programs were introduced in 2014: Kickstart@UTS is an orientation program for international HDR students designed to improve students' research experience and outcomes; and surviving and thriving workshops designed to assist female research students (from second year) develop the necessary skills to complete their PhDs and consider a fulfilling career in academia.

The ECR connect program continued this year. For the first time, instead of being offered individually, the nine modules were offered through three full-day sessions. Other ECR workshops were offered outside of the program and a new women's research network was established.

The mid-career researcher boost program included seven sessions in 2014, under the topics engagement, influence and impact; and your research, research management and organisation.

Of particular focus, and following on from last year, the development of HDR supervisor skills continued in 2014. A new supervisor development program was run, consisting of nine modules covering mentoring and co-supervision, navigating diversity in doctoral supervision, and working on careers with HDR students.

In addition, the Graduate Research School Board approved a change to the supervisor registration policy and linked ongoing professional development to registration as an HDR supervisor.

Research culture

The university strives to provide a supportive research culture; one that promotes gender equity in research. UTS understands that men and women are increasingly seeking workplaces that understand and support their commitments to family and lives outside the workplace.

The UTS Research Equity Initiative, launched last year, is unique in developing a comprehensive and integrated program that operates across the university targeting staff at key career transition points. The programs are open to both female and male academic staff with carer responsibilities.

As part of the initiative, the UTS Research Equity Fellowship was established to assist academic researchers whose careers have been significantly affected by periods of sustained carer responsibilities. Funding is provided to enable academics to focus intensively on their research, and to re-establish or enhance their research careers.

The first round of the fellowship attracted 11 applications, with the outstanding recipient receiving $50,000 towards equipment and costs associated with their research project.

Other components of the initiative include:

> Research Re-establishment Grants of up to $15,000 available on a competitive basis for staff returning from parental leave to concentrate on a research project. The first round, launched in late 2013 and implemented in 2014, was awarded to 11 staff

> the Childcare and Carers Support Fund (Conference Attendance), which has been awarded to 18 academics to date to cover costs associated with attending research-related conferences

> a Faculty of Engineering and Information Technology-specific building resilience program for female HDR students.

In 2014, the National Health and Medical Research Council rated UTS as one of only two Australian research organisations providing outstanding gender equity support programs.

To further the equity efforts of the university, Professor Glenn Wightwick, Deputy Vice-Chancellor and Vice-President (Research), held a forum in November to discuss new initiatives around gender equity in research. Attendees included Professor Nalini Joshi from the Commonwealth Science Council, the federal government body for advice on science and industry in Australia; Dr Marguerite Evans-Galea from the Murdoch Children's Research Institute and co-founder of Women in Science Australia; and Professor Caroline Homer, Director of UTS's Centre for Midwifery, Child and Family Health, and Chair of the National Health and Medical Research Centre's Women in Health Science Working Committee.

International relationships

UTS continued to form new and strengthen existing relationships with international institutions through its Key Technology Partnership (KTP) program: the university's flagship international research engagement program. The KTP program aims to enhance UTS's global presence, improve our research capabilities and build strong connections between students and staff worldwide. Our KTP partnerships provide mobility opportunities for students and staff and open up international collaborations.

One new partnership was signed this year. In June, a partnership was formed with the Technical University of Berlin (TU Berlin) to explore a range of collaborative research activities with a particular focus on education, architecture and design.

Discussions are also underway with universities in Chile and Brazil following a visit earlier in the year from then Deputy Vice-Chancellor and Vice-President (Research) Professor Attila Brungs.

Our international research engagement was enriched by our dual and joint PhD agreements with a number of our KTP partners. Eight students commenced dual doctoral degree studies at UTS this year. Overall, 28 students are enrolled in dual or joint PhD programs with our partners, and numbers are steadily rising.

Further dual degree discussions were undertaken with the Indian Institute of Technology Madras, TERI University, TU Berlin and the University of Leeds. These degrees offer students a unique opportunity to gain international experience by undertaking a jointly supervised research project.

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, Bangalore
> Indian Institute of Technology Madras
> Jawaharlal Nehru University
> Tata Institute of Social Sciences
> TERI University

Europe
> Eindhoven University of Technology; The Netherlands
> Technical University of Berlin; Germany
> University of Dundee; United Kingdom
> University of Leeds; United Kingdom

To promote further student exchange between UTS and its Chinese KTP partners, the Dr Chau Chak Wing Scholarship (KTP Master Degree) was established. A full-fee scholarship and living stipend is available to Chinese students enrolled at a KTP partner in China to undertake a master's coursework degree at UTS. Two students, one from the Beijing Institute of Technology and one from Shanghai University, began their studies in Spring semester this year. (Further information on additional Dr Chau Chak Wing Scholarships is available in the students section.)

Another key aspect of the KTP program is the KTP Visiting Fellow program, which provides the opportunity for exchange and collaboration between visiting fellows and the UTS research community. Funding is provided for academics at KTP institutions to visit UTS for a short period (usually two to four weeks). This year, 16 fellows visited UTS from 10 of our KTP partners. Through reciprocal funding, nine UTS academics visited Beijing Institute of Technology, Huazhong University of Science and Technology and Shanghai University in 2014.

To further aid collaborative research, UTS has established five joint research centres with its KTP partners. These centres aim to develop long-term, high-impact research.

> Australia China Institute for Health Technology and Innovation with Sun Yat-sen University

> Centre for Cyberphysical Authentication with Huazhong University of Science and Technology

> Centre for Data Mining and Service Technology with Beijing Institute of Technology

> Centre for Smart Cities with Shanghai University

> International Research Centre for Communication in Healthcare with Hong Kong Polytechnic University.

Research excellence and highlights

To celebrate the successes of our researchers, the annual Vice-Chancellor's Awards for Research Excellence were held in October. The 2014 recipients were:

> Chancellor's Medal for Exceptional Research: shared by Professor Guoxiu Wang from the Faculty of Science and a Faculty of Engineering and Information Technology team entry from Professor Ming-sheng Ying, Associate Professor Yuan Feng and Professor Runyao Duan

> Early Career Research Excellence: Dr Lu Qin from the Faculty of Engineering and Information Technology

> Research Support: joint winners Lucy Jones from the Graduate Research School and a team entry from the Plant Functional Biology and Climate Change Cluster administration team in the Faculty of Science, Dr Sabina Belli, Carolyn Carter, Shannon Hawkins, Marea Martlew and John Moore

> Researcher Development: Dr Nicholas Hopwood from the Faculty of Arts and Social Sciences

> Research Excellence through Partnership: Institute for Sustainable Futures' Associate Professor Damien Guirco

> Research Leadership: Professor Andrew Jakubowicz from the Faculty of Arts and Social Sciences.

2014 research highlights

> The Hon. Bob Carr was appointed Director of UTS's Australia–China Relations Institute. The institute will conduct collaborative research on Australia–China relations, particularly in economics, business, education and social challenges. The institute was formally launched in the university's Great Hall in May. China economy specialist, Dr James Laurenceson, was appointed deputy director.

> A research collaboration between UTS's ithree institute and the New South Wales Department of Primary Industries — the Australian centre for genomic epidemiological microbiology (Ausgem) — will help fight disease threats and safeguard New South Wales's $12 billion primary industries sector.

Innocence Betrayed, a documentary written, directed and narrated by UTS's Professor Larissa Behrendt, was a finalist for both a Walkley Award and an Australian Human Rights Award.

The documentary chronicles the story of three murdered Aboriginal children in 1990–91 at Bowraville, New South Wales. It tells the families' long, yet so far unsuccessful, fight for justice.

The documentary set the scene for New South Wales parliamentarians investigating the case when the Legislative Council Standing Committee on Law and Justice began their inquiry into the family response to the murders in Bowraville.

The documentary is part of a collaboration with the Bowraville Aboriginal Community that has continued for more than four years. It is hoped that the collaboration will continue in 2015 with the passage of amending legislation through the New South Wales Parliament.

The production and distribution of the documentary has raised the status of UTS as a university that produces world-class research through the key research strength of Strengthening Indigenous Communities and in the areas of criminal and social justice.

> UTS joined the CSIRO, 12 Australian universities and a group of international collaborators in the Rail Manufacturing Cooperative Research Centre. The CSIRO-led centre was awarded $31 million to develop products, technologies and supply chain networks to increase the capability and globally competitive position of the rail industry. UTS's contribution will focus on smart vibration reduction and fault warning systems for rail vehicles and railway tracks.

> The ARC Centre of Excellence for Mathematical and Statistical Frontiers of Big Data, Big Models, New Insights was launched in September and will focus on using innovative mathematical and statistical models to deliver insight into society, business and government. The $20 million centre is led by The University of Melbourne, with UTS joining four other Australian universities and seven other partner organisations.

> Professor Derek Eamus from UTS's Plant Functional Biology and Climate Change Cluster was one of only 10 finalists from across Australia shortlisted for the Google Impact Challenge, which supports non-profits using technology to tackle problems and transform lives. As a finalist, Professor Eamus received $250,000 to support his project to develop a sensor-based early warning system to monitor groundwater levels.

> A team, led by the Faculty of Science's Professor Guoxiu Wang, received funding from the Australian Renewable Energy Agency (ARENA) to develop a low-cost, high-density renewable energy storage system using lithium-sulphur batteries. The three-year project received a $750,000 investment from ARENA, as well as $1.24 million industry support from Korea Electrotechnology Research Institute and DLG Energy Pty Ltd.

> The Institute for Sustainable Futures was awarded a seed grant from the International Social Science Council's Transformations to Sustainability research program; one of only 38 awarded worldwide from more than 500 applicants and represents the only project awarded to an Australian team. The program aims to promote research on the social transformations needed to secure solutions to the most urgent problems of global change and sustainability.

> An early-stage anti-infectives company spun out from the ithree institute has secured $1 million from Australia's Medical Research Commercialisation Fund. Within the first year of its inception, Auspherix Pty Ltd has identified a number of novel antibacterial compounds with potential to act against a range of resistant bacteria. The fund's investment will allow Auspherix to progress its antibacterial compounds through development studies.

> A memorandum of understanding was signed with medical technology provider GE Healthcare to support the entire research process; from the laboratory to biotechnology manufacture, clinical trials and adoption by the healthcare system. The partnership — involving several UTS faculties — will combine the university's research expertise in high resolution microscopy, infection and immunity, algal biology and biomedical research with increased access to industry-leading equipment and market insight.

> UTS researchers, led by Professor Sam Bucolo, established a new design thinking hub for manufacturers to help Australian businesses adopt a design-led innovation approach. The Design Thinking for Export & Competitiveness Hub is an initiative of the Manufacturing Excellence Taskforce of Australia. The hub will bring together leaders from companies across various industries and areas within Australia that have already applied design-led innovation and who will act as mentors to other Australian companies.

UTS Chancellor's Postdoctoral Research Fellowships

The UTS Chancellor's Postdoctoral Research Fellowships for 2015 saw 11 researchers with wide-ranging interests appointed.

> Dr Penelope Ajani — Diatom innovations: ecological success in a warming ocean

> Dr Rebecca Fox — Connecting the dots: understanding the movements of marine fish populations for management

> Dr Cindy Gunawan — Origins of antimicrobial resistance to nanosilver: toward mitigation of its global spread

> Dr Ritu Jaiswal — Antigen masking via microparticles leads tumour cells to evade immune surveillance

> Alice Klettner — Contingency and corporate governance: investigating the 'black box' of board behaviour

> Dr Jacqueline Nelson — Performances of racism and anti-racism in Australian families

> Dr Sherub Phuntsho — Innovative low-cost portable desalination system for household and emergency relief

> Dr Peiyuan Qin — Smart wireless front-end sub-system for 5G wireless networks

> Dr Pawan Sharma — Autophagy as a novel therapeutic target for fibriotic airway remodelling in asthma

> Dr Gabrielle Simm — International disaster law in the Asia–Pacific region

> Dr Fenglian Xu — Mothers' physical disorders and depression after birth.

Research support

The UTS Library's popular researcher training program expanded significantly in 2014. As the area of bibliometrics and profile management becomes more complex, training and support in these areas has become an increasingly important part of UTS's research success.

The library also launched a new program of workshops, targeted consultations and online support materials to assist UTS researchers to manage their data, maximise the impact of their research and build their professional reputation.

The program was launched at research week, which has become a regular part of the university's calendar of events, and continued throughout the year reaching more than 300 researchers. The excellence and impact of the library's program was recognised by a Career and Professional Development Award for Information Services Librarian Ashley England.

UTS celebrated the 10th anniversary of UTS ePRESS; one of the largest open access scholarly publishers in Australasia. All publications are listed in the 2014 Excellence in Research for Australia journal list and the library is pursuing accreditation and certification with the Directory of Open Access Journals' seal to ensure that all journals meet with rigorous open access international standards.

In 2014, the university introduced a new research publication management tool, Symplectic. Symplectic will provide a simple interface through which researchers can record all of their research publications and manage them for research quality exercises such as the ERA initiative and the Higher Education Research Data Collection.

Symplectic also enables UTS researchers to upload a copy of their research publications to the enhanced university repository OPUS, which is managed by the UTS Library. By uploading a copy of their work to OPUS, it will become accessible via search engines such as Google Scholar, increasing the potential for citation and impact.

In 2014, the size and reach of OPUS was significantly increased with the introduction of the UTS Open Access Policy. An open access policy allows our research to be accessible to government, industry and the wider community; making it particularly pertinent to UTS where our focus is on research with real-world impact.

OPUS achieved significant growth this year, reaching more than 26,000 publications (up 15 per cent from 2013).

High-level performance indicators for the UTS Library are available in the campuses and resources section.

TEACHING AND LEARNING

Learning2014 festival held to showcase innovative learning

New Master of Data Science and Innovation developed

Conference for casual academics

In the current competitive higher education market, UTS is distinguishing itself with an innovative and creative approach to teaching and learning in both its course offerings and modes of teaching.

The UTS Model of Learning provides a framework for practice-oriented learning and teaching at UTS. It links to the development of graduate attributes and curriculum design that values diversity and inclusivity and is inspired by innovative ideas about learning. The model has three distinctive interrelated features:

> an integrated exposure to professional practice through dynamic and multifaceted modes of practice-oriented education, including work placements in industry, clinical placements and simulations, projects for community organisations, consulting projects, and high levels of practitioner/professional engagement in the classroom and in curriculum design

> professional practice situated in a global workplace, with international mobility and international and cultural engagement as centrepiece. UTS promotes expanded student

international exchange opportunities and study abroad, the study of languages as part of professional degrees and genuine multicultural learning and understanding among students, staff and alumni

> learning which is research-inspired and integrated, providing academic rigour with cutting edge technology to equip graduates for lifelong learning.

Students experience the UTS Model of Learning through their course's curriculum, innovative learning strategies, and their engagement in extracurricular activities and university life.

The UTS approach to learning shaped the design of the new spaces inside our new buildings. A number of faculties moved into new buildings this year, enabling students to experience high quality face-to-face learning in spaces that encourage collaboration and discussion.

The Learning2014 initiative supported academic staff to rethink their approach to teaching and learning to make the best possible use of the redeveloped campus. Academics implemented a range of strategies to improve the student learning experience.

Some of the practices employed included the 'flipped education' model, where, rather than attending lectures, students access digital resources and undertake preliminary tasks prior to coming to classes. Face-to-face time is then spent engaging in collaborative, mentored activities.

The increasing development of open, digital libraries enables students to engage with extensive educational resources and tutorials in different fields, from anywhere, at anytime, and often in a rich media format. Such resources enable students to access diverse ideas and test their understandings of key concepts.

UTS held a Learning2014 festival in July in the new Engineering and IT Building. More than 350 staff attended workshops, seminars, hands-on demonstrations, keynote addresses, networking events and building tours. The festival showcased some of the strategies being employed to bring the best contemporary learning experiences to students at UTS.

Learning2014 festival grants were available for small Learning2014-related projects, with amounts of up to $2000. All academic staff, including casual staff, were able to apply. Projects funded included the development of resources for the blended learning components of postgraduate business subjects, and for technology-enhanced learning for sport and exercise science undergraduate subjects.

In September, a casual academics conference was held that enabled staff to further exchange ideas on Learning2014 practices. Also held in the Engineering and IT Building, the conference included keynote speakers, workshops and opportunities for networking, facilitating the sharing of ideas and good practice.

The campus redevelopment has provided UTS with the physical and technological means to support teaching and learning, but we need to ensure that our staff have the support and resources to utilise this new approach in innovative ways. The flipped learning action group is one example of how the university is supporting staff to adopt Learning2014 practices. The group met monthly throughout the year to share ideas, resources and experiences about utilising these techniques in classrooms.

There is also support for the initiative at faculty level, with an emphasis on team-based implementation to provide opportunities for collaboration and information sharing. A system of peer-reviewed compliance is also currently being rolled out.

In 2015, the university will launch learning.futures, which will encompass Learning2014 practices.

The learning.futures strategy covers a range of initiatives and projects that are aimed at ensuring our graduates are prepared for a global and changing workplace.

Library approach

In response to the Learning2014 initiative, the UTS Library made enhancements to its information literacy program. This program supports digital literacy skills, the development of research and information management skills that help students succeed in their studies and into their careers.

A Learning2014 team converted face-to-face classes and workshops to more engaging blended and flipped modes of learning, created new online training modules delivered via social media channels, and produced online study guides providing information on open educational resources in each discipline.

The program reached more than 22,000 students this year.

The library also embraced a new approach to learning through the use of gaming and gamification in its information literacy program. This included the use of gaming elements in generic information skills training classes, such as the interactive tool mQlicker that was used in orientation classes; and in discipline-specific, curriculum-embedded classes, such as the use of scratch cards for quizzes with engineering communication students.

Gaming and gamification is increasingly becoming of pedagogical interest for its potential to enliven learning experiences and improve learning outcomes. The library's experiments in this area are an important contribution to the trialling of new approaches and aligning with the UTS Model of Learning.

Graduate attributes project

Over the past three years of the UTS Graduate Attributes Project all faculties defined graduate attributes at faculty or course level and neared completion on developing course intended learning outcomes (CILOs) (CILOs for each course are designed to describe the overall learning outcomes that students will achieve from the course).

In the final year of the project, there was a greater emphasis on implementing and embedding graduate attribute development and assessment. Faculties developed a greater range of learning activities and assessment tasks for students to develop specific attributes such as communication, professional readiness, self-management, leadership and sustainability. Assessment tasks were revised, with more specific criteria and standards developed for graduate attributes, including communication.

Teaching and learning forum

The annual UTS Teaching and Learning Forum was held over two days in November with keynotes, plenary presentations, poster sessions and short showcase presentations.

Topics covered included Learning2014, the UTS Graduate Attributes Project, teaching and learning grant schemes, and faculty initiatives.

New courses and subjects

To commence in 2015, the Master of Data Science and Innovation was developed as a response to a global talent gap for people with data science knowledge. Taking a transdisciplinary approach, the course will look at a range of perspectives from diverse fields and integrate them with industry experiences, real-world projects and self-directed study; equipping graduates with an understanding of the potential of analytics to transform practice.

The Master of Data Science and Innovation's transdisciplinary emphasis meant that all UTS faculties were involved in subject design, resulting in all subjects being explored from a number of perspectives. Electives can be selected from any of the university faculties.

The course will be delivered in a range of modes, including online and face-to-face learning. It will be managed by the newly established Connected Intelligence Centre.

The centre will also run a new numeracy subject, Arguments, Evidence and Intuition, which is designed to develop students' competency in numeracy and will initially be offered as an elective. The subject was trialled this year with two cohorts of staff volunteers.

The Bachelor of Creative Intelligence and Innovation was run for the first time in 2014. Fundamental to the degree is transdisciplinarity that is designed to build students' ability to work across and between disciplines and to ensure their creative intelligence competencies are fully utilised. Demand for the course was so strong that the first intake was increased to 135 students (from an initial planned intake of 100 students).

Academic Board approved a Diploma in Languages that is designed to facilitate language learning across the university. The diploma can be undertaken concurrently with an undergraduate or postgraduate degree. (Further information is available in the Faculty of Arts and Social Sciences section.)

Recognition for teaching and learning

A team comprising Professor Shirley Alexander, Deputy Vice-Chancellor and Vice-President (Education and Students), was awarded $238,000 from the federal government's Office for Learning and Teaching for the project 'Students, universities and open education'. The project will prepare a national policy roadmap and evidence-based case studies to support universities in creating, adapting and incorporating massive open online courses (MOOCs) and other open education resources in technology-based curriculums.

The Office for Learning and Teaching recognises outstanding contributions to student learning.

In 2014, six UTS staff received citations.

> Dr Alison Beavis from the Faculty of Science and Neela Griffiths from the Institute for Interactive Media and Learning for transforming student engagement in the subject Chemical Safety and Legislation.

> Dr Penny Crofts from the Faculty of Law for developing authentic, sustained and transformative experiences of 'law in action' that inspire students with a passion for justice and integrity.

> Joanne Paterson Kinniburgh from the Faculty of Design, Architecture and Building for industry-focused innovation in architectural design studio pedagogy and a peer-learning program delivering demonstrable improvements to student learning and student leadership development opportunities.

> Dr Natalia Nikolova from the UTS Business School and Lisa Andersen from UTS Shopfront for an innovative work-integrated learning approach to developing consulting skills and social responsibility of postgraduate business students through engagement with industry and the community sector.

The UTS Learning and Teaching Awards and Citations for 2014 were announced in November. From a large number of nominations, five awards and 14 citations were awarded.

> Award for Individual Teaching: Dr Mark Watsford from the Faculty of Health for developing work-ready sport and exercise science graduates through enhancing student engagement via industry-relevant practice-oriented learning.

> Learning2014 Award: Dr Jeff Browitt from the Faculty of Arts and Social Sciences for applying flipped learning to a Bachelor of Arts in International Studies subject.

> Award for Teaching by a Casual or Sessional Staff Member: Atieh Fallahi from the UTS Business School's marketing discipline for an excellent contribution to teaching, learning and the student experience.

> Award for Strengthening the UTS Model of Learning: Professor Anthony Baker from the Faculty of Science for using the model as a powerful organising idea, particularly the notions of practice-oriented education and research inspired and integrated learning.

> Award for Widening Participation: First Year Experience Team led by Dr Kathy Egea, along with Associate Professor Jo McKenzie, Vicki Bamford, Dr Alexandra Crosby, Professor Tony Baker, Dr Yvonne Davila, Dr Alison Beavis, Stephanie Beames, Dr Megan Phillips, Maxine Evers, Joanne Kinniburgh, Lisa Townsend, Dr Jon Tyler and Sally Inchbold.

Course completions[1]

	2010	2011	2012	2013	2014
Higher doctorate	3	1	0	3	0
PhD	140	128	113	167	173
Master's by research	27	33	39	37	33
Master's by coursework	3160	3250	3017	3099	3238
Graduate diploma/certificate	1137	1257	1001	1092	993
Bachelor's	5420	5566	5726	5701	5929
Sub-degrees	7	13	24	56	29
Postgraduate cross-institutional	–	–	23	22	0
Undergraduate cross-institutional	–	–	47	43	0
Total	9894	10,248	9990	10,220	10,395

1. Headcount

Academic calendar

In October, the university's Academic Board approved a new academic calendar to be introduced in 2016.

The new calendar will comprise three equal-length primary teaching periods: Autumn, Spring and Summer.Unless specifically approved by Academic Board, courses will continue to be scheduled to ensure that students can achieve the standard progression pattern through study in the Autumn and Spring semesters (as is currently the case).

UTS has considered this move closely over recent years. The final decision was taken with a view to providing a platform that will allow UTS to offer greater flexibility for students to accelerate their study or spread their study across the whole year; to provide more flexibility to academic staff to be able to structure their teaching and research activities over longer periods; and to create the opportunity to fully realise the potential of UTS's major investment in teaching and research spaces across the campus.

Academic promotions

To professor[1]	
Peter Aubusson	Faculty of Arts and Social Sciences
Aaron Coutts	Faculty of Health
Philip Doble	Faculty of Science
Sanjiang Li	Faculty of Engineering and Information Technology
Huu Hao Ngo	Faculty of Engineering and Information Technology
Shankar Sankaran	Faculty of Design, Architecture and Building
Sally Varnham	Faculty of Law

To associate professor[1]	
Mehran Abolhasan	Faculty of Engineering and Information Technology
Nina Burridge	Faculty of Arts and Social Sciences
Martina Doblin	Faculty of Science
Joanne Gray	Faculty of Health
Meredith Jones	Faculty of Arts and Social Sciences
Paul Kennedy	Faculty of Engineering and Information Technology
Sarath Kodagoda	Faculty of Engineering and Information Technology
Raymond Lister	Faculty of Engineering and Information Technology
Andrew McDonagh	Faculty of Science
Pierre Mukheibir	Institute for Sustainable Futures
Bronwyn Olliffe	Faculty of Law
Roel Plant	Institute for Sustainable Futures
Christopher Poulton	Faculty of Science

To senior lecturer[2]	
Alen Alempijevic	Faculty of Engineering and Information Technology
Malcolm Angelucci	Faculty of Arts and Social Sciences
Laurie Berg	Faculty of Law
David Bond	UTS Business School
Stephen Bush	Faculty of Science
Gabrielle Carey	Faculty of Arts and Social Sciences
Ling Chen	Faculty of Engineering and Information Technology
Rebecca Disler	Faculty of Health
Anthony Fee	UTS Business School
Kristoffer Glover	UTS Business School
Wenshan Guo	Faculty of Engineering and Information Technology
Kerry Hunter	Institute for Interactive Media and Learning
Robyn Johns	UTS Business School
Steve Ling	Faculty of Engineering and Information Technology
Peter Macreadie	Faculty of Science
Julia Prior	Faculty of Engineering and Information Technology
Rebecca Reeve	UTS Business School
Katie Schlenker	UTS Business School
Chek Tien Tan	Faculty of Engineering and Information Technology
Jane Wangmann	Faculty of Law
Guandong Xu	Faculty of Engineering and Information Technology

1. Effective 1 January 2014.
2. Effective 1 July 2014

FACULTY OF ARTS AND SOCIAL SCIENCES

In 2014

2859
undergraduate students[1]

853
postgraduate students[1]

$1.274m
external research income

39
PhD completions[2]

229
research publications[3]

1. Equivalent full-time student load.
2. Headcount.
3. 2013 Higher Education Research Data Collection figure, reported in 2014.

In 2014 the faculty completed its academic restructure, with the formation of three schools: Communication, Education, and International Studies.

Professor Peter Aubusson was appointed Head of School, Education, and Professor Mark Evans joined UTS from Macquarie University to take up the position of Head of School, Communication. Dr Susan Oguro holds the position of transitional Head of School, International Studies.

In addition, Professor Jim Macnamara was the inaugural appointment to the position of Associate Dean (Engagement and International) and Professor Alan McKee joined UTS from the Queensland University of Technology to take up the position of Associate Dean (Research).

Teaching and learning

The faculty gained accreditation for its Diploma in Languages, which can be undertaken concurrently with any undergraduate or postgraduate coursework degree. The diploma, which will be available in 2015, aims to encourage existing UTS students to attain sociocultural and linguistic skills, thereby increasing their employability in the global marketplace.

Students will be provided with the opportunity to learn a language — Chinese, French, German, Italian, Japanese or Spanish — and to learn about the corresponding cultures and societies. The course is an important part of the UTS internationalisation strategy and the curriculum design reflects the UTS Model of Learning; combining international and intercultural engagement with blended and research-inspired learning.

The faculty reviewed and redeveloped many of its subjects this year as part of the Learning2014 initiative. Activities included a piloted peer review of subject outlines, subject outline surveys and school-based workshops. Building on the successful embedding of its graduate attributes, the faculty has expanded the use of learning technologies and authentic assessment items to provide students with future-focused graduate capabilities.

Outstanding contributions to teaching and learning were recognised in the faculty's Learning and Teaching Awards 2014.

> Dr Bhuva Narayan was the winner of the communication category for developing and implementing a co-experience approach to learning and teaching in information and media. Dr Narayan's

strategic and efficient use of technologies, particularly social media, engaged students inside and outside the classroom, and allowed them to demonstrate effective and responsible practice in tools essential to their own professional practice.

> Dr Anne Prescott was the winner of the education category for assisting pre-service teachers fulfil their potential and become confident and competent teachers of mathematics. Dr Prescott successfully embedded support to students suffering from maths anxiety and developed resources that enabled all students to enhance their content knowledge and, ultimately, their professional readiness.

> Dr Jeff Browitt was the winner of the international studies category having successfully applied flipped learning to a Bachelor of Arts in International Studies subject.

The faculty also had a strong presence at the university-level awards. Dr Browitt and Dr Prescott received a UTS Learning and Teaching Award and a UTS Learning and Teaching Citation respectively for their work outlined above.

In addition to these UTS awards, Anne Lockwood, a casual academic in the School of Education, received the prestigious NSW Outstanding Educator for 2014, awarded by the Australian College of Educators (NSW). Anne also received a fellowship from the Australian College of Educators in recognition of her leadership in teacher librarianship and distinctive contribution to the advancement of education at an international, national and state level.

Two undergraduate students received national awards to undertake study or research in Asia. Bachelor of Arts in Communication (Journalism) Bachelor of Arts in International Studies student Catherine Cadell and Bachelor of Global Studies student Matthew Warr received a 2014 Prime Minister's Australia Asia Endeavour Undergraduate Scholarship to study at the Beijing Institute of Technology and Shanghai University respectively.

UTS Journalism students won six Ossie Awards, along with four highly commended, at the 2014 Journalism Education and Research Association of Australia awards.

Research

This year the faculty inaugurated internal funding awards to support research and external engagement. Twelve staff across the three schools were successful in receiving support for a wide range of industry, professional and community engagement projects: Associate Professor Kate Barclay collaborated with the Faculty of Science to host CSIRO academic Dr Beth Fulton; a joint conference for Japanese language and linguistics academics, including the faculty's Dr Emi Otsuji, provided the opportunity to collaborate and share research; and Jenna Price was a key organiser of the Journalism Education and Research Association of Australia Conference 2014; the only journalism education conference in Australia, which was attended by journalism scholars from the University of Pennsylvania, Texas State University and the University of Amsterdam.

In 2014 the faculty expanded its portfolio of higher degree by research (HDR) support to include three new funds. Eligible students will be able to apply to the HDR editing support fund for financial assistance to employ a professional editor for final thesis editing, the thesis structure fund to access professional help on structuring thesis chapters, and the overseas/Indigenous student support fund for assistance with writing skills and other academic aspects of their dissertation.

These schemes are designed to nurture pathways of knowledge and expertise for the faculty's 300 plus HDR students and create a cultural environment of academic excellence and scholarship.

In addition to co-hosting CSIRO academic Dr Beth Fulton, UTS and CSIRO collaborated on a joint PhD project, to be offered in 2015. Eligible students will receive supervision from both CSIRO and UTS, and will receive a CSIRO 'top up' scholarship in addition to their UTS scholarship. These cross-organisation research opportunities benefit students by exposing them to real life research.

Two faculty staff members were honoured with Vice-Chancellor's Awards for Research Excellence.

Professor Andrew Jakubowicz received the Research Leadership Award and Dr Nick Hopwood won the Researcher Development category.

Faculty researchers were also successful this year at a national and international level.

Associate Professor Matthew Kearney gained international success with the European Union-funded Erasmus+ project 'Mobilising and transforming teacher education pedagogies'. UTS will lead a number of specific activities and work packages, including the development of a mobile learning toolkit for teachers.

Senior lecturer in writing Gabrielle Carey was the joint winner of the non-fiction prize in the 2014 Prime Minister's Literary Awards for her book *Moving Among Strangers: Randolph Stow and My Family*. These awards recognise the contribution of Australian literature and history to the intellectual and cultural life of the nation.

Students of the faculty achieved notable successes in 2014. Doctor of Creative Arts student Christine Piper was awarded the Australian Book Review's Calibre Prize, which is intended to generate brilliant new essays and to foster new insights into culture, society and the human condition. Christine also won The Australian/Vogel Literary Award, worth $20,000, for her novel *After Darkness* about the experience of Japanese civilians interned in Australia during World War II.

Further, several faculty alumni achieved significant successes this year. Sydney freelance journalist Ella Rubeli, a UTS journalism graduate, was named the 2014 Walkley Young Australian Journalist of the Year for her work in still photographs and short films. Jemma Birrell, Artistic Director of the Sydney Writers' Festival and faculty graduate, won the UTS Alumni Award for Excellence 2014.

Engagement

The faculty re-established and expanded its industry advisory board under a new Chair, faculty alumnus Louise McElvogue, Director, Macleod Media, who has more than 25 years experience in the media sector in Australia and overseas. Membership includes a number of eminent leaders from the media, arts, education, cultural institutions and groups, creative industries, and business.

The faculty entered into a number of important partnerships during the year. Noteworthy examples included a contract with Microsoft to conduct research into the uses and benefits of new mobile technologies such as tablets, digital pens and Cloud services for learning in schools; and an agreement with Fairfax Media for regular work experience placements of journalism students.

The faculty also continued its engagement with the arts and creative industries with renowned authors Mandy Sayer and Louis Nowra being joint holders of the 2014 Copyright Agency Limited Non-Fiction Writer-in-Residence.

The faculty's contribution to social advocacy, community service and important public debates was exemplified by its strong presence at the biennial UTS Human Rights Awards 2014. (Further information on the awards is on page 55.)

Australian Research Council-funded research projects

Creating better futures for children through effective parent education
Funding: $371,000 (ARC Discovery Early Career Researcher Awards over three years)
Recipient: Dr Nick Hopwood

Inequality in love: a study of romance and intimacy among China's young rural migrant workers
Funding: $183,256 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Wanning Sun

Mobilising teaching: improving the quality of learning with mobile-intensive pedagogies
Funding: $305,500 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Peter Aubusson, Professor Sandy Schuck, Professor Didar Zowghi, Associate Professor Matthew Kearney, Dr Paul Burke, Professor Theo Van Leeuwen

Rights defence lawyers in China
Funding: $119,300 (ARC Discovery Projects funding scheme, over three years)
Recipient: Associate Professor Chongyi Feng, Professor Hualing Fu, Professor Lianjiang Li

Funding: $619,298 (ARC Future Fellowships, over five years)
Recipient: Dr Anna Clark

Note: Australian Research Council-funded projects were awarded in 2014, commencing in 2015; except for ARC Linkage and ARC Future Fellowships, which commenced in 2014.

UTS BUSINESS SCHOOL

In 2014

4690
undergraduate students[1]

2551
postgraduate students[1]

$4.826m
external research income

18
PhD completions[2]

291
research publications[3]

1. Equivalent full-time student load.
2. Headcount.
3. 2013 Higher Education Research Data Collection figure, reported in 2014.

This year, the main construction works were completed on the UTS Business School's new home: the Frank Gehry-designed Dr Chau Chak Wing Building. More than 400 staff and higher degree by research students moved into the building at the end of November. General access to the building commences at the start of Autumn semester 2015, when classes begin. The move consolidates the City and Kuring-gai campuses into one UTS Business School for the first time.

The Dr Chau Chak Wing Building was designed to reflect the school's practical and integrative approach to business education. The building, and its flexible learning spaces, will enable greater interdisciplinary collaboration and the sharing of ideas among and between faculties, researchers, industry and practitioners. (Further information on the new building is available in the campuses and resources section.)

Teaching and learning

The UTS Business School received five stars from the new QS Stars Top Universities rating system for business schools worldwide: the first business school in Australia, and only the second in the world, to be awarded five stars.

The rating system provides an in-depth evaluation of business schools worldwide, using a range of key performance indicators. Each business school was evaluated in seven out of nine categories: facilities, internationalisation and diversity, teaching and student quality, employability, research, innovation and entrepreneurship, engagement, rankings and public evaluations, and program strength.

The UTS Business School aims to become one of the top three business schools in Australia and in the top 100 worldwide. The UTS Business School strategy, incorporating academic and professional staff requirements, and resourcing, will support this goal. The strategy is aligned to the university-wide Learning2014 and learning.futures initiatives.

New teaching and learning coordinator and education developer positions, together with additional UTS resources, will support new development and initiatives to transform the school's delivery modes and student learning experiences.

The school launched a Bachelor of Business Administration (Indigenous); the first business program in Australia designed specifically for Aboriginal and Torres Strait Islander students. The aim of the program is to provide people working in Indigenous organisations, government and people involved in community activities with a working knowledge of these organisations and the skills to manage such organisations effectively.

The UTS Business School is committed to internationalising the curriculum through its international partners. New dual degrees were established this year: a Master of Business with the University of Vienna, and an undergraduate business degree with the BI Norwegian Business School.

UTS Business School and Vienna University of Economics and Business established a dual postgraduate degree program that will allow students from both countries to be awarded a UTS MBA and a Master of Science in Strategy Innovation and Management Control (MSc) from Vienna University. This is the first time that a dual degree has been established at the postgraduate level.

Overall targets for inbound international students were achieved mainly through undergraduate enrolments.

Research

As part of the school's strategy to position the UTS Business School as one of the top three business schools in Australia, discipline-level programs were identified where PhD programs would be appropriate and viable. As a result, a PhD in Economics was launched in 2014 to increase the research offerings of the school.

There are 130 higher degree by research students across the five discipline groups. The UTS Business School's academic staff continued to undertake research projects spanning the breadth of the disciplines in both individual and collaborative projects.

The school also hosted an academic from the University of Leeds through UTS's Key Technology Partnership Visiting Fellow program. Professor Bill Gerrard visited the school in August to undertake research, provide guest lectures and engage with the school's higher degree and early career researchers.

In recognition of their outstanding work, Professor Jenny Edwards and Professor Jenny Onyx were awarded the title of Emeritus Professor by the UTS Council.

Engagement

Engagement with industry, government, alumni and the community is essential to the UTS Business School. To this end, the school established an Executive Programs Unit this year. The unit encompasses its activities in executive education, business integration, external relations and alumni development; helping the school to deepen its existing relationships and build new ones.

The Design Thinking and Business Analytics Sydney Symposium, hosted by the UTS Business School and the faculties of Design, Architecture and Building, and Engineering and Information Technology, on behalf of the Strategic Management Society, brought together academics and practitioners to explore the role of design thinking and business analytics in driving knowledge-based, long-term innovation.

The symposium went on to look at entrepreneurial and intrapreneurial opportunities, real-world experiences in generating customer value and competitive advantage, as well as future leadership and management challenges.

Academics from Stanford Graduate School of Business, Rotman School of Management, Weatherhead School of Management, Bath School of Management and Politecnico di Milano attended, as well as practitioners from the Commonwealth Bank of Australia, Goodman Fielder, Hilti and symposium sponsor Deloitte.

The region's largest annual gathering of academic experts in the field of management was hosted by the school in December. The conference of the Australian and New Zealand Academy of Management, with the theme reshaping management for impact, attracted some 500 delegates from 27 countries.

Organised by the school's management discipline group, under conference chair Associate Professor Antoine Hermens, the main conference ran for three days and was preceded by two days of workshops for doctoral students. As well as a myriad of presentations by academics from around the world, the conference featured four keynote speakers with significant experience in leadership and change including ABC Managing Director Mark Scott; former premier of New South Wales and former federal minister for foreign affairs the Hon. Bob Carr; Helen Conway, the Director of the Workplace Gender Equality Agency; and Australian Council of Trade Unions President Ged Kearney.

The school's Dr Jochen Schweitzer and former UTS senior lecturer and current director of SOUP Labs Dr Joanne Jakovich were jointly named Best Entrepreneurial Educator of the Year in the annual Business/Higher Education Round Table Awards.

Dr Jochen Schweitzer and Dr Joanne Jakovich co-founded UTS's U.lab; an interdisciplinary platform for innovation projects that brings students together to work on real-world problems.

The award was for the Entrepreneurship Lab postgraduate subject for business, design, engineering and information technology students. Industry is involved in designing each semester's Entrepreneurship Lab subject. The Business/Higher Education Round Table is a not-for-profit organisation that was established in 1990 to strengthen the relationship between business and higher education.

The school announced a new partnership with the Royal Bank of Canada (RBC) to help female students build a career in the finance sector through the introduction of two scholarships. An undergraduate scholarship will provide a high-potential female student with $5000 a year for the second and third years of their studies, and a separate honours scholarship will provide $5000 to enable an outstanding female student to complete a year of higher-level studies.

The successful applicants will also be invited to undertake an internship with RBC to gain first-hand experience of a career in the finance sector. The two scholarships will be offered from 2015.

The UTS Business School's Management Skills Winter Program was held for the first time in 2014, and attracted 22 students from around the world to study in a three-week intensive course in leadership and management skills.

Students from North and South America, Europe and Asia joined Sydney-based undergraduates in a range of industry visits and networking events as part of the program. It will be run again in 2015.

Australian Research Council-funded research projects

Humanitarian immigrant entrepreneurs in private and social enterprises
Funding: $200,124 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Jock Collins

Insider trading in financial markets
Funding: $350,000 (ARC Discovery Early Career Researcher Awards for three years)
Recipient: Dr Talis Putnins

Introspection, learning, and equilibrium in games: theory and experiment
Funding: $436,900 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Jacob Goeree

Note: Australian Research Council-funded projects were awarded in 2014, commencing in 2015; except for ARC Linkage and ARC Future Fellowships, which commenced in 2014.

In 2014

2517
undergraduate students[1]

459
postgraduate students[1]

$823,233
external research income

8
PhD completions[2]

155
research publications[3]

1. Equivalent full-time student load.
2. Headcount.
3. 2013 Higher Education Research Data Collection figure, reported in 2014.

Teaching and learning

In 2013 the Bachelor of Creative Intelligence and Innovation was launched: a unique degree integrating creative practice and design-led innovation with students' core degrees. This year, the faculty took in the first cohort and established the Department of Creative Intelligence and Innovation to embed and facilitate this new approach to learning.

There was strong application interest in the degree, with Universities Admissions Centre applications 12 times the number of offers made for 2014.

The faculty has been well prepared for the university's Learning2014 initiative because of the nature of its courses, which are largely studio based, small group, collaborative, blended learning and often flipped learning with advance preparation required for studios. Only eight per cent of teaching delivery is lecture based.

Graduate attributes have now been introduced to all undergraduate and postgraduate coursework programs.

At this year's Learning2014 festival, the faculty was successful in securing seven grants to support the implementation of Learning2014-related projects. Examples included a grant for the development of online resources, and a grant for converting audio recordings and slides to synced video files.

Another key project for the faculty this year was the continuation of the conversion of all degrees to a 3 + 1 model (three years undergraduate with optional one-year honours, and pathway to master's). Many of the faculty's honours courses will commence for the first time in 2015.

Student international engagement was strong this year. The faculty's School of Design was awarded $250,000 in government funding through the New Colombo Plan to support students on global studio projects. Previous years projects have included a visit to the design offices for Hyundai in South Korea, reviewing the conservation of a partially destroyed archaeological museum in Greece, and a tour of architecture and architectural practices in New York, Chicago and Los Angeles.

In recognition of the important role played by casual staff in the faculty, a booklet was designed to reduce the gap between permanent academics and casual academic staff and their understanding of faculty policies and procedures. The 'gap booklet' was available digitally this year and was provided to all casual academics as part of the new induction process.

Research

The faculty collaborated with UTS Key Technology Partnership partners this year to build on its research reputation.

Faculty staff worked with researchers from the University of Dundee, Eindhoven University of Technology and Delft University of Technology. Arrangements were made for the joint supervision of doctoral candidates between Eindhoven University of Technology and Zurich University of the Arts.

Each year the faculty works to increase externally funded research income and research income through linkages with industry. In 2014, the faculty increased its application grants for both Australian Research Council Discovery and Linkage projects.

To expand links with industry, the faculty engaged an external contractor to facilitate the development of an industry strategy to increase industry funding applications in 2015 and to develop an approach to mature the negotiation process with industry.

To further improve the research performance of the faculty, a shift in emphasis from conference papers to refereed journals has been supported.

At faculty board meetings and school 'town hall' style meetings the rationale for this shift was explained to staff, and staff were individually debriefed with a letter outlining the issues. To confirm the faculty's commitment to this shift, conditions for conference funding have become much more stringent.

The Centre for Contemporary Design Practices (CCDP) continued to be a focus for the faculty's research activities. The CCDP supports and promotes the research of practitioners and scholars based in the faculty.

To ensure that the centre has the means to develop world-class researchers and produce world-class research, a structured three-to-five year workplan with each member of the centre was agreed to this year.

One part of the strategy was to increase the centre's ratio of staff who have completed or enrolled in a PhD program. Most incoming staff commit to higher degree by research (HDR) studies with 25 to 30 per cent of faculty staff now registered as HDR supervisors.

Faculty staff and students received national and international recognition this year for their practice and traditional and non-traditional research outcomes.

> Urtzi Grau, from the faculty's School of Architecture, was part of a team shortlisted to design the proposed Guggenheim Museum in Helsinki, Finland. The shortlist of six was selected from more than 1500 entries.

> School of Design's Campbell Drake, with his architecture and research consultancy Regional Associates, won the hotels category of the International Interior Design Association 2014 Global Excellence Awards for their ecotourism project in Uganda.

> Gerard Reinmuth, in his capacity as director-in-charge of Danish architectural practice TERROIR ApS, was appointed by the Danish Ministry for Housing, Urban and Rural Affairs to work in a team with Danish research agency Oxford Research to conduct research into methods of transforming the 'type house' suburbs of the 1960s and 1970s to address modern forms of habitation and contemporary environmental concerns.

> PhD student Linda Matthews was awarded the second prize in the People's Choice awards at the Sculpture by the Sea exhibition.

Engagement

The faculty maintained industry and community partnerships throughout the year, ensuring that students had the opportunity to gain real-world business skills and experience as part of their studies.

In July, UTS and the Cerebral Palsy Alliance held Australia's first Enabled by Design-athon. Started by UK-based Enabled by Design and FutureGov, the Enabled by Design-athon is a two-day ideas and prototyping event that aims to inspire the mainstream design and technology community to embrace universal design — design for all — including people with a disability.

Following successful events in London and Washington DC, the faculty hosted the event, bringing together designers, technologists, engineers, UTS students, people with a disability and disability service professionals. The event opened with a series of talks from industry practitioners and innovators, and participants then joined teams to design and prototype new products and technologies for a range of disabilities to gain first-hand experience of how great design can change lives.

In March, an agreement was signed between UTS and the Jack Thompson Foundation (JTF) for postgraduate project management students from the faculty's School of the Built Environment to work with Indigenous communities in Arnhem Land to develop a business supplying specialist timbers for guitar making.

The graduate certificate and master's students, many with extensive industry experience, will help to develop a series of management plans for the project. The JTF will facilitate training for the communities to both manage the timber extraction and their own building works.

Students exhibited their work at the UTS Festival of Design & Architecture 2014, held between October and November. The festival comprised 12 shows spread across eight venues, including a fashion and textile show, a visual communication show, an interior and spatial design show, and an animation exhibition.

For the first time, the faculty developed a comprehensive pathway program. Funded by the university's Equity and Diversity Unit, the project covers the establishment of a TAFE student mentoring scheme and TAFE/faculty workshops and feedback.

The faculty supported activities this year to promote participation of students from low socioeconomic (low SES) backgrounds into the faculty's programs. The faculty worked with the Equity and Diversity Unit to develop scholarships and also attracted students through the Principals' Recommendation Scheme. These activities saw an increase in the number of low SES students commencing in the faculty from 8.32 per cent to 9.89 per cent.

In 2014

4056
undergraduate
students[1]

1516
postgraduate
students[1]

$9.652m
external research income

64
PhD completions[2]

802
research publications[3]

1. Equivalent full-time student load.
2. Headcount.
3. 2013 Higher Education Research Data Collection figure, reported in 2014.

In the middle of the year the faculty relocated to the new Engineering and IT Building. The striking building, featuring state-of-the-art teaching, learning and research spaces, was opened in June by then Governor of New South Wales Professor the Hon. Dame Marie Bashir, AD, CVO. (Further information on the new building is available in the campuses and resources section.)

The faculty appointed a new dean in 2014. Professor Ian Burnett, previously from RMIT University, joined the faculty in November.

Teaching and learning

The move into the faculty's new building allowed the faculty to evolve the way it teaches in line with the university-wide Learning2014 initiative.

Teaching and learning became more dynamic and flexible as new spaces such as learning pods and collaborative lecture theatres were used. The impact of these new spaces was also noticed on academics who began to adopt and embrace new ways of teaching.

After two years of planning, the faculty's Software Development Studio was ready for use for the first time in Spring semester. In its new custom-built space, the aim of the studio is to provide an industry-collaborative, reflective software development and learning environment.

Academic and industry mentors worked with students as they learnt to use methods, processes and tools that are used in the workplace. Students from five undergraduate courses, enrolled in five different software subjects in different years, worked in teams on client software design and development projects; giving students the opportunity to work on real-life projects.

2014 saw the completion of the faculty's graduate attributes project. Work continued on course intended learning outcomes (CILOs), with graduate attributes and CILOs aligned in 70 per cent of core subjects.

The faculty hosted two teaching and learning retreats this year, attended by 115 full-time staff and 25 casual staff. These retreats are seeing more academics attending year on year, demonstrating high levels of engagement with the faculty.

Outcomes of the retreat included a discussion forum for teaching and learning benchmarking and ideas on how the faculty can continue to implement the UTS Model of Learning, particularly in light of the move to the new building.

Demand for the faculty's courses remained strong with the faculty exceeding the set target in Universities Admissions Centre offers without a reduction in the Australian Tertiary Admission Rank.

The faculty sought to redesign its information and communications technology (ICT) engineering program this year. A major component of this process was the establishment of a program advisory board.

The pilot ICT engineering program advisory board met in June. Potential vision statements and graduate attributes for the program were produced, and the board identified emerging industry trends to inform the redesign of the program. The establishment of the board was considered a success and it will provide a model for future discipline-specific program advisory boards to be rolled out next year.

In line with the university's internationalisation strategy, the faculty increased its global mobility numbers in 2014. Outbound exchange numbers increased from 27 students to 50 students, and inbound undergraduate study abroad numbers increased from 149 students to 580 students (largely due to the Brazilian Government's Science Without Borders program; further information is available in the students section).

The faculty also worked to provide competitive pathways and credit recognition to optimise student recruitment. Seven new external articulation agreements with four universities were signed, and the faculty had success with a targeted promotional campaign for the Ho Chi Minh City University of Technology that will result in an ongoing pipeline of students enrolling at UTS.

This year the faculty reviewed its orientation program for new students. The review established that the majority of students were not being adequately oriented into the faculty. A working party was set up to develop a new format to the program, which will be trialled in 2015. One of the main outcomes was the need to establish a stronger connection with the faculty's student societies.

Four faculty staff were recognised this year for their contribution to the teaching and learning of the university: Sally Inchbold received a UTS Learning and Teaching Award; and Dr Sam Ferguson, Associate Professor Youguang Guo and Dr Andrew Johnston received a UTS Learning and Teaching Citation.

And demonstrating that the faculty produces graduates ready for the real world, final-year Bachelor of Information Technology student Krystle Jayne Ng was awarded The Deloitte Information Technology Top 100 Award 2014 and the title of most employable IT graduate in Australia at the GradConnection Top 100 Graduates awards.

Research

Apple Computer co-founder Steve 'Woz' Wozniak joined the faculty as an adjunct professor: the first adjunct appointment he has accepted at any university worldwide.

The pioneer inventor, electronics engineer and computer programmer will work with students and staff in the faculty's Magic Lab, based in the Centre for Quantum Computation and Intelligent Systems and the School of Software. This appointment is a sign of the faculty's high research standing in the international community.

The faculty's research aligns with the university's aim to produce high quality research that has a real impact on our community.

The world-first fully autonomous grit-blasting robots developed by the faculty's Centre for Autonomous Systems (UTS:CAS) was officially launched in September by UTS spin-off company Sabre Autonomous Solutions. Two robots have been deployed in the Sydney Harbour Bridge since 2013. This award-winning research was funded through an Australian Research Council (ARC) Linkage grant and a number of research and development grants totalling $2 million over the past eight years.

Smart Hoist, also developed at UTS:CAS, is an assistive robot to aid carers transferring non-ambulatory residents, and it was delivered to the Illawarra Retirement Trust residential care facility this year. Smart Hoist was co-designed with the residents and carers to ensure that the device can coexist in the facility, while providing assistance to carers by improving their safety and that of their patients during transfers. This project was funded by a grant from the Illawarra Retirement Trust Research Foundation.

Individual researchers were recognised this year. Professor Dacheng Tao from the Centre for Quantum Computation and Intelligent Systems was named a fellow of the Institute of Electrical and Electronics Engineers for his accomplishments in the fields of pattern recognition and visual analytics.

The faculty's research students also made an impact in 2014. For the first time, three female students won the faculty's research showcase. Held in October, the showcase gave the faculty's doctoral and master's by research students the chance to present their findings and compete for the best pitch. Samaneh Movassaghi won the Prize for Best Innovation and Fatima Furqan and Linh Lan Nguyen won the Prize for Best Poster.

To continue the faculty's achievements in research, the faculty introduced two awards for research supervision and student publication respectively. Supervisors with above average completion numbers and research students with an A and higher grade publication will receive an award. This initiative will be implemented to further enhance the faculty's research culture.

Engagement

As demonstrated by the success of female students in this year's research showcase, the faculty is committed to increasing female participation in and contribution to the engineering and information technology fields.

The faculty's longstanding Women in Engineering and IT program continued this year with 193 students volunteering at a number of high schools. More than 5000 high school students were reached this way and exposed to the possibilities of engineering and IT tertiary study.

The Sydney Women in Engineering and IT Speakers Program also worked with female high school students in more than 30 schools across Sydney and regional New South Wales this year.

The Galuwa Engineering Experience Program was run again in 2014. Twenty-eight Aboriginal and Torres Strait Islander students from high schools in Queensland and New South Wales were hosted on campus for the five-day program. The program was expanded from its original three days to incorporate information technology, a biomedical major and a teacher component.

External funding for the program increased to $83,000, with funds received from the James N Kirby Foundation, UTS: INSEARCH, Lend Lease, ABB, new sponsor Aurecon, and a personal donation from a member of the faculty's industry advisory network.

Australian Research Council-funded research projects

Coupling learning in big data
Funding: $384,700 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Longbing Cao, Professor Phillip Yu, Professor Eric Gaussier

Development of a novel adsorbent and cost-effective method to extract economically valuable rubidium from sea water
Funding: $315,700 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Saravanamuthu Vigneswaran, Associate Professor Jaya Kandasamy, Professor Anthony Fane, Associate Professor Rong Wang, Associate Professor Hee Moon

Dual input clutchless powershifting transmission for EV and HEV powertrains
Funding: $310,700 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Nong Zhang, Dr Paul Walker

Learning under concept drift for adaptive decision support systems
Funding: $307,700 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Jie Lu, Associate Professor Guangquan Zhang, Professor Chin Teng

Non-invasive prediction of adverse neural events using brain wave activity
Funding: $234,800 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Hung Nguyen, Professor Ashley Craig

Testing isomorphism of algebraic structures
Funding: $375,000 (ARC Discovery Early Career Researcher Awards for three years)
Recipient: Dr Youming Qiao

Note: Australian Research Council-funded projects were awarded in 2014, commencing in 2015; except for ARC Linkage and ARC Future Fellowships, which commenced in 2014.

In 2014

2288
undergraduate students[1]

382
postgraduate students[1]

$3.222m
external research income

8
PhD completions[2]

207
research publications[3]

1. Equivalent full-time student load.
2. Headcount.
3. 2013 Higher Education Research Data Collection figure, reported in 2014.

Teaching and learning

This year, the Faculty of Health launched its Bachelor of Primary Health Care. It will be offered as an away from base course for an Indigenous-only cohort of students. The launch of the bachelor, and nested diploma and advanced diploma, is a sign of the faculty's continuing commitment to improving Indigenous health outcomes. The course was developed in consultation with the community and experts in primary health care and Indigenous health.

Two new master's degrees were also launched in 2014. In October, the Master of Advanced Nursing and the Master of Primary Health Care were launched at an event hosted by Dean Professor John Daly. UTS staff and industry stakeholders attended, and Adjunct Professor Susan Pearce, Chief Nursing and Midwifery Officer, NSW Health, was guest speaker.

Both master's degrees provide unique learning opportunities for students with subjects delivered in a blended learning mode, combining on-campus learning experiences with innovative online activities.

The flexible structure of the Master of Advanced Nursing allows students to design their own course; mixing and matching eight majors, 11 sub-majors and more than 40 electives to design a degree that best suits their career aspirations. And the Master of Primary Health Care provides students with the knowledge and expertise to work effectively within new government health frameworks.

The faculty completed the first year of a two-year project funded by the Commonwealth government to support student clinical placements. The aim of the project is to maintain health workforce capacity and quality clinical training capacity.

In 2014, the project's focus was the development of systems and specific training to support students, clinical facilitators and clinical facilities, with the intention of improving student preparedness for clinical placements and the quality of clinical supervision. The project will continue in 2015.

The faculty also worked this year to set out to identify students who would benefit from increased English language competency training. Students who received an offer of enrolment were sent a link to complete a post-enrolment language assessment. Targeted students were then encouraged to enrol in English as a second language class during their first semester. Students were supported throughout the process by the faculty's first-year coordinator and a member of the university's Institute for Interactive Media and Learning.

As part of the internationalisation of the curriculum work occurring across the faculty, a group of 12 sports and exercise science students and a member of staff participated in the university's international leadership program, BUiLD, and travelled to the Maldives in December. The students ran sports camps and swimming coaching, as well as nutrition and elderly exercise workshops.

Research

Faculty researchers were key members of a team that was awarded a $1 million grant by the National Breast Cancer Foundation to improve pain management among people who have cancer.

The collaborative grant allowed the team, led by physician Dr Melanie Lovell of the University of Sydney, to trial a national clinical pathway for the management of pain in people with advanced breast and other cancers. The trial will represent the culmination of four years of work and will include 12 to 14 oncology or palliative care centres and about 100 patients from each centre.

Professor Jon Adams was awarded an Australian Research Council Future Fellowship to conduct Australia's first in-depth study of unregulated, covert use of complementary medicine. The research will be a benchmark-setting examination of what older people are doing informally in their health care, such as self-medicating with herbal medicines or taking up yoga or meditation.

The Australian Research Centre in Complementary and Integrative Medicine launched a world-first program to help develop the next generation of leaders in the field and encourage international collaboration.

Twelve of the best and brightest emerging researchers in international complementary medicine research were appointed fellows under the new leadership program. The three-year program is aimed at growing critical scientific research in complementary and integrative medicine. The fellows include early career researchers from the United Kingdom, Canada, Germany, Sweden and Hong Kong.

The cohort had its first annual residential at UTS in October.

The leadership and reputation of the faculty's researchers was recognised this year with a number of high-profile appointments.

Dean Professor John Daly and Professor Debra Jackson were appointed to the position of Editor-in-Chief of international nursing refereed journals *Journal of Nursing Management* and *Journal of Clinical Nursing* respectively. It is the first time these roles have gone to Australians.

In October, Professor Caroline Homer became the first popularly elected President of the Australian College of Midwives. This role recognises Professor Homer's standing in the midwifery community.

Professor Homer further demonstrated her research leadership and impact with the launch of a major new series on midwifery in international medical journal *The Lancet*. The series examined the crucial role midwifery plays in saving the lives of millions of women and children around the world. Professor Homer was the only Australian lead author in the series.

To consolidate and facilitate the faculty's research, a strategic review of research began this year with the view to establishing a research plan in 2015. The plan will align with the university-wide research strategy. The timing of the review coincided with the commencement of the faculty's new associate dean (research) and a new faculty research manager (appointed on a one-year secondment).

Engagement

The faculty continued its high level of international and national engagement this year.

Dean Professor John Daly was appointed to The Honor Society of Nursing, Sigma Theta Tau International's newly created Global Advisory Panel on the Future of Nursing. The panel was convened to establish a global voice and vision for the future of nursing that will advance global health.

The inaugural meeting, held in Basel, Switzerland, in March, discussed key issues including the need for reform, advocacy and innovations in health leadership, policy, practice and education.

The UTS World Health Organization Collaborating Centre (WHOCC) for Nursing, Midwifery and Health Development assumed its role of Global Secretariat in 2014. This position provides the opportunity to play a leadership role with similar WHOCC worldwide.

The UTS WHOCC continued its work with the Papua New Guinea National Department of Health to further improve learning and collaboration opportunities for midwifery educators in rural areas.

Funded by the Australian Government, the maternal and child health initiative began a new phase this year. While the work done has been highly successful in raising the quality of midwifery education in PNG (for example, more midwives have graduated in the past two years than in the previous decade), it still faces many challenges in helping end the high rates of maternal and child death.

This year, nine clinical midwifery facilitators were employed by the initiative and, supported by a team from the faculty, worked with course coordinators and educators in the four national midwifery schools.

Faculty Adjunct Professor Kathleen Dracup, and Dean Emeritus and Professor Emeritus of the School of Nursing at the University of California, San Francisco, was named by the American Academy of Nursing as a Living Legend Honoree.

The recognition of Professor Dracup is testament to the faculty's reputation in academia and of the faculty's ability to attract distinguished scholars.

Australian Research Council-funded research projects

Funding: $952,642 (ARC Future Fellowship, over five years)
Recipient: Professor Jon Adams

Note: Australian Research Council-funded projects were awarded in 2014, commencing in 2015; except for ARC Linkage and ARC Future Fellowships, which commenced in 2014.

In 2014

1271
undergraduate students[1]

652
postgraduate students[1]

$1.597m
external research income

57
research publications[2]

1. Equivalent full-time student load.
2. 2013 Higher Education Research Data Collection figure, reported in 2014.

Teaching and learning

As part of the Learning2014 initiative, the faculty looked at new ways of teaching and learning. In March, an e-learning program about human trafficking and slavery in Australia was launched by the faculty's Anti-Slavery Australia research centre.

The evidence-based online training program was designed for frontline workers, from community and social workers to lawyers and teachers. Four hundred and fifty people signed up for the program, which is available free from the centre's website.

The Brennan Justice and Leadership Program continued in 2014. As part of the Inspirational Careers Series, former High Court judge, the Hon. Michael Kirby, AC, CMG, spoke to more than 500 students, staff and alumni about his work in investigating human rights in North Korea. In August, Professor Gillian Triggs discussed her career as President of the Australian Human Rights Commission to faculty students and staff.

At the Brennan Program Awards Night in October, patron of the program, Sir Gerard Brennan, AC, KBE, presented 12 students with the award. Throughout the year, these students participated in a series of seminars and discussion groups on justice, as well as completed volunteer service via a pro rata system.

Also at the awards night, the first annual Brennan Justice and Leadership Program Yearbook was launched.

The yearbook provides a thorough account of the activities and successes of the program since its inception.

Faculty staff were recognised this year for their contributions to and achievements in the teaching and practice of law.

> Professor Paul Redmond, joint program director of the Brennan Justice and Leadership Program, was shortlisted for the Australian Human Rights Commission's 2014 Human Rights Law Award for his dedication to promoting and advancing human rights in Australia.

> Professor Andrew Mowbray was awarded the Justice Medal by the Law and Justice Foundation of New South Wales in recognition of his commitment to making legal information available online via the Australasian Legal Information Institute (based in the faculty).

> Dr Penny Crofts received a citation from the federal government's Office for Learning and Teaching for her contribution to student learning by developing authentic, sustained and transformative experiences of 'law in action' that inspire students with a passion for justice and integrity.

> Costa Avgoustinos received a UTS Learning and Teaching Citation for developing positive, responsive, non-threatening student-focused teaching environments that include, motivate and inspire students to learn.

Faculty students had a rewarding year for mooting at both internal and external competitions. The highlight for the year was the excellent result achieved in the Monroe Price Media Law Moot Court Competition at the University of Oxford with Jamesina McLeod being named the Best Oralist of the international rounds.

Research

The Faculty of Law was the only law school in Australia to secure funding from the Australian Research Council (ARC) for more than one Discovery project within the discipline of law (commencing in 2015). Faculty researchers also won the highest amount of ARC funding for Discovery projects in law, leading to a 28.6 per cent success rate for the faculty; well above the discipline average.

The faculty had further success with funding through the ARC's Linkage Infrastructure, Equipment and Facilities scheme.

The Australasian Legal Information Institute (AustLII), a UTS joint research facility with the University of New South Wales, was successful in gaining funding of $410,000 for stage two of the Australasian legal history libraries project. The project partnered Australia's leading legal historians with AustLII to expand free online access to Australasian legal history through digitisation and data aggregation. The first stage of the project was completed this year, and made available complete collections of many of the key resources of Australasia's legal history. The Chief Justice of Australia, the Hon. Robert French, AC, was the guest of honour at the launch in May.

Another significant research project for the faculty was the grant of $239,000 from the federal government's Office for Learning and Teaching's Strategic Priority Commissioned Projects to Professor Sally Varnham for the project 'Student engagement in university decision-making and governance — towards a more systemically inclusive student voice'. The project aims to facilitate the development, trialling and refinement of systemic processes that enable Australian universities to include the student voice in decision-making and governance.

The expertise of our leading researchers continued to be recognised with appointments to important policy positions.

Professor Jill McKeough as the Australian Law Reform Commissioner in charge of the copyright and the digital economy inquiry delivered her findings and recommendations to the federal government in February. Her appointment to this position reflects her stature as a leading intellectual property scholar in Australia and worldwide. The response by the government to her recommendations when it comes could profoundly change the current copyright landscape.

Professor Shaunnagh Dorsett was appointed by the Australian Law Reform Commission as a consultant on its current review of Native Title law.

The faculty's prestigious Quentin Bryce Law Doctoral Scholarships continued to attract graduates from leading Australian and international law schools. Also this year, the faculty attracted a doctoral candidate funded by the Max Planck Institute for Comparative Public Law and International Law in Heidelberg, Germany.

To encourage students to make the move into research, the faculty hosted the inaugural National Law Honours Student Conference in late 2014 with participants from every state including regional law schools.

Through its Communications Law Centre, the faculty engaged and supervised nine students as volunteer researchers. A similar activity was run through Anti-Slavery Australia, where seven students undertook their practical legal training. In addition, 11 students were appointed as volunteers on various projects.

Engagement

The faculty's external engagement this year aimed to promote the public interest in communications, media and online law policy. Faculty members made submissions to government reviews and inquiries and gave a number of addresses at major conferences and seminars.

The Communications Law Centre attended and regularly participated in industry seminars and forums throughout 2014. These included the Copyright Law and Practice Symposium held in March; the 2014 Australian Communications Consumer Action Network national conference held at UTS in September; and the Digital Built Environment Conference.

Anti-Slavery Australia worked with a range of groups and organisations to raise awareness and engage in activities aimed at ending violence, exploitation and injustice.

In partnership with the Women's Interfaith Network, Anti-Slavery Australia convened the first Interfaith Forum on Forced Marriage in Australia at New South Wales Parliament House in March. The forum heard from the director of the Immigrant Women's Health Service, Dr Eman Sharobeem, who shared her insights and professional experience, and Anti-Slavery Australia Director Associate Professor Burn highlighted research about forced marriage in Australia and discussed challenges raised by new legislation criminalising forced marriage.

Anti-Slavery Australia collaborated with Plan International Australia to conduct a comprehensive study of child marriage in the Indo–Pacific region. The report — *Just Married, Just a Child* — was launched in the Australian Parliament in August. Senators and members of parliament attended the event, along with the Chief Executive Officer of Plan International Australia, Ian Wishart, and global Chief Executive Officer Nigel Chapman.

In 2014

2486 undergraduate students[1]	**366** postgraduate students[1]

$10.907m
external research income

25 PhD completions[2]	**440** research publications[3]

1. Equivalent full-time student load.
2. Headcount.
3. 2013 Higher Education Research Data Collection figure, reported in 2014.

2014 saw the completion of the faculty's new home; the Science and Graduate School of Health Building. The building incorporates a number of specialist labs and a range of collaborative teaching spaces.

A standout feature is the building's Super Lab, which will accommodate more than 200 students simultaneously. The lab will be home to 40 per cent of all laboratory teaching in science and will be used predominantly by large first and second year undergraduate cohorts; playing a foundational role in the student learning experience. (Further information on the new building is available in the campuses and resources section.)

Teaching and learning

The faculty adopted a holistic approach to its curriculum review this year. The heads of school involved teaching and learning leaders and program directors in the work planning process, and action items from the curriculum review process were incorporated into staff workplans.

In line with the university's Learning2014 initiative, the faculty introduced teaching and learning strategies to enhance student engagement and build student success.

A minimum of five subjects in each school now contain assessment items based on flipped learning (where students take more responsibility for their own learning and study core content before class), and student assessment tools Re:View and SPARKplus were also introduced into a minimum of five subjects a school.

With a strong focus on student learning this year, the faculty implemented a number of initiatives to ensure student retention. At-risk students were identified and the faculty saw a five per cent improvement in retention rates as a result.

To ensure that the faculty's courses are industry-relevant all course reviews were undertaken with mandatory industry consultation. The School of Physics and Advanced Materials conducted market research to improve understanding of demand and requirements for their revised teaching programs. Among other changes as a result of the market research, the school introduced a new degree in biomedical physics to commence in 2015.

To further student success and employability, industrial placements were introduced into the Bachelor of Biomedical Science.

A number of programs were reviewed and reaccredited this year. The School of Mathematical Sciences reaccredited all of its programs, and the School of Medical and Molecular Biosciences completed a review of their Traditional Chinese Medicine program and had it reaccredited.

The faculty's teaching and learning strategies received external recognition when Professor Les Kirkup was awarded the Australian Institute of Physics (AIP) Education Medal in 2014. The medal recognises an outstanding contribution by an AIP member to university physics education in Australia. For more than 20 years, Professor Kirkup has provided his undergraduate students with an authentic laboratory experience and instilled the importance of hands-on and inquiry-oriented learning into his teaching.

In May, Dr Alison Beavis, with a colleague from the university's Institute for Interactive Media and Learning, was awarded a citation from the federal government's Office for Learning and Teaching for her work on transforming a second-year core subject.

Research

The faculty worked to improve research performance across all disciplines by developing and supporting first-class researchers. Key to this was improving individual researcher's understanding of national research competitiveness.

Annual triage data was conveyed to staff during individual work planning, and individual workplans now benchmark the researcher's track record in discipline area for level of appointment. Schools will identify nationally competitive researchers (maximum 50 per cent a group) and embed three-year workplans to maintain and enhance competitiveness.

Approved last year, the faculty's research development fund was rolled out with up to 10 high quality research projects supported through the scheme that is designed to provide support and incentives to emerging researchers whose grant applications have been identified as near misses.

Research collaboration with external organisations is also recognised as key to the faculty's research success. In December, the Australian centre for genomic epidemiological microbiology (Ausgem) was launched as a joint

initiative between the New South Wales Department of Primary Industries and the faculty's ithree institute. Ausgem will strengthen the state's capacity to identify and respond to biosecurity threats.

The faculty continued to improve the experiences of its higher degree by research (HDR) students. Supervisor engagement with and understanding of the UTS Framework for Doctoral Education was improved and expanded, as was supervisor training.

The faculty has worked for many years to increase the number of HDR students. Since 2012 HDR enrolments have steadily increased by 25 per cent in 2013 and 2014.

In 2014, the faculty's HDR students were given the opportunity to participate in an intensive two-week program with other PhD students from medical, engineering and science faculties from leading international institutions when UTS hosted the Biomedical–Innovation and Entrepreneurship Program. This annual program allows up to five students from each partnering institution to work together in small teams to communicate ideas, share knowledge and diversify their skills and networks in order to solve highly complex problems.

Two students from Singapore took part in the School of Medical and Molecular Biosciences's research internship program. The two students spent three months at UTS where they were partnered with faculty PhD students to work on a number of experiments that were focused on the content of their PhD studies.

These programs provide valuable opportunities for the faculty's research students to collaborate, share ideas and experience international perspectives.

Adding to the faculty's research reputation and impact are the high number of Chancellor's Postdoctoral Research Fellows. The faculty currently hosts 15 fellows from this internationally competitive scheme, with a further five more joining in 2015.

Research successes of the year included the following.

> Professor Ann Simpson and her colleagues produced a line of insulin producing cells that could eliminate the need for injections for Type 1 diabetics, which will be commercialised by United States-based company Nuvilex and its subsidiaries Nuvilex Australia and Nuvilex Europe.

> Professor Matt Wand was awarded the Pitman Medal from the Statistical Society of Australia in recognition of his outstanding achievement in and contribution to the discipline of statistics.

> Dr Andrew Hutchinson from the faculty's School of Medical and Molecular Biosciences was one of 31 recipients across Australia to receive a prestigious Fulbright Scholarship. This award fosters the cultural exchange of Australian researchers to conduct research or training in the United States. Dr Hutchison will spend up to a year at the Yale School of Medicine.

> Professor Jeffrey Reimers from the School of Physics and Advanced Materials won the Royal Australian Chemical Institute 2014 Physical Chemistry Division Medal for his work in understanding how molecules conduct electrical charge and how processes like natural photosynthesis work.

> Rebecca Wood won the first prize in the UTS Three Minute Thesis competition held in September. Rebecca went on to represent the university in the 2014 Trans-Tasman final at the University of Western Australia.

Engagement

The faculty's Professor Claude Roux was invited to visit the International Criminal Court in The Hague, The Netherlands, to represent the Australian and New Zealand Forensic Science Society at the inaugural meeting of the first Scientific Advisory Board of the Office of the Prosecutor.

The 16-member board, which will meet once a year, will provide recommendations to the prosecutor on the most recent developments in new and emerging technologies and scientific methods and procedures that assist in the investigation and prosecution of crimes of genocide, crimes against humanity and war crimes.

Continuing the faculty's local community engagement, a free professional learning program for year 7–10 science teachers from selected schools in south-western Sydney and regional New South Wales was launched this year. The U@Uni inspiring science teaching program aims to enhance teachers' knowledge, skills and capacity to engage with students from diverse backgrounds, and to inspire science teaching and learning.

The program consisted of five days of face-to-face discussions, hands-on science activities and workshops, covering challenging content in stages 4 and 5 of the New South Wales science syllabus, focusing on physics and chemistry. The program was developed in consultation with an advisory committee made up of faculty academics, head science teachers principals and education experts from the Board of Studies, Teaching and Education Standards. (Further information is available in the students section.)

Australian Research Council-funded research projects

Australian facility for taphonomic experimental research
Funding: $430,000 (ARC Linkage Infrastructure, Equipment and Facilities funding scheme, over one year)
Recipient: Professor Shari Forbes, Professor Claude Roux, Associate Professor Barbara Stuart, Dr Shanlin Fu

Early detection of seagrass habitat loss caused by eutrophication
Funding: $360,000 (ARC Discovery Early Career Researcher Awards for three years)
Recipient: Dr Manoj Kumar

Nanostructured anti-reflection coatings for LED applications
Funding: $266,300 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Matthew Phillips, Associate Professor Mike Ford, Dr Cuong Ton-That

New approaches to modelling and analysing long-memory random processes
Funding: $295,900 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Alexander Novikov, Professor Konstantin Borovkov, Professor Fima Klebaner, Professor Yuliya Mishura

The role of central carbon metabolism in cell cycle control in bacteria
Funding: $413,500 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Elizabeth Harry, Professor Abraham Sonenshein

The role of low-energy excited states in solar-energy capture
Funding: $394,500 (ARC Discovery Projects funding scheme, over three years)
Recipient: Professor Jeffrey Reimers, Professor Elmars Krausz, Professor Arvi Freiberg

Note: Australian Research Council-funded projects were awarded in 2014, commencing in 2015; except for ARC Linkage and ARC Future Fellowships, which commenced in 2014.

In 2014

165
postgraduate
students[1]

$214,523
external research income

23
research publications[2]

1. Equivalent full-time student load.
2. 2013 Higher Education Research Data Collection figure, reported in 2014.

The Graduate School of Health relocated to the new state-of-the-art Science and Graduate School of Health Building this year where it occupies three floors including a purpose-built teaching and research clinic, a world-class research laboratory, health practitioner teaching spaces designed for problem-based learning, collaborative staff and student spaces and student social spaces. (Further information on the new building is available in the campuses and resources section.)

Linked to the building opening, the Graduate School of Health added two new disciplines — clinical psychology and orthoptics — to its existing discipline of pharmacy.

Teaching and learning

In 2014, the Graduate School of Health established graduate-entry master's degrees in clinical psychology and orthoptics and a suite of postgraduate programs in good manufacturing practice. The programs successfully navigated rigorous external accreditation processes set by national boards.

In all its courses, the school aims, by applying the UTS Model of Learning and Learning2014 principles, to close the gap between theory and practice with a unique approach to educational design and professional practice. While theoretical concepts are at the foundation of all the subjects on offer, students are supported to integrate content and apply their theoretical knowledge in a wide range of real-world settings.

The unique approach to educational design enables students to experience a seamless integration of online and face-to-face on-campus learning. As well as attending lectures, students participate in research-led problem-based learning, have access to the latest technology and digital resources, and are encouraged to apply their knowledge through tutorials, workshops, simulated scenarios, practice sessions and external clinical placements.

Drawing on clinical practice, research evidence and clinically based coursework, the Master of Clinical Psychology provides graduates with an integrated clinical scientist approach to learning.

The Master of Clinical Psychology encompasses on-campus learning, on-campus and off-campus clinical placements and research. The course is delivered in purpose-built facilities including the on-campus UTS Psychology Clinic, which is open to the public.

Graduates will be eligible, following two years of supervised practice, for endorsement as clinical psychologists with the Psychology Board of Australia and full membership of the College of Clinical Psychologists of the Australian Psychological Society.

The school's facilities for orthoptics were refurbished to provide state-of-the-art clinics in which practitioners provide direct patient care. The graduate-entry Master of Orthoptics is open to graduates who have a bachelor degree in any discipline and who seek a career in eye therapy. Clinical-based subjects comprise 25 per cent of the course in order to address the clinical experience requirements for registration.

Graduates are eligible to register with the Australian Orthoptics Board as an orthoptist. There is high demand for orthoptists and UTS has the full support of the profession being one of only two courses in Australia.

In early 2014 SeerPharma — the industry's leading provider of technical compliance and quality assurance services in the Asia–Pacific — approached UTS to develop a 'good manufacturing practice' suite of programs at the Graduate School of Health due to the school's strong professional, research and business reputation.

The good manufacturing practice suite of programs provides graduates with pharmaceutical industry expertise and practice-based research and education. This collaboration, an example of private–public partnership, enables the school to offer a leading-edge degree using both UTS academic staff and experts who work in industry at a national and international level.

Through the degree, the school will be able to extend its current offerings, particularly to the international markets in India, Indonesia, Malaysia, Vietnam and China. This international focus represents a strategic alignment with a UTS priority to engage globally with a priority on Asia.

Research

The school has experienced significant research growth in 2014 with 28 higher degree by research students enrolled in the discipline of pharmacy. The school also has three Chancellor's Postdoctoral Research Fellows.

Pharmacy increased its research portfolio with the appointment of lecturer Dr Mehra Haghi who is collaborating with the Respiratory Technology Group at the Woolcock Institute of Medical Research and is currently an Alexander von Humboldt research fellow at Saarland University.

Expansion into the areas of clinical psychology, orthoptics and good manufacturing practice will provide the opportunity to further increase research capacity in 2015 and beyond. In particular, the introduction of research active academic staff within these disciplines builds on the school's existing research strengths in the university-wide research theme area of health futures.

Clinical psychology has a research-intensive culture, with experienced academics involved in research in health psychology, adolescent mental health, the assessment of clinical psychology competencies, reflective practice in clinical psychology, mindfulness-integrated cognitive behavioural therapy, developmental trajectories into substance use in adolescence and the role of parenting in the development and maintenance of child and adolescent behaviour and emotional wellbeing.

Dr Toby Newton-John, senior lecturer in clinical psychology, collaborated with Relationships Australia to investigate the role that chronic pain disorders play in relationship distress and marital breakdown.

Clinical psychology continued its close links to the UTS Health Psychology Unit, a research and clinical practice hub based at Royal North Shore Hospital in Sydney.

Research in orthoptics continued to grow with internationally renowned researchers in the epidemiology of eye conditions leading teams of postdoctoral fellows and research students to improve health outcomes. Professor Kathryn Rose, head of discipline, was the lead investigator on a National Health and Medical Research Council-funded project entitled 'Myopia: gene-environment interactions'.

The good manufacturing practice suite of programs offers a number of research electives in areas of UTS research strengths that will enhance the school's capability to not only build on research contacts with industry but increase its capacity to enrol higher degree by research students on a full-time basis.

Engagement

With its practice-based ethos, the school positions itself strongly on being close to the professions. This industry focus is demonstrated through bi-annual pharmacy, psychology and orthoptic industry advisory board meetings designed to encourage industry collaboration on the development of these course areas.

The annual Innovative Pharmacist of the Year Awards gala dinner was held in October with representatives from industry and UTS executives. A team who piloted a pharmacist-administered vaccination service and demonstrated new opportunities for pharmacists to lead community health interventions won the AstraZeneca-sponsored UTS Innovative Pharmacist of the Year Award.

In October, academics and research students, led by the school's head, Professor Shalom Benrimoj, attended the International Pharmaceutical Federation World Congress of Pharmacy and Pharmaceutical Sciences. The congress examined the globally pressing issue of access to medicines, and healthcare in general, and work towards increasing the role of the pharmacist in the provision of healthcare services. More than 3000 people attended the conference and the school's engagement with the event is evidence of the high standing of its research.

Lecturer Dr Victoria Garcia Cardenas presented her findings of medication review with follow up in reducing the number of hospitalisations and visits to emergency departments in elderly polypharmacy patients; PhD candidate Joanna Moullin presented a poster on implementation theory; PhD candidate Marta Sabater Galindo presented research on patients' perception of the pharmacist; and Chancellor's Postdoctoral Research Fellow Dr Hernandez exhibited a poster on cardiovascular services design.

The fourth Pharmacy Barometer report was released towards the end of the year, with a focus on the topic of 6CPA (Sixth Community Pharmacy Agreement) remuneration. Led by UTS and Bankwest, the barometer is Australia's first and only measure of the confidence of community pharmacy and is an integral part of the school's engagement with the profession.

STUDENTS

25 new global exchange partnerships

Record number of international student enrolments

11.6% of domestic undergraduate students from low SES background

UTS was ranked 24th in the *Times Higher Education* top 100 most international universities (using the international outlook indicator from the *Times Higher Education* World University Rankings); cementing our reputation as a university with global reach.

The ranking assesses universities on international student enrolments, student mobility, international research partnerships and collaborations, and international staff profile. This ranking places UTS among a prestigious group of universities, including the University of Oxford, Maastricht University, the National University of Singapore and the Swiss Federal Institute of Technology Zürich.

Social justice

UTS can be proud of its rise in university rankings. However, at UTS our commitment to excellence also has a strong social justice and equity focus: we should be measured by whom we include and how they succeed. This section reports on how we are increasing student participation and opening up higher education to underrepresented communities.

For our students to be successful professionals in a globally connected world, it is essential that they value diversity and have the capacity to work across disciplines, cultures and countries. We send our students overseas as part of their degree where possible; our BUiLD program provides short-term mobility experiences; and we run programs to create a sense of belonging for our international students.

The university's social leadership and volunteer program, the UTS: SOUL Award, saw 2100 students enrolled this year (up from 800 in 2013); with 17,000 hours of volunteering registered, more than double the 2013 total.

Through the program, students develop the skills that are needed for successful community engagement, including leadership, communication, training in complex social issues and project management.

Student mobility

The opportunity for an international experience is an important component of studying at UTS.

In 2014, student mobility, and the range of opportunities and programs available to students, continued to grow.

UTS's three main avenues for student mobility — global exchange, in-country study and global leadership program BUiLD — saw increased participation rates this year. Global exchange (semester or year-long) increased by 11 per cent to a record 332 students; in-country study (as part of the university's international studies degree) increased by 12 per cent; and BUiLD overseas experiences (short-term programs) increased by 24 per cent to 500.

Twenty-five new exchange partnerships were formed in 2014 to meet the demand for increased outbound mobility. New partners include Copenhagen Business School, Gent University, BI Norwegian Business School, University of Leeds and University of Birmingham.

To encourage and support additional exchange opportunities for students, UTS applied for, and received, funding totalling more than $700,000 through a number of Australian Government programs.

Funding awarded from the AsiaBound Grants Program and the International Student Exchange Program (ISEP) will facilitate further short-term study programs in 2015 to countries including Cambodia, India, Indonesia, Korea and China.

UTS was also successful in securing funding through the federal government's New Colombo Plan (NCP). The NCP offers scholarships and grants for study and internships in the Indo–Pacific region for Australian undergraduate students. UTS successfully secured $280,500 covering 30 full semester awards and 15 short-term funding awards.

Now in its fifth year, BUiLD continued to offer UTS students the opportunity for a short-term international mobility experience. Through BUiLD, UTS continues to position itself as a sector leader in short-term mobility (over the last five years access to mobility has increased from 2.3 per cent to 12.5 per cent at UTS, compared to an average of 8.5 per cent in other Australian universities in 2013).

In 2014, BUiLD enrolments grew from more than 2000 to more than 3000, with 500 of these students undertaking an international program (an increase of 25 per cent from 2013). Students travelled to 39 countries as part of their BUiLD experience, with the top three destinations being India, China and Cambodia.

BUiLD projects in 2014 included a three-week internship in Vietnam to learn about poverty reduction and social entrepreneurship; a four-week winter school and non-government organisation work experience in Costa Rica; and a three-week volunteering opportunity with a sports organisation in Kenya.

To further enable students to study overseas and to promote international exchange, the Dr Chau Chak Wing Scholarships commenced in 2014. The scholarships offer UTS students the opportunity to study in China, while students at UTS's Key Technology Partnership universities in China can apply to study in Australia. The scholarships include travel grants for BUiLD programs in China; the Dr Chau Chak Wing Scholarship (Postgraduate Exchange and Study Abroad) that gives UTS postgraduate students the opportunity to undertake one semester of study at a university in China; and three scholarships for students enrolled in Chinese universities.

2014 was a strong year for UTS inbound enrolments for exchange and study abroad students, with 531 exchange students (up from 446 in 2013) and 341 study abroad students (up from 161 in 2013) studying at UTS. These students undertake credit-based study at UTS for one or two semesters, with the study abroad students being fee-paying students. Generally, these students undertake studies at undergraduate level in a range of UTS faculties, and some students return later for postgraduate or higher degree by research studies.

The package UTS offers study abroad students of guaranteed housing, flexible enrolment options and study packages, plus our strong partnerships with key agent partners in these countries, has facilitated the growth in the program.

Our exchange and study abroad cohorts are an important part of the UTS internationalisation strategy, and our international student cohort, with the majority coming from Europe, including Germany, Sweden, France, Norway, Denmark, Austria, and the United States, Brazil and Mexico. This complements our international student cohort, where the majority of students come from the Asia–Pacific region.

We had success this year in the Brazilian Government's competitive Science Without Borders program.

The program, which allows Brazilian students to study one or two semesters at UTS as part of their home institution undergraduate degree, seeks to strengthen and expand science and technology, innovation and competitiveness through the international mobility of undergraduate and doctoral students and researchers.

In 2014, 110 students came to study at UTS, up from 37 in 2013. This increase in numbers was largely as a result of the reputation of the UTS program, including the value-added English language programs (delivered by UTS: INSEARCH), our professional summer programs and internships.

Aboriginal and Torres Strait Islander students

Through the Jumbunna Indigenous House of Learning, UTS provides for the needs of Aboriginal and Torres Strait Islander students accessing higher education through non-traditional pathways.

One of the key initiatives of the university's Indigenous Education Strategy 2011–2014 is to develop and maintain effective alternative entry programs for Aboriginal and Torres Strait Islander students to access UTS undergraduate programs. Jumbunna's direct entry program has seen a marked improvement over time: 55 offers were made in 2014, up from 27 in 2011. Similarily, annual scholarship expenditure for Aboriginal and Torres Strait Islander students has increased from $233,209 in 2011 to $328,218 in 2014.

Two hundred and twenty-four Aboriginal and Torres Strait Islander undergraduate students are currently enrolled at UTS. While Universities Admissions Centre preferences and enrolment into mainstream courses have steadily increased, overall domestic undergraduate Indigenous student numbers decreased to 0.8 per cent in 2014.

This decline can be partly attributed to the decision to teach-out the university's two older away-from-base (AFB) courses. These courses traditionally enrolled more than half of all Aboriginal and Torres Strait Islander undergraduate students. With two new AFB courses commencing next year (a Bachelor of Business Administration and a Bachelor of Primary Health Care), it is expected that UTS will experience an upward trend in 2015. Another cause of decline in the Indigenous student participation rate has been the relatively much larger UTS undergraduate student increase.

Jumbunna relocated to new purpose-built offices in 2012, providing the unit with an expanded capacity to offer appropriate spaces for students. The relocation increased student traffic by approximately 50 per cent. Further, Jumbunna substantially expanded its learning assistance opportunities for students with the creation of a drop-in service.

The Jumbunna Learning Assistance program provided supplementary academic tuition to Aboriginal and Torres Strait Islander students who need help with their academic communication and mathematics skills. In 2014, more than 70 hours a week of supplementary tuition was provided via individual tuition or the facilitation of small working groups.

Overall, 659 occasions of service were provided in 2014, with 85 per cent of issues resolved in one day.

UTS strives to retain its Indigenous student population and to encourage and support students to continue with their university studies. Three high-performing undergraduate students were offered an Indigenous academics of the future cadetship to foster future postgraduate study and a potential academic career.

Following on from last year's international experience program, six undergraduate students participated in a group international experience. This is in line with the university's priority to increase the global workplace and career success of its graduates.

The UniStart enabling program was designed to provide for the needs of mature-aged Aboriginal and Torres Strait Islander students wanting to make the move to higher education. In its second year of operation, 24 students undertook the program where they studied faculty-based elective subjects (that would then go towards their degree of choice) and UniStart core subjects within Jumbunna.

In 2014, with significantly more funding, Jumbunna increased its school engagement activities. It is critical that Aboriginal and Torres Strait Islander students are exposed to the possibilities of university study and that they are made aware of the services and support available to them at UTS.

UTS gave three presentations to New South Wales principals' forums; presenting to more than 200 primary and secondary school personnel.

To assist us in building and maintaining relationships with key high school contacts a career advisors and principals cocktail evening was held. This was the first time an event of this kind had been held and it enabled UTS to engage with schools previously uncontacted.

The Nanga Mai event was held again in 2014. One hundred students from years 9–12 visited UTS to experience what life is like at university. The program included two lectures/workshops from the faculty of their choice.

The event was also held for regional students. Twenty-five students from regional high schools attended three days of activities at UTS.

The Galuwa Indigenous Engineering and IT Program ran again this year, with high school students from across Australia participating in the week-long program with the Faculty of Engineering and Information Technology (further information is available in the Faculty of Engineering and Information Technology section). Following on from the successful running of the program, two additional faculties will run similar programs in 2015.

Support for students

The UTS Higher Education Language and Presentation Support (HELPS) program expanded this year to incorporate the HELPSMates buddy program. The program matches international students with local students to practise their English, learn more about Australian culture and the local community, and gain confidence in academic and workplace environments. More than 240 international students were matched with a volunteer buddy this year.

In 2014, the HELPS program trained 250 student volunteers to assist HELPS students and support them throughout their time at UTS.

The U: Connect volunteer program aims to alleviate social isolation and reach more vulnerable students. It was developed in response to a perceived need in the students attending HELPS sessions that more assistance was needed to help them select other UTS programs where social connections are made (for example, clubs and societies).

The Conversations@UTS program ran again, providing an informal opportunity for students to practise their speaking skills and develop cultural and workplace awareness. Twenty-six UTS staff and students volunteered as conversation leaders, facilitating 13 two-hour weekly sessions to groups of up to 15 international students.

And 24 HELPS peer advisers provided one-on-one support to international students.

The Student Services Unit coordinated a UTS partnership with Batyr; an organisation that aims to educate and empower young people through speaking out about social and mental health issues. Batyr has developed a specific university program, which was run at UTS for the first time this year.

Six Batyr@Uni programs were run with a total attendance of 340 students. Seven UTS students shared their stories of recovery, and two students have since participated in Batyr's high school program, reaching more than 300 high school students.

On R U OK day the Batyr student leadership team ran a breakfast and pledge wall, with more than 400 students pledging their support to combat the stigma around mental illness.

Student community

ActivateUTS plays a key role in enhancing the student experience by offering the university community a range of campus facilities, events, and sporting and social clubs.

In 2014, there were 100 clubs and societies affiliated with ActivateUTS; home to 14,359 UTS student members. Each year, ActivateUTS introduces activities to attract and engage new students. In 2014 achievements and initiatives included:

> increased registrations for the entrepreneurship weekend Project Pitch and a greater interest from UTS faculties. Eighteen teams participated, resulting in several viable

businesses and the winners taking their business ideas to the Virginia Tech KnowledgeWorks Entrepreneurship Challenge

> successful completion of O'Fest on the newly renovated Alumni Green, with more than 1000 people in attendance

> increased participation at the second semester clubs day, with almost 2000 students attending

> in collaboration with Jumbunna, the re-instatement of the Indigenous club, Ngaramura

> a sold out Winterfest in the second semester

> the introduction of additional health and wellbeing initiatives, engaging approximately 5000 students

> the introduction of more recreational events including trips to Byron Bay, Surfers Paradise, Tasmania and New Zealand.

In total, ActivateUTS created 71,269 touchpoints across its events, activities, clubs and societies.

Finding accommodation close to campus helps students reduce travel expenses, manage their time and develop friendships with students from around the globe. In addition to 1150 UTS-owned beds, UTS now has partnerships with private providers that reserve hundreds of additional beds within 500 metres of the city campus, many at rates reduced for UTS students.

Graduate success

One of UTS's priorities is the global workplace and career success of its students. The UTS Accomplish Award was designed to develop essential skills in students to ensure success in the workplace.

The award gives students the opportunity to reflect on possible career pathways, to meet employers from a variety of industries and to encourage students to build confidence in a comfortable and supportive environment.

In 2014, the award was a finalist in the National Association of Graduate Careers Advisory Services best practice awards.

UTS's commitment to graduate success was also recognised by the 2014 NSW International Student Awards as a finalist

in the Community Engagement (Education Provider) category for the coordination of Univative.

Univative is an inter-university, interdisciplinary and intercultural business consulting competition designed to enhance students' employability. Each team has a mix of members, including international students, and works on a real-life business issue or challenge.

UTS refocused its careers service this year to maximise the opportunities for students to improve their employability.

A strategic plan, focused on addressing graduate workplace success, was developed and the careers service was restructured to assist with this.

> The curriculum and careers development team will partner with faculties to embed careers education throughout the curriculum via whole subjects, guest lecturers, industry specific events and industry connections.

> The careers programs team will design and deliver multidisciplinary extracurricular programs, events and services to increase student employability and connect students with industry.

> The engagement team will maximise stakeholder engagement with the careers service.

> The recruitment team will source opportunities for UTS students, assist recruiting organisations and ensure students are ready for the workplace.

International students

UTS continues to benefit from the growing number of international students choosing to study at the university. A strong international standing is essential to UTS achieving its vision to be a world-leading university of technology.

International students bring diversity, alternative perspectives and cultural richness to our campus, with students coming from 116 different countries. While our international students predominantly come from South–East Asia and South Asia, we are seeing increasing numbers from Europe and the Americas, due to the success of our study abroad programs. Study abroad students spend one or two semesters at UTS, experiencing the university's vibrant and dynamic teaching,

learning and social spaces and enjoying Sydney's lifestyle and attractions.

International students are seeking to improve their global employability skills, develop international networks and build cultural capacity. UTS offers academic excellence, practice-based learning, a revitalised campus that encourages engaged learning, opportunities to collaborate with business and community partners, and strong graduate attributes embedded in our curriculum. For these reasons international students are increasingly attracted to UTS.

UTS experienced strong enrolment performance in 2014, largely boosted by strong commencement growth of 12 per cent for the year. A record number of international students enrolled at UTS in 2014: more than 11,000.

The experience of our international students is very important to ensure a positive outcome and the continued success of our international student program. UTS again took part in the International Student Barometer (ISB). The ISB assesses student satisfaction in three areas: living, support, and learning experience.

Overall the living experience of international students has improved from 85.7 per cent to 88.3 per cent over the past five years; overall support rated at 91 per cent (up slightly from the previous year); and overall learning satisfaction also improved to 85.5 per cent.

Areas where UTS showed major improvements were in social activities and social facilities, and host culture. These improvements coincided with the introduction of the UTS Community Connections program, which was launched in 2012 with the aim of making international students feel welcome from arrival in Sydney and throughout their degree.

This year, Community Connections ran more than 30 programs for international students, including events such as the Amazing Race, Tea on the High Seas, various community activities including Clean Up Australia Day along with volunteering opportunities with local organisations including aged-care facilities.

We continue to engage our students through social media, with close to 7500 Facebook followers including multiple groups that cater to newly

arriving students. Our international Instagram page is also proving popular for students to share their impressions of UTS and their experiences in Sydney. Through social media, students engage with other newly arriving students, share tips, find out about activities around campus and pertinent reminders about study at UTS. Our Facebook pages in India and South–East Asia, and YouKu presence in China, engage students in UTS activities and news prior to their decision to study at UTS.

Graduations

The Chancellor, Vice-Chancellor and members of the senior executive travelled to China and Hong Kong in July for the international Autumn graduation ceremonies.

The Shanghai ceremony was the largest to date with nearly 400 graduates, and more than 100 graduates attended the Hong Kong ceremony.

Locally, the university's graduation ceremonies saw 3974 graduates and approximately 12,000 guests attend the Autumn semester ceremony; and 1840 graduates and more than 5000 guests attend the Spring semester ceremony.

Widening access and participation

To achieve positive outcomes for people from low socioeconomic (low SES) and Indigenous backgrounds, the university's Equity and Diversity Unit continued to support the implementation of projects funded across UTS by the Australian Government's Higher Education Participation and Partnerships Program (HEPPP) and UTS's continued participation at multiple levels in the Bridges to Higher Education initiative.

In 2014, the university continued its commitment to the UTS Widening Participation Strategy (WPS) and expanded the reach of key projects that aim to ensure that Australians from low SES backgrounds who have the ability to study at university have the opportunity to do so.

Overall, 2389 current domestic undergraduate UTS students are from low SES backgrounds: an increase from 10.9 per cent to 11.6 per cent of the student population.

Key projects and highlights are listed below under the four main objectives of the WPS.

Building aspiration and attainment

Objective: To encourage aspiration and a capacity for university study well before the point of enrolment through an integrated suite of programs developed in partnership with targeted schools, TAFEs and communities.

The impact of the building aspiration and attainment programs in 2014 included:

U@Uni HSC tutorial scheme

> The U@Uni HSC tutorial scheme matches UTS student tutors with students in years 11 and 12 in partner schools in south-western Sydney to provide assistance with exam preparation, essay writing, homework tasks and assignments.

> In 2014, the scheme continued to experience exponential growth; the program more than doubled the number of high school students it reached (691 students received tutoring in 2014, 250 in 2013 and 72 in 2012). The program now works in 10 partner schools (up from nine in 2013) and employs 40 current UTS students as tutors (up from 35 in 2013).

> When surveyed almost all (99 per cent) of the high school students' teachers reported that the students participating in the program showed improvements in academic performance due to their involvement, and a significant proportion (88 per cent) of students reported that their confidence in their academic abilities increased since taking part.

> In addition to providing academic and mentoring support to high school students, the U@Uni HSC tutorial scheme provided considerable learning opportunities for the UTS student tutors, including the opportunity to develop leadership and communication skills and to be role models for participating school students. Notably, many of the UTS students involved in the project come from south-western Sydney themselves, and an increasing number have previously attended the targeted schools.

U@Uni summer school

> The U@Uni summer school program is centred on a two-week experience in January for students entering year 11. Students take part in one of six summer schools in the areas of design, media, business, science, health, and engineering and information technology. After the two-week program students are invited back to campus throughout their year 11 and 12 studies for a series of activities to inform, inspire and motivate them to consider higher education.

> This year, 485 students from years 10–12 at 21 partner schools took part across all aspects of the program.

> More than 95 per cent of participants agreed that the summer school helped them to understand what university life is like and that it encouraged them to want to go to university.

U@Uni inspiring science teaching

> The U@Uni inspiring science teaching program is a free professional learning program for high school science teachers from selected high schools in south-western Sydney and regional New South Wales. The program was developed by academics from the Faculty of Science, education experts and experienced science teachers and focuses on hard-to-teach topics in chemistry and physics with reference to Stage 4 and 5 of the New South Wales science syllabus. The program aims to enhance teachers' knowledge, skills and capacity to engage with students from diverse backgrounds and to inspire science teaching and learning through the establishment of a community of practice.

> The five-day hands-on program, which included science workshops, face-to-face discussions and networking sessions, was registered with the Board of Studies, Teaching and Education Standards (BOSTES) to be taken by teachers towards their Proficient Teacher Accreditation.

> The program was piloted in October 2014 with 17 teachers attending the course, and teachers and representatives from more than 30 schools, other universities, and science, teacher and government education representative bodies

attending the associated science community of practice sessions arranged to support the program.

> The program will continue in 2015 with a further 50 teachers set to attend in January.

Widening access

Objective: To expand admission pathways to UTS for school leavers and mature aged students to assist low SES students gain access to university.

In 2014, UTS WPS programs in this theme contributed towards the following.

> Nine hundred and thirty-eight students enrolled at the university through its educational access scheme inpUTS (representing 13.7 per cent of total admissions).

> The UTS Principals' Recommendation Scheme (PRS) offered a further 114 places to year 12 students who demonstrated financial disadvantage and who were admitted on the basis of their school principal's recommendation in combination with their Australian Tertiary Admission Rank.

> Both access schemes demonstrated positive rates of retention and success, with both being comparable to 'all students' results. In 2014, inpUTS student retention was 92.9 per cent and PRS was 87.3 per cent. Across these groups, the success rate (pass rate) in 2014 indicated success of 89.6 per cent for inpUTS, 91.2 per cent for PRS and 90.3 per cent for all students.

> There was an increase within the proportion of low SES student participation from 10.9 per cent to 11.6 per cent. This increase represented an additional 307 low SES students enrolled at UTS in 2014.

> Pathways for non-school leavers were expanded and promoted through faculty and cross-university initiatives, with a particular emphasis on building TAFE-to-UTS pathways as a strategy for widening access to mature age, low SES students.

> The Sydney TAFE–UTS pathways project (managed through the Equity and Diversity Unit) and the Faculty of Health pathways project continued in 2014, and a new pathways project was established in the Faculty of Design, Architecture and Building. These projects provided aspiration building outreach sessions

at TAFE campuses and on-campus visits to UTS to approximately 480 TAFE students, with approximately 97 per cent of students indicating that the activities had given them a greater awareness of pathways to university.

> Support for the effective transition of TAFE students into university study was provided through welcome sessions, counselling and academic support. This included mathematics support for TAFE students through two mathematics bridging courses, with 16 TAFE students provided with scholarships to cover the course cost in 2014.

> Access was also strengthened through new formal credit recognition arrangements between UTS and TAFE NSW. UTS now has 167 credit recognition arrangements in place between TAFE qualifications and UTS degrees, including 76 new arrangements developed in the Faculty of Design, Architecture and Building.

> The number of students entering UTS through a TAFE pathway increased by 12.3 per cent from (689 to 786 students).

Retention and success

Objective: To enhance UTS academic and personal support programs to promote the effective transition, retention and success of low SES and Indigenous students and actively respond to the changing needs of an increasingly diverse student community.

Additional HEPPP funds were provided to the Student Services Unit, the Jumbunna Indigenous House of Learning, the Institute for Interactive Media and Learning and the Faculty of Engineering and Information Technology to support the transition of low SES and Aboriginal and Torres Strait Islander students from high school into study at UTS. This enabled:

> expanding the reach of the U:PASS peer-to-peer tutoring program for difficult-to-pass first year subjects to approximately 663 students from low SES backgrounds and 28 Aboriginal and Torres Strait Islander students. U:PASS supports student retention and in 2014 more than 90 per cent of students attending U:PASS who had been thinking of dropping out of university said that U:PASS had helped them stay at UTS

> providing 170 low SES and low-income students with access to laptops and computer software

> providing 94 low SES and low-income students with subsidies for housing in UTS residences and a further 90 students experiencing financial stress with financial assistance

> distributing more than 66,000 paper and electronic resources with 'just-in-time' information about UTS student services (for example, counselling and student centres) and procedures (for example, student ID cards)

> supporting the transition to study at UTS of more than 170 students entering UTS via the PRS or inpUTS or from a refugee background

> providing 860 low SES and low-income students with Co-op Bookshop vouchers to assist with the purchase of textbooks

> providing ongoing support and an on-campus community for Aboriginal and Torres Strait Islander students studying at UTS

> connecting female engineering and IT students facing disadvantage with mentors in their chosen field of study to improve their confidence in themselves and their chosen career path.

Inclusive community

Objective: To promote the importance of delivering inclusive community programs and policies that contribute to building a university community in which students from diverse backgrounds can thrive.

In 2014 the Equity and Diversity Unit continued to instigate and implement numerous initiatives to make UTS a more inclusive and supportive place for students and staff including:

> cultural diversity training

> mental health awareness training

> the ALLY program

> the 2014 UTS Human Rights Awards.

Bridges to Higher Education

The Bridges to Higher Education initiative is a partnership between UTS, the University of Sydney, Macquarie University, the University of Western Sydney and the Australian Catholic University.

The initiative encompasses 85 central, collaborative and individual university projects that engage with students, teachers, parents and communities with a view to influencing knowledge

and awareness of higher education, educational attainment and achievement, as well as educational confidence and motivation among students from communities underrepresented in higher education.

The Bridges to Higher Education initiative also supported 16 projects across UTS including the continuation and expansion of the U@Uni HSC tutorial scheme and the U@Uni summer school programs.

In 2014 UTS contributed to the following key outcomes.

> The delivery of central and collaborative Bridges to Higher Education projects including the parent program, the connected classroom and interactive lecture series, as well as the development of the Make Your Mark website; a website that provides information and resources to people considering higher education. Additionally, the Indigenous Models of Achievement documentary series telling the stories of people of Indigenous backgrounds and their journeys through higher education was launched alongside a new prospectus, Indigenous Excellence: Write Your Own Story.

> The commissioning of the National Centre for Student Equity in Higher Education to conduct an analysis of literature and available evidence of what effectively enables progression to higher education through a student equity lens. This report will contribute to a legacy framework of international models of best practice.

> The Bridges to Higher Education evaluation preliminary findings from KPMG (conducted in 2012–2013), which established positive signs that the work is having a significant effect on groups and communities currently underrepresented in higher education. The final report is due for release March 2015.

Further references

Information on the student feedback survey is available in the governance and review section.

Volume two contains the following student-related appendices:

> consumer response

> disability plans

> multicultural policies and services

> safety and wellbeing.

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.

Canada (7)

United States of America (21)

Mexico (5)

Costa Rica (1)

Colombia (3)

Peru (1)

Brazil (2)

Chile (3)

Argentina (3)

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
Universität Innsbruck
Wirtschaftsuniversität Wien

BELGIUM
Universiteit Gent

BRAZIL
Pontificia Universidade Católica Do Paraná
Universidade Estadual de Campinas

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

COSTA RICA
Universidad de Costa Rica

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

FINLAND
Aalto-yliopisto
Helsingin Yliopisto

FRANCE
Ecole Superieure des Sciences Commerciales d'Angers
Université de Caen Basse-Normandie
Télécom Ecole de Management
TELECOM SudParis
Ecole Superieure de Commerce de la Rochelle
Université Lumière Lyon
Université de Provence — Aix-Marseille I
Université Paul Valery (Montpellier III)
L'Ecole de Design Nantes Atlantique
ECE Paris - Ecole d'ingenieurs (Ecole Centrale d'Electronique)
Ecole Superieure de Gestion
Université Paris Dauphine
Université Michel de Montaigne — Bordeaux
Université de Poitiers
NEOMA Business School
Université de Reims Champagne-Ardenne
Universite de Rennes
Skema Business School
Université de Strasbourg
KEDGE Business School
Université du Sud Toulon — Var
Ecole Nationale Supérieure d'Architecture de Toulouse
Toulouse Business School
Université de Technologie de Troyes

GERMANY
Eberhard Karls Universität Tübingen
European Business School
Fachhochschule Aachen
Fachhochschule Karlsruhe Hochschule fur Technik
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
Technische Universität München
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

INDONESIA
Universitas Gadjah Mada
Universitas Indonesia

IRELAND
Dublin City University
National University of Ireland, Galway

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 del Salento

Norway(1) Finland (2)
Sweden (6)
United Kingdom (14) Denmark (11)
Ireland (2) The Netherlands (6)
Belgium(1) Germany (20) Poland (1)
Hungary (1)
France (24) Austria (5)
Switzerland (8) Slovenia(1)
Spain (18) Italy (12)
Portugal (1)
Greece (1) Turkey (1)
Israel (1)
Kuwait (1)
Japan (23)
South Korea (3)
China (7)
Hong Kong (3) Taiwan (2)
Thailand (2)
Philippines (1)
Malaysia (2)
Singapore (1)
Indonesia(2)
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
University of Shiga Prefecture
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

POLAND
Szkoła Glowna Handlowa (SGH) w
Warszawie

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 Universitatria 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 Zaragoza
Universidad Pontificia Comillas
de Madrid
Universidad Pública de Navarra
Universidad San Jorge
Universitat Autónoma 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
Pädagogische Hochschule Zentralschweiz
Università della Svizzera Italiana
Universität Bern
Universität Zürich
Université de Fribourg
Université de Lausanne
Université de Neuchâtel
Zurcher Hochschule fur 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 Leeds
University of Stathclyde
University of Westminster

USA
California State University, Sacramento
Clarkson University
Florida Atlantic University
George Mason University
Kent State University
Michigan 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
Virginia Polytechnic Institute and State
University

STAFF

New Managing for Performance initiative

Award for highest level of positive change in staff survey

Employer of Choice for Gender Equality citation received

Leadership

Continuing to invest in the capabilities of our staff, and developing a clearer understanding of our future workforce profile, was an important focus for UTS this year. For the university to achieve its vision of being a world-leading university of technology, we need creative, inspirational and resilient leaders at all levels, in both academic and professional roles.

The UTS leadership framework was designed and implemented to provide clarity on the skills and capabilities UTS expects at all levels across its leadership group. The framework was developed to enhance leadership capability across UTS, and to assist our leaders in identifying their strengths as well as areas for improvement.

Under the UTS leadership framework, five categories and associated capabilities were identified:

> leading strategically

> collaborating and engaging

> leading teams

> presence and awareness

> leading performance.

Enabled by the university's new intranet — Staff Connect — a number of leadership development offerings were designed and launched in 2014.

My Leadership Space is an online resource centre for staff to access information and tools to assist them to explore and develop their strengths as leaders, including a leadership toolkit, coaching and access to the Harvard ManageMentor® (HMM). UTS has partnered with the publishing arm of Harvard Business School to provide the HMM: a practical online toolkit and library of resources to support managers' and leaders' performance.

Development and support

UTS recognises the importance of a strong professional development culture to attract, grow and retain talented staff.

This year, work began on devising a people and career development framework to give the university a consistent and structured approach to identifying, employing and developing its people.

A pilot of related development programs was successfully trialled for managers from the university's Research and Innovation Office, which included a program for high potentials, a career conversation guide and a bespoke leadership development program.

Our Human Resources Unit also continued to offer the university's leading academics program, creating context for leadership. A refreshed and more targeted program was offered this year with a small number of targeted courses, including giving and receiving feedback, and coaching others.

The creating context for leadership program was run for senior academics and professional staff members.

Negotiations for the Professional Staff Agreement and the Academic Staff Agreement were completed in 2014. Staff received increases to base salaries of three per cent in 2014 and will receive further increases of three per cent in 2015 and 2016. There were also other improvements made to conditions of employment for staff, including the introduction of leave to assist staff affected by domestic violence.

Managing for Performance

This year the university established a Managing for Performance initiative: this is an important part of the university's efforts to provide support for our staff to further careers and foster excellence in teaching, research, engagement and service across UTS to ensure we can achieve our vision to become a world-leading university of technology.

This initiative:

> augments and strengthens our existing performance management and development programs through the articulation of clear academic benchmarks

> provides additional development support for academic leaders

> aligns with and supports other key processes such as promotions and academic training and individualised development programs.

As part of this initiative the UTS Academic Benchmark Framework was developed. The framework will enable each faculty to develop clear faculty-relevant and discipline-specific benchmarks covering the three core elements of academic activity: learning and teaching, research, and engagement and service.

The benchmarks are also a core tool to support and enable productive staff performance and development discussions between academic leaders and their academic staff as part of the regular work planning and review process. The increased transparency will also enable academics to have more control over their careers as well as further foster a performance culture, recognise excellence and provide development support and opportunities to academic staff.

The UTS Academic Benchmark Framework is a key component in building our capability to meet performance objectives through providing a clear idea of outcomes and expectations, nationally and internationally.

Staff survey

The 2014 staff survey was conducted between 28 April and 9 May, with a very strong response rate of 87 per cent of continuing and fixed-term staff, with an additional 367 survey completions by casual staff.

The staff survey is integral to the university's work culture as it provides feedback on what we are doing right and where we need to improve.

The results of the survey across UTS were extremely positive with improvements across all organisational indicators resulting in an engagement score of 78 per cent (higher than average for the sector) and a progress score of 70 per cent.

'Understanding of the vision and values of UTS' scored at 83 per cent favourable and 'Understanding of how my job contributes to the success of my faculty or unit' was at 91 per cent favourable. The overall results were extremely pleasing.

The Human Resources Unit played a key role in supporting local managers to communicate the survey results to their work units and in identifying local action plans to respond to the survey's findings.

UTS won the 2014 Higher Education Sector Award for the highest levels of positive change in an Australian university between their last two staff surveys; awarded jointly from the Australian Higher Education Industrial Association and Voice Project, who run the staff survey.

Workforce diversity

This year, UTS received an inaugural Employer of Choice for Gender Equality citation from the Workplace Gender Equality Agency (WGEA).

The new citation — awarded to 76 organisations, including 11 universities — substantially raised the expected level of performance in gender equality. Organisations were required to submit evidence proving they met a range of rigorous requirements relating to workforce gender equity and had plans in place to address the structural and cultural barriers that prevent both women and men from participating equally at all levels in the workplace.

Like its predecessor, the Employer of Choice for Women citation, the WGEA Employer of Choice for Gender Equality citation is acknowledgment that UTS values the contribution of all staff and advances equal participation in the workplace.

Key to this is the UTS Research Equity Initiative, which was introduced to support researchers with carer responsibilities, and to promote gender equity in research at UTS. (Further information on the initiative is available in the research and innovation section.)

This year was the final year of the current Wingara Indigenous Employment Strategy 2011–2014. Since 2011, the number of Aboriginal and Torres Strait Islander staff at UTS has more than doubled. 2014 saw significant gains in academia, with six academic interns working at UTS (these are PhD students who are also employed by faculties in teaching or research roles). A number of Indigenous academic staff were provided with financial assistance to attend and present at national and international conferences, enabling them to enhance their research profiles.

The success of the past three years places UTS in a strong position to continue to be a rewarding workplace for Aboriginal and Torres Strait Islander staff, whether they be in academic or professional roles.

New objectives are currently being developed for the next strategy, which will be implemented in 2015.

As part of UTS's commitment to enabling staff to participate fully in university life, a range of free training programs in mental health are offered each year. This year, the Mental Health First Aid training continued to grow in numbers and reputation with increasing numbers of staff attending the training and increasing areas within the university actively encouraging and requesting staff to attend the training.

Information on the representation and distribution of UTS employees in diversity groups is available in the appendices in volume two.

Further references

Volume two contains the following staff-related appendices:

> consumer response
> disability plans
> employees
> multicultural policies and services
> overseas travel
> safety and wellbeing
> senior executive remuneration
> workforce diversity.

Number of staff[1]

	2010	2011	2012	2013	2014
Academic	1269	1330	1349	1358	1391
Professional	1612	1657	1725	1765	1750
Total	2881	2987	3074	3123	3141

1. Full-time equivalent, including casual staff.

UTS Human Rights Awards

The UTS Human Rights Awards were held in September in the Great Hall.

Guest speaker Tim Soutphommasane, Race Discrimination Commissioner for the Australian Human Rights Commission, spoke about the fine line between casual racism and the Australian larrikin sensibility.

Established in 1999, the biennial UTS Human Rights Awards celebrate the social justice and human rights work of university staff and students, both within UTS and in the wider community.

The 2014 recipients were as follows.

Elizabeth Hastings Memorial Award for Student Community Contribution

Anti-Slavery Australia Youth Advocates program for their commitment to educating young people and the community about the human rights abuses of forced marriage and forced labour.

Vice-Chancellor's Social Justice/Human Rights Award for Staff

Larissa Behrendt, Craig Longman and Jason de Santolo for their sustained commitment to providing support and advocacy work for the Bowraville community.

UTS Social Inclusion Award

Anne Prescott for her significant contribution to improving education and sanitation in remote villages of Nepal.

UTS Reconciliation Award

Juanita Sherwood, Paddy Gibson and Anne Cranny-Francis for the Northern Territory Intervention: What's Going on in Your Backyard seminar highlighting the injustices faced by Aboriginal communities, and supporting the embedding of Indigenous ways of knowing, being and doing in higher education teaching and learning.

Jo Wilton Memorial Award for Women (joint winners)

Jenna Price for her sustained commitment to challenging misogyny, sexism and violence against women in Australian society through online activism.

Sabera Turkmani for her sustained commitment to improving the lives of women and children in Afghanistan through midwifery education.

UTS Ally Award Celebrating and Supporting Sexual and Gender Diversity

Larissa Behrendt and James Saunders for their short film *Clan*, which tracks the journey of a man as he came out as an Aboriginal gay man.

Creative Media Social Justice Award

Madeline Kelly for *Nineteen*, a moving exploration of sexuality, life and death.

Career Achievement Award (joint winners)

Paul Redmond for his outstanding and sustained contribution to legal education and human rights in Australia, including his commitment to the Brennan Justice and Leadership Program.

Heather Goodall for her lifetime contribution and collaboration with Indigenous communities and elders, including her ongoing work with Tranby College.

CAMPUSES AND RESOURCES

Three main new buildings completed

Library retrieval system completed with capacity for 900,000 items

More than 95% landfill diversion achieved

Campus developments

Since its inception in 2008, the Campus Master Plan has delivered 10 projects in eight locations across the university.

The redevelopment of the campus represents more than buildings — it facilitates the reinvention of education, and promotes future-focused, collaborative, technology-enabled learning and research at UTS.

The custom-designed new buildings and spaces reflect the way students learn, and support a student-centred learning model that prepares graduates for a fast-changing global workplace.

These new buildings and facilities support the reshaping of education at UTS, while giving our partners in industry, government and the community access to world-leading facilities and capabilities within Sydney's burgeoning education, science and creative digital hub.

The three main new buildings — the Engineering and IT Building (previously known as the Broadway Building), the Dr Chau Chak Wing Building, and the Science and Graduate School of Health Building with the library retrieval system below (previously known as the Thomas Street project) — were completed this year on time and within budget.

The first and largest of the new buildings, the Engineering and IT Building, was officially opened in June. Representing a $240 million investment in the future of learning and research, its classrooms, research facilities and public spaces accommodate up to 5000 students and staff.

Designed by Denton Corker Marshall, the building is defined by an aluminium 'binary code screen', so named because the façade is patterned with 1s and 0s; the digits that underpin computer programming language.

The building's design is as striking on the inside as it is on the outside. A crevasse-like atrium with stairs between floors runs through the heart of the building, with teaching, learning, research and social spaces clustered around the atrium.

In addition to collaborative theatres and classrooms, the building is home to the UTS Data Arena: a 360-degree interactive data visualisation facility. Six 3D-stereo video projectors blend images for a seamless three-dimensional panorama; creating an immersive virtual reality environment that brings data to life. Another feature of the facility is the use of open source software, which enables users to take the fundamentals of the existing source code and tailor it to their own purposes.

The data arena will give researchers an opportunity to bring their data to life. It presents the opportunity for UTS to enhance its own research capabilities, as well as that of its industry and government partners, across a broad range of disciplines — from mapping the path of parasitic bacteria to transport planning to fashion design.

The building opened for teaching in Spring semester 2014.

The Frank Gehry-designed Dr Chau Chak Wing Building reached practical completion in November. Staff and higher degree by research students moved in shortly after, with general classes to commence at the start of Autumn semester 2015.

With its focus on collaborative learning and contemporary technology, the Dr Chau Chak Wing Building reflects and reinforces the creative thinking that underpins the teaching and research undertaken by the UTS Business School and, more broadly, the university.

It was in 2010 that the design for the building was revealed: the only Australian building designed by Frank Gehry, one of the world's most celebrated architects. Its unique exterior of undulating brickwork and glass is combined with its thoughtful interior with its focus on collaborative and creative learning.

The Science and Graduate School of Health Building was completed and staff began to move in at the beginning of November. General access to the building will commence at the start of Autumn semester 2015.

The building incorporates a 200-seat auditorium, a number of specialist labs, and a range of collaborative teaching spaces. There are also a number of public areas for the UTS community.

Occupying an entire floor length, the building's state-of-the-art Super Lab is a vast open laboratory: by far the largest at UTS and one of only two in Australia. The 26 workbenches each seat eight students and are fitted with touchscreen monitors and microphones.

This technology allows multiple classes across different disciplines to work concurrently. Every second bench features a demonstration station to enable teachers to work closely with their students.

Appropriate for a building that houses the School of the Environment, the building has strong green credentials. It achieved a 5 Star Green Star rating, and its sustainability features include a roof garden, a 27,000-litre rainwater tank and a façade comprising mainly recycled material.

In November, the 'Green' of the new Alumni Green was completed; marking the last piece of the development of this site (after the completion of the 'Heart' and the 'Garden' earlier). The new-look Alumni Green provides an important central meeting place for the UTS community, filled with student-focused social spaces.

The library retrieval system (LRS), the second of its kind in Australia, was completed in June after 18 months of construction. With a capacity for approximately 900,000 of the library's older and less-frequently borrowed items, it stretches five stories underground.

The LRS will ensure that there is room for the library's print collection to grow well into the future. It also allows for a significant repurposing of space in the current City campus library; from a place dominated by books to a place centred on students, academics and researchers engaged in a range of learning and research activities.

A number of enhancements were made to library services to ensure the smooth transition to the LRS, including a seamless one-click request option from the library website for items stored in the LRS, regular two-hour deliveries of requested items, and electronic delivery of requested journal articles from print journals stored in the LRS.

Sustainability

With the Campus Master Plan well underway UTS Green continued to ensure that sustainability principles were integrated into the planning, design and construction phases of the buildings and associated infrastructure that is critical to efficient operational performance.

The sustainability of our new buildings was recognised this year through the awarding by the Green Building Council of Australia of a certified 5 Star Green Star rating to the Engineering and IT Building and the Science and Graduate School of Health Building. This is in addition to the certified 5 Star Green Star rating awarded to the Dr Chau Chak Wing Building in 2013.

The Engineering and IT Building's sustainable features include rooftop solar and wind energy, recycled rainwater, a green wall and Australia's first urine diversion phosphorus recovery technology. The building functions as a 'living lab' with innovative technologies and data from approximately 2000 meters and sensors accessible for teaching, learning and research purposes.

The Engineering and IT Building was also highly commended at the NSW Government Green Globe Awards in the Built Environment Sustainability — Commercial and Residential Properties category, and won an Australian Institute of Refrigeration, Airconditioning and Heating award for its innovative use of solar energy. As part of World Green Building Week in September UTS Green ran public tours of the new building. These proved so popular that sustainable building tours are now offered on a monthly basis.

Other projects completed in 2014 included the Haberfield Rowing Club that features rainwater recycling, natural ventilation and recycled timber, and Alumni Green, which incorporates certified sustainable timber, drought tolerant planting and recycled stormwater for irrigation.

UTS continued to publicly report its greenhouse gas emissions under the National Greenhouse and Energy Reporting scheme. The graph on page 58 outlines the university's energy and water consumption from 1999 to 2014 against changes in floor area and equivalent full-time student load (EFTSL).

2014 saw an increase in the university's floor area (10 per cent), which was reflected in an increase in energy, water and gas consumption from 2013. UTS achieved a one per cent reduction in electricity use in 2014 compared to the 2007 baseline, however gas and water consumption increased by 21 per cent and 12 per cent respectively. UTS has made a commitment to achieve a 30 per cent reduction in greenhouse gas emissions based on 2007 levels by 2020–21 and continues to investigate the installation of additional renewable energy and low carbon gas-fired trigeneration technology.

Campus waste recycling was augmented with the purchase of two 'hungry giant' polystyrene compactors. The UTS Cleans Up initiative, which introduced mini-bins to office desks and food waste recycling in office kitchens, was a finalist in the Australasian Campuses Towards Sustainability Green Gown Awards.

Construction material recycling on all CMP sites was monitored throughout the year with builders achieving more than 95 per cent diversion from landfill.

The UTS Sustainability Policy, comprising principles for integrating sustainability across the four key areas of research, teaching and learning, campus operations and community engagement, was approved by UTS Council in November.

Utilities consumption 1999–2014
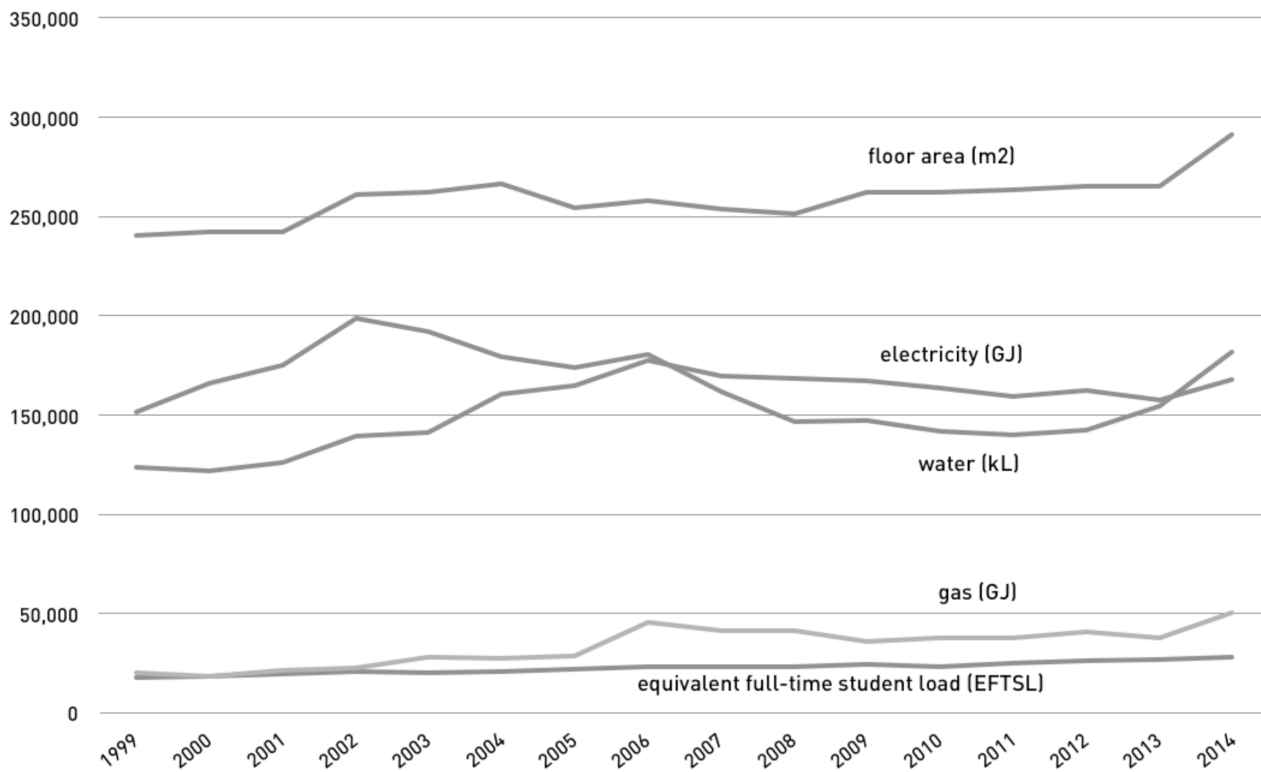
Sustainable community

In 2014 UTS Green continued its focus on coordinating sustainability initiatives across the university and promoting sustainable practices and engagement with the UTS community. UTS Green worked with groups on campus, including ActivateUTS, the UTS Library, the Students' Association and the Student Environment Collective, to run or support a number of events throughout the year, including Earth Hour competitions, O-week and Ride to UTS Day. The Green Staff Network, established in 2013 for staff who have a keen interest in helping drive sustainability, continued to expand.

Green Week, delivered in collaboration with neighbours the Australian Broadcasting Corporation and TAFE NSW Ultimo, took place in June with events including a green debate, film screenings, electric wheels expo, photography competition and exhibition, and Green Week dinner. Deputy Vice-Chancellor and Vice-President (Resources) Patrick Woods hosted a World Environment Day morning tea to recognise and celebrate the work of committed UTS staff and students.

2014 Green Hero award winners were staff member Laurence Stonard, student Jack Fisher, UTS Housing facilities manager Frank Ruggiero and PhD candidate Dale Radford.

Ongoing improvements were made to the UTS Green website to improve access to sustainability information, news and activities, 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.

UTS continues to participate in the City of Sydney's Better Buildings Partnership, promoting sustainable practice among city property owners. The partnership won the Banksia Foundation's Innovator of the Year in 2014 and was also highly commended at the Green Globe Awards.

UTS Green and the Institute for Sustainable Futures collaborated with the City of Sydney and not-for-profit re-use centre The Bower to deliver a 'fix-it' workshop series for the community. The workshops taught cheap and easy ways to repair everyday household items using readily available materials and tools.

Promoting sustainability research, UTS and the Institute for Sustainable Futures are involved in the CRC for Low Carbon Living urban precinct project studying the retrofitting of precincts to facilitate more efficient resource use and carbon reductions.

2015 will see continued sustainability initiatives such as digital screens displaying sustainability performance.

Kuring-gai campus

The UTS building on the Kuring-gai campus will be handed over to the New South Wales Department of Education and Communities next year.

All teaching and learning activities will move from the Kuring-gai campus to the City campus in time for the new academic year in 2016.

Digital infrastructure

The Campus Master Plan has enabled us to significantly increase the digital infrastructure of the university, including public screens, informal learning spaces rich in technology, and new technologies in classrooms and for research. This proliferation of digital resources will enhance our reputation as a university of technology and provide the latest technologies for our staff and students.

Between 2012–2014 the university expanded key information technology infrastructure and classroom technology through:

> 21,000 additional network data ports and switch capacity — 45 per cent increase

> 1266 additional wireless network access points — 300 per cent increase

> 258 additional fully audiovisual equipped classrooms — 70 per cent increase

> 60 additional digital communication and signage screens — 100 per cent increase

> 68 additional student group work pods — 425 per cent increase.

The three major web roadmap projects —the public website, the staff intranet and the student portal — have launched and are now being used. Enhancements to the public website continued to be made this year and content continued to be migrated to Staff Connect (the university's staff intranet) and the student portal.

Since its launch in March, Staff Connect has seen activity happening within 171 team sites, 45 committee sites, 84 project sites and an additional four to five teams establish in Staff Connect each week. Staff Connect provides these projects, teams and committees with secure and dedicated document stores that are accessible from anywhere using a web browser. They also have dedicated calendars, discussion boards and internal team announcement features.

Further references

Volume two contains the following campus-related appendices:

> consultants
> land disposals
> land register
> works in progress and completed.

UTS Library high-level performance indicators

	2013	2014
Facilitate discovery and access to scholarly information		
1. High use material usage (items/student EFTSL[1])	31.1	30.4
2. Journals cited by UTS scholars in the UTS Library collection (% sampled via Scopus)	90.8%	97.3%
Develop information-related capabilities		
3. Use of online information literacy tools (page views/student EFTSL[1])	35.1	41.2
4. Participation in information development programs (% total of student EFTSL[1])	81.7%	74.5%
Promote learning via provision of physical and digital environments		
5. Visits to UTS Library website (average page views/month[2])	265,208	281,900
6. Visits to UTS Library in person (average visits/month)	100,196	90,206
Enable scholarship		
7. Research consultation assistance to academic staff (% of staff population)	59%	42.6%
8. Ranking of UTSeScholarship (Webometrics world ranking at July 2014)	71 *Top 5%*	70 *Top 4%*
9. Visits to UTSePress open access journals (average PDF downloads/month[2])	16,657	35,457
10. OPUS UTSeScholarship research collection (scholarly work items)	22,242	30,125
Develop the library of the future		
11. Progress against schedule (weeks ahead [+] or behind [-] at end of year)	0	0

The UTS Library is now mid-way through its important physical transition: relocating in phases from the current buildings at Haymarket (Blake Library) and Kuring-gai (Kuring-gai Campus Library) to the central site at Broadway (City campus) as part of the UTS Campus Master Plan.

By all indicators the library is tracking well, managing not just the demands of the three separate library facilities (Blake Library, Kuring-gai Campus Library and the library retrieval system (LRS) based at the City campus), but also maintaining its focus on providing excellent service for its clients through its physical, digital and online scholarly materials, and the delivery of targeted tools and programs to develop learning, research and information management capabilities.

The 2014 high-level performance indicators above show:

> continuing high-demand use of library resources, including average annual materials usage per student (item 1) and average monthly individual use of the library (items 5 and 6). While extensive building works at the Blake Library contributed to a drop in attendance, overall use of physical facilities and collections remained strong

> information literacy tools and development programs remained popular with students, researchers and staff (items 3 and 4)

> the value of the library's scholarly resources is high and continued to rise as shown by the journals held by the library, the high proportion of references to them cited by UTS scholars and the expansion of the OPUS UTSeScholarship research collection (items 2 and 10)

> open access assets also ranked highly in national and international measures (items 8, 9 and 10). These assets build on the UTS Open Access Policy enabling more UTS research and scholarly papers to be publicly available via the library's OPUS UTSeScholarship repository

> progress towards the new library is ahead of schedule, with the successful installation and opening of the automated LRS (item 11). Low-use items from the Kuring-gai campus were moved to the LRS ahead of schedule in August. The remaining collections will be transferred to the Blake Library during 2015.

1. Equivalent full-time student load.
2. New data source in use 2013–14.

CAMPUSES AND RESOURCES

ADVANCEMENT AND ENGAGEMENT

Advancement Plan 2014–2018 launched

UTS and partners launch initiative to make Sydney a global innovation hub

$91,345 raised in fundraising appeal

This year, UTS launched its Advancement Plan 2014–2018: a plan that outlines a five-year strategy to further build and strengthen alumni relations, philanthropic giving and community partnerships. Central to the plan was the change in portfolio name from development to advancement to better reflect the work done in these areas to advance the university's teaching, learning and research activities.

The university has made great gains with its fundraising and philanthropy. From an annual fundraising target of $1 million in 2009 to more than $7 million in 2013, we have seen significant growth in the amount of philanthropic support for UTS, particularly for scholarships and our research. We now have more than 3000 donors.

The wider philanthropic landscape has seen an increased number of large gifts being endowed to Australian universities. When UTS secured $25 million from Dr Chau Chak Wing in 2010 it was the largest gift of its kind for any Australian university. But, in recent years, significant gifts of up to $100 million have been secured by other Australian universities.

UTS does not yet have a substantial endowment and we are slowly building on our bequests. It is for this reason that the Advancement Plan 2014–2018 was put in place this year; to ensure that we can continue to grow financial support to advance the needs of the university.

2014 gift highlights

UTS secured $6,375,993 in new gifts and pledges in 2014.

> Chulong Zhou pledged $1 million to the Australia–China Relations Institute.

> Dr Chau Chak Wing contributed $250,000 towards opening event costs for the new UTS Business School.

> Sherman Foundation pledged $1.18 million for UTS to manage and administer the MCT8 International Research Program. MCT8 is a genetic mutation that causes Allan-Herndon-Dudley syndrome, an extremely rare disorder of brain development.

> Dunn Family Trust donated $505,000 to establish The Eleanor Dunn Scholarship Endowment Fund that aims to support applicants who have the potential to study engineering and who are from a financially disadvantaged background or experiencing other educational barriers.

> The Neilson Foundation contributed $100,000 in support of Anti-Slavery Australia. This is in addition to previous contributions totalling $250,000.

> PJ Scientific Pty Ltd donated $48,500 to the Plant Functional Biology and Climate Change Cluster.

> IMC Pacific contributed $31,437 to the International Centre for Youth Futures (formerly the Australian Centre for Child and Youth: Culture and Wellbeing). This is in addition to their previous contributions totalling $698,663.

> Aurecon Australia Pty Ltd contributed $25,000 to the Galuwa Engineering and IT Experience; a five-day program for Aboriginal and Torres Strait Islander high school students who are interested in the field of engineering.

External engagement

In 2014, the Vice-Chancellor announced that external engagement would be a refocused university-wide priority and a new external engagement strategic plan and corporate relations model would be developed.

All areas of the university engage with industry and the corporate sector; through our faculties, our research and our community engagement initiatives.

In partnership with Microsoft and the New South Wales Government, UTS launched the Intersection initiative in November. This initiative aims to establish Sydney as a global innovation hub by growing jobs in Australia's start-up sector and keeping Australia's best and brightest talent at home.

The new hub will bring together creative and digital start-ups, as well as cultural, media, commercial, government and educational organisations. It will connect large companies with start-ups, develop programs of events, mentoring and internships, and raise Sydney's international profile through collaboration.

Intersection is one of five industry-led Knowledge Hubs under the NSW Government's Knowledge Hub initiative.

UTS is recognised for its collaborative and innovative approach to partnering with industry, research and government in the digital and creative industries. Following on from last year's success, the fourth UTS: Creative Intelligence Labs program, on the theme 'the future is human', was delivered in August. The labs offered a dynamic, immersive, studio-style program that introduced the practices of creative innovation by allowing participants to

experience them through real problems and projects. The series was co-directed by globally recognised innovation and creativity leaders and UTS adjunct professors Annalie Killian and Craig Davis.

The UTS: CI Labs program supports the university's strategic priority of integrating creativity, technology and innovation. The program attracted participation from UTS staff as well as external partners and stakeholders; providing a platform to showcase the university's approach to creative intelligence and innovation to a wider audience.

Further boosting UTS's presence in the area of design thinking and innovation, the Design Innovation Research Centre opened in July. The centre uses design-led innovation to tackle challenges and solve complex problems for government, business and industry. Professor Kees Dorst and Professor Sam Bucolo were named as co-directors of the centre.

Also helping to position UTS as a leader in the field of creative intelligence and innovation was the UTSpeaks: Shapeshifters series. Two free public lectures were held this year.

UTS was invited to participate in the Westpac Group's young technologists scholarship program, which was launched this year. Two three-year undergraduate scholarships, valued at up to $15,000 each, will be awarded principally on merit, and to encourage diversity of technologists by overcoming economic disadvantage.

UTS and the City of Sydney continued to work together on a range of programs and projects. In 2014, we collaborated on the program Practical Business Learning for Entrepreneurs that is designed to give advice on growing start-up businesses in the creative sector.

Following a successful pilot initiative, eight international UTS students participated in the city's International Student Leadership and Ambassador Program. This program provides training, mentoring and practical work experience to international student leaders. The student ambassadors worked with the City of Sydney to develop initiatives that meet community needs and promote events to international students.

Another initiative to increase engagement opportunities is the university's milestone events program. The initiative is used largely around the Campus Master Plan development and aims to enhance UTS's reputation through increased awareness of the transformation the university is currently undergoing. In 2014 the main event was the launch of the Engineering and IT Building.

Community engagement at UTS is strong largely due to UTS Shopfront, which links community organisations to the university's knowledge, skills and resources. More than 60 projects were undertaken in 2014, including strategic development for the Cure Cancer Australia Foundation; a volunteer succession management plan for Meals on Wheels NSW; and membership planning, governance planning and research for Domestic Violence NSW.

Alumni

Each year, approximately 10,000 alumni graduate from UTS. Our graduates are increasingly globally mobile and this presents both opportunities and challenges for UTS. The main challenge is how we stay in touch with our graduates.

After an extensive social media campaign in 2014 — through LinkedIn, Facebook and Weibo — the university increased its number of contactable alumni email addresses by eight per cent (from 36 per cent in 2013 to 42 per cent this year). The campaign was also enhanced through our fundraising appeal that also provides us with the opportunity to update alumni details.

To ensure that we maintain contact with our international alumni, UTS held a number of reunions throughout the year. The reunions are an important part of the alumni calendar as they provide the opportunity for the university to not only keep in touch with alumni but to build UTS's reputation and brand loyalty. The reunions also provide the opportunity for alumni to reconnect with UTS and to network with one another.

Reunions were held in Beijing, Shanghai and Hong Kong, where attendances were up to 25 per cent higher than in previous years. Alumni reunions were also held in the United Kingdom and the United States. The alumni reunion in London was hosted by the High Commissioner, the Hon. Mike Rann, at Australia House, and the alumni lunch in New York was hosted by UTS Luminary, Scott Wharton, Managing Director, Global Head of Strategic Sourcing and Procurement Services, Citi, with guest of honour UTS Luminary Anna Funder. In Los Angeles, the alumni lunch was hosted by the Vice-Chancellor with Frank Gehry as the guest of honour.

In October, UTS recognised the achievements of our most inspiring alumni at the UTS Alumni Awards. A record number of 60 nominations was received from internal and external nominators.

2014 recipients were as follows.

> Chancellor's Award for Excellence 2014 and UTS Alumni Award for Excellence 2014 — Faculty of Science

Dr Simon Walsh, Chief Scientist, Forensics, Australian Federal Police
PhD (2009)

> UTS Community Alumni Award 2014

Father Peter Maher, OAM, Parish Priest, St Joseph's Church Newtown
MEd (Adult Ed) (2001)

> UTS Young Alumni Award 2014

Chris Zaharia, founder and Chief Technology Officer, Zookal Pty Ltd
BBus BSc (2010)

> UTS International Alumni Award 2014 (sponsored by UTS: INSEARCH)

Lihua Tong, founder and Chief Executive Officer, Beijing Children's Legal Aid Centre
LLM (2004)

> UTS Alumni Award for Excellence 2014 — Faculty of Arts and Social Sciences

Jemma Birrell, Artistic Director, Sydney Writers' Festival
BA(Hons) (2003)

> UTS Alumni Award for Excellence 2014 — UTS Business School

Jacqui Feeney, Managing Director, Fox International Channels Asia
GradDipBusAdmin (2000)

> UTS Alumni Award for Excellence 2014 — Faculty of Design, Architecture and Building

Rebecca Cooper and Bridget Yorston, founders of Bec and Bridge fashion label
BDesign(Hons) (2004)

> UTS Alumni Award for Excellence 2014 — Faculty of Engineering and Information Technology

Richard Tamba, Chief Executive Officer, BRT Corporation, and Director, Business Development, ASEA
BE (1988)

> UTS Alumni Award for Excellence 2014 — Faculty of Health

Leona McGrath, Manager, Aboriginal Nursing and Midwifery, NSW Health
BN (2009)

> UTS Alumni Award for Excellence 2014 — Faculty of Law

Margaret Cunneen, SC, Senior Crown Prosecutor, New South Wales Department of Justice
LLB (1982)

Fundraising and giving

UTS has a close relationship with its alumni community and is growing the number of alumni who become regular donors. However, and particularly in light of declining government support, we must take further steps to increase the level of support we generate from our alumni.

In September and October we conducted a six-week telephone fundraising appeal. Learning from the successful pilot campaign last year, this second campaign sought to consolidate UTS's engagement with its alumni.

Research suggests that large gifts bestowed on universities typically come from donors who have made regular small gifts over time. With this in mind, our fundraising appeal set out to engage and motivate our alumni to become regular donors.

The appeal sought to build on relationships established last year, by asking for repeat gifts, and develop new relationships that will lead to greater philanthropic support. In 2014, alumni were primarily asked to support the newly created UTS Alumni Scholarship Fund.

The appeal resulted in $91,345, from a combination of existing and new donors.

To recognise and thank our donors, UTS unveiled a new permanent honour board (to replace the current electronic one). It was designed by UTS staff and graduates and it has the capacity to include new donors into the future.

The Staff Giving Program continued this year, and saw an increase of 21 per cent on 2013's efforts. Total giving in 2014 reached $83,928, which was matched by the university.

UTS Luminaries

The UTS Luminaries program was established in 2011. Luminaries are UTS graduates who have a sustained record of outstanding achievements. Members of UTS Luminaries participate and support the university in a variety of ways and attend events and activities both in Sydney and around the world. (A list of UTS Luminaries is on page 64.)

Highlights from 2014 include:

> the Hon. Tanya Plibersek, MP, spoke at the official launch of the Australia–China Relations Institute

> Senator Sekai Holland spoke with students at UTS's International Women's Day event

> Martin Bean, then Vice-Chancellor of The Open University, was the guest speaker at the inaugural United Kingdom alumni reunion

> Warwick Negus was a member of the selection committee for the 2014 UTS Alumni Awards

> Neil Chatfield spoke at a UTS Business School graduation ceremony

> Guy Templeton gave a guest lecture as part of a new subject in the Executive Master of Business Administration.

External honours

Our alumni were also externally recognised this year with honours.

The Queen's Birthday honours list

> Michael John Arnott
MBA (1986)
Award: Member (AM) in the General Division of the Order of Australia for significant service to the primary industry sector through executive roles, and to the community of Boorowa.

> Catherine Barker
MN (1997)
Award: Medal (OAM) of the Order of Australia in the General Division for service to the community through literary societies.

> Michael Anthony Bell
DipTeachPrimaryEd (1979)
Award: Medal (OAM) of the Order of Australia in the General Division for service to the community of Hornsby.

> James Davis
BE, DipEngPrac (2008)
Award: Conspicuous Service Cross for outstanding achievement as Staff Officer Grade One, The Army Plan in Army Headquarters.

> Carolyn McGregor
BAppSc (1991), PhD (2013)
Award: Member (AM) in the General Division of the Order of Australia for significant service to science and innovation through health care information systems.

> Carmel Moriarty
GradCertDiabEdM (2013)
Award: Medal (OAM) of the Order of
Australia in the General Division for
service to nursing, particularly in the
field of cystic fibrosis.

> Alana Parkins
DipTeachPrimaryEd (1977)
Award: Medal (OAM) of the Order
of Australia in the General Division
for service to conservation and the
environment, and to the community
of Hallidays Point.

> James Pullin
GradDipAdultEd (1985)
Award: Emergency Services Medal
for his contribution to the emergency
services organisation in New South
Wales for more than 50 years.

> Robert Gordon Whittaker
GradDipTechEd (1992)
Award: Member (AM) in the General
Division of the Order of Australia for
significant service to the building and
construction industry as a leader and
educator.

Australia Day honours list

> Janet Somerville-Collie
GradDipTechEd
Award: Medal (OAM) of the Order
of Australia in the General Division
for service to the community of
Western Sydney.

> Garry Browne
BBus
Award: Member (AM) in the General
Division of the Order of Australia for
service to the community as a supporter
of social welfare, youth, Jewish and
environmental organisations.

> David Groves
GradDipTechEd
Award: Medal (OAM) of the Order of
Australia in the General Division for
service to international relations, and
to the Baptist Union of Australia.

> John Jeffries
BBus
Award: Medal (OAM) of the Order of
Australia in the General Division for
service to the community , particularly
to people with a disability.

> Peter Kaye
GradDipAdultEd
Award: Member (AM) in the General
Division of the Order of Australia for
significant service to youth, and to the
community.

> Dr Robin Morrow
PhD
Award: Member (AM) in the General
Division of the Order of Australia for
significant service to children's literature
and through leadership roles with a
range of professional associations.

> Andrew Penfold
LLB
Award: Member (AM) in the General
Division of the Order of Australia for
significant service to the Indigenous
community particularly through the
provision of educational programs for
students.

> James Pollitt
GradCertBioethics
Award: Medal (OAM) of the Order of
Australia in the General Division for
the service to medicine as a general
practitioner, and to the community.

> Patricia Richardson
BA
Award: Medal (OAM) of the order of
Australia in the General Division for
service to women, and to the community
of Nambucca Heads.

> Warren Sharpe
GradCertEnvEM
Award: Medal (OAM) of the Order of
Australia in the General Division for
service to engineering, and to the
community.

> Dale Tolliday
GradDipLegalPrac
Award: Medal (OAM) of the Order of
Australia in the General Division for
service to the community through the
provision of social welfare services.

Honorary awards

In 2014, the university conferred honorary
awards on the following people.

> Alex Byrne, Fellow of the University

> Catherine Livingstone, AO, Honorary
Doctor of Business

> Jim Peacock, AC, Honorary Doctor of
Science

> Jane Sandall, RM, RN, Honorary Doctor
of Health Sciences

> Dr Chau Chak Wing, Honorary Doctor of
the University.

Vice-Chancellor's Industry Advisory Board

Throughout 2014, members of the Vice-
Chancellor's Industry Advisory Board
provided advice and counsel on specific
elements of the UTS Strategic Plan. Each
board meeting was held in a different
location at UTS to enable members
to develop a broad understanding and
awareness of the university's operations
and activities.

The board provided valuable feedback
on the development of new programs
and research initiatives and continued
to provide strategic links to industry,
government and the community.

Each board member participated in an
active program of engagement, linking
different areas of the university with
specific interests and expertise.

Members in 2014 were as follows.

> Glen Boreham, AM (Chair)

> Peter Bailey, Chief Executive Officer,
Arup

> Jenny Brockie, journalist and TV
presenter, SBS

> Nerida Caesar, Chief Executive Officer,
Veda

> Maile Carnegie, Chief Executive Officer,
Google (to August 2014)

> Paul Geason, Group Managing Director,
Telstra (to May 2014)

> Michael Harte, Chief Information Officer,
Commonwealth Bank of Australia (to
July 2014)

> Zareh Nalbandian, founder and Chief
Executive Officer, Animal Logic

> Paul Newham, General Manager of
Service Delivery, Commonwealth Bank
of Australia

> Chris Roberts, Chief Executive Officer,
Cochlear

> Craig Roy, Deputy Chief Executive,
CSIRO

> Mark Scott, AO, Managing Director,
Australian Broadcasting Corporation

> Glenn Wightwick, Director of IBM
Research Australia, IBM (to August
2014)

> Carla Zampatti, AC, founder and
Executive Chair, Carla Zampatti Group.

UTS Luminaries

> Russell Balding, AO, DipTechCommerce (1976),
BBus (1978)
Chair, NSW Visitor Economy Taskforce;
Deputy Chair, Destination NSW

> Dr Zhenhai Huang, PhD (2007)
General Manager, Guangdong Holdings
Limited

> Timothy Palmer, BA (Comm) (1991)
Gold Walkley award-winning journalist;
winner, United Nations Association of
Australia Media Peace Award

> Martin Bean, BEdAdultEducation (1992)
Vice-Chancellor of The Open University,
United Kingdom

> Hugh Jackman, BA (Comm) (1991)
Actor and producer

> Andrew Penfold, LLB (1995)
Founder and Managing Director, Australian
Indigenous Education Foundation

> Luca A Belgiorno-Nettis, AM,
GradDipUrbanEstateMgmt (1983)
Joint Managing Director, Transfield Holdings
Pty; former chair, Biennale of Sydney

> Christopher Johnson, MBEnv (1993)
CEO, Urban Taskforce Australia

> The Hon. Tanya Plibersek, BA(Hons) (1993)
Deputy Leader of the Opposition,
Member for Sydney

> Nina Blackwell, LLB (2003)
Senior Strategic Advisor and Head of External
Affairs, Humanity United; former senior director
of global public affairs, Yahoo!; former press
secretary to Senator Hillary Clinton at the
United States Senate

> The Hon. Tricia Kavanagh (retired),
LLB (1981), PhD (1998)
Former Justice of the Industrial Court of
New South Wales; former deputy president,
Industrial Relations Commission of New
South Wales

> Gregory Poche, AO, DipTechMgmt (1976),
BBus (1979)
Philanthropist; founder and former chair,
Star Track Express Pty Ltd

> Maile Carnegie, BBus (Marketing) (1992)
Managing Director, Google Australia

> George Koukis, DipTechCommerce (1978)
Founder and Director of Temenos

> Nasima Rahmani, LLM (2007)
Director of the Women's Empowerment
Centre, Gawharshad Institute of Higher
Education

> Neil Chatfield, MBus (1994)
Chair, Virgin Blue Holdings Limited;
Chair, HomeGround Services

> Ian Lee, MMgmt (1998)
TMT Investments

> George Savvides
MBA (1985)
Managing Director, Medibank Private

> Kai Chen, MEM (1998), MBA (1999)
Founder, Jiangsu Aucksun Metal Co Ltd

> Peter Le Lievre, BDes (IndustrialDes) (1987)
Director, SunWater Solar

> Guy Templeton, MBA (1992)
President and Chief Operating Officer, Asia,
Australia–Pacific and Southern Africa,
Parsons Brinckerhoff

> Rob Coombe, LLB (1990)
Chief Executive Officer, Quick Service
Restaurant Holdings

> Geoff Lloyd, LLM
Chief Executive Officer and Managing Director,
Perpetual Limited

> Adrian Turner, BE (ElecEng) (1991)
Co-founder and former chief executive officer,
Mocana

> Michael Coutts-Trotter, BA (Comm) (1995)
Director-General, NSW Department of Family
and Community Services

> Troy Lum, BBus (1995)
Co-founder and Managing Director,
Hopscotch Films

> David Wang (Wang Weixian), BBus (1992)
Chair, SPG Land (Holdings) Limited;
2012 Australia China Alumni of the Year Award

> Mark Fitzgibbon, MBA (1991)
Chief Executive Officer and Managing Director,
nib Health Funds

> Kim McKay, AO, BA (Comm) (1981)
Director and Chief Executive Officer,
Australian Museum; former director,
Momentum2; and co-founder of Clean Up
Australia

> Dr Simon Walsh, PhD (2009)
Chief Scientist, Forensics, Australian Federal
Police

> Anna Funder, DCA (2012)
Author and winner of the Miles Franklin Award
for *All That I Am*

> David Murray, AO, BBus (1977),
HonDBus (2008)
Chair of the Financial System Inquiry; former
chief executive officer, Commonwealth Bank
of Australia; former chair, Future Fund

> Rachel Ward, AM, GradDipComm (1995),
GradCertWriting (1996)
Actor, director, writer, producer

> Dr Kate Grenville, DCA (2005)
Author and winner of Commonwealth Prize
for Literature for *The Secret River*

> Dr Michael Myers, OAM, BE (MechEng) (1979)
Founder and Executive Chair, Re-Engineering
Australia Foundation

> Scott Wharton, LLB (2009)
Managing Director, Global Head of Strategic
Sourcing and Procurement Services, Citi

> Senator Sekai Holland, BA (Comm) (1979)
human rights activist; winner of 2012 Sydney
Peace Prize; 2014 Advance Global Australian
Awards; President, MDC renewal team

> Warwick Negus, BBus (1985)
Chair, Miller Street Partners; former
managing director, Goldman Sachs

FINANCIAL STATEMENTS SNAPSHOT

The university's 2014 operating result was $38.5 million. This is below our 2013 surplus of $64.6 million, mainly due to the non-receipt of Endowment Infrastructure Fund capital grant income from the federal government, which ceased in 2014, and an increase in employee benefit costs associated with strategic projects.

Resourcing

Revenue increased by 4.5 per cent on 2013 levels, with increases in student fees (8.2 per cent higher than 2013) partially offset by a reduction in Australian Government grants (2.3 per cent lower than 2013). The Australian Government grants reduction is due to the termination of the infrastructure fund capital grant in 2014 after a receipt of $17 million in 2013.

Student numbers increased with equivalent full-time student load (EFTSL) increasing overall by 4.7 per cent from 2013 numbers, largely in Commonwealth supported places (6.4 per cent).

International student numbers, which represent 24.7 per cent of total revenue, increased by 6.7 per cent from 2013.

The university completed the first stage of its Campus Master Plan (CMP) building program in 2014 with the completion of three new buildings. The significant expenditure on new buildings during 2010 to 2014 has been funded from cash reserves and a loan drawdown of $200 million. The university has continued to maximise the return, and flexibility, on the remaining funds via investments in term deposits. This strategy has resulted in investment income of $2.9 million, a decrease of 62.5 per cent from 2013, which reflects the lower cash reserves and lower market returns in 2014.

Expenditure

Total expenditure on operating activities was $661.5 million, which is 9.3 per cent higher than 2013, while employee-related expenses increased by 9.1 per cent from 2013 levels. The increase in employee-related expenses is largely due to actuarial changes in the leave provision calculation due to changes in market conditions.

Capital expenditure

We continued to invest in buildings and infrastructure to improve the student learning experience, and research facilities, with the completion of three new buildings during 2014. This stage now signals the completion of the first stage of the CMP. In 2014 a total of $234.2 million was spent on capital equipment. The total investment in capital spending since 2010 is $934.6 million.

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 2014 was $89.8 million compared to $86.6 million in 2013. The weighted average return on the investment portfolio for the year was 3.18 per cent, compared to the year-end official cash rate of 2.5 per cent.

Income statement

For the year ended 31 December 2014

	University			
	Actual 2014 $'000	Budget 2014 $'000	Variance 2014 $'000	Budget 2015 $'000
Revenue from continuing operations				
> Australian Government grants	224,217	220,762	3,455	232,376
> HELP — Australian Government payments	158,947	113,234	45,713	124,043
> State and local governments financial assistance	2,259	5,794	(3,535)	6,780
> HECS-HELP — student payments	20,536	20,000	536	20,000
> Fees and charges	217,686	256,824	(39,138)	269,766
> Investment income	2,936	3,103	(167)	2,494
> Royalties, trademarks and licences	77	71	6	72
> Consultancy and contract research	17,522	15,425	2,097	20,760
> Other revenue	26,559	19,092	7,467	25,870
> Gains on disposal of assets	599	14	585	35
> Other investment income	989	–	989	336
> Other income	27,676	21,179	6,497	22,163
Total revenue from continuing operations	**700,003**	**675,498**	**24,505**	**724,695**
Expenses from continuing operations				
> Employee benefits	397,724	396,251	(1,473)	420,008
> Depreciation and amortisation	61,318	64,590	3,272	77,431
> Repairs and maintenance	10,712	12,827	2,115	13,102
> Borrowing costs	4,643	6,978	2,335	13,050
> Impairment of assets	313	20	(293)	16
> Other expenses	186,755	177,166	(9,589)	187,781
Total expenses from continuing operations	**661,465**	**657,832**	**(3,633)**	**711,388**
Operating result before income tax	**38,538**	**17,666**	**20,872**	**13,307**
Income tax related to continuing operations	**–**	**–**	**–**	**–**
Operating result from continuing operations	**38,538**	**17,666**	**20,872**	**13,307**

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

Balance sheet

At 31 December 2014

	University			
	Actual 2014 $'000	Budget 2014 $'000	Variance 2014 $'000	Budget 2015 $'000
Current assets				
> Cash and cash equivalents	90,507	71,225	19,282	72,195
> Receivables	17,622	12,188	5,434	12,465
> Other financial assets	11,153	7,007	4,146	9,608
> Other non-financial assets	12,874	25,000	(12,126)	17,721
Total current assets	**132,156**	**115,420**	**16,736**	**111,989**
Non-current assets				
> Receivables	586,813	450,520	136,293	397,110
> Other financial assets	8,530	4,700	3,830	3,687
> Other non-financial assets	820	–	820	–
> Property, plant and equipment	1,634,385	1,671,067	(36,682)	1,700,855
> Intangible assets	23,158	20,000	3,158	21,000
Total non-current assets	**2,253,706**	**2,146,287**	**107,419**	**2,122,652**
Total assets	**2,385,862**	**2,261,707**	**124,155**	**2,234,641**
Current liabilities				
> Trade and other payables	37,906	40,000	2,094	53,782
> Borrowings	3,236	3,014	(222)	3,709
> Provisions	89,065	30,755	(58,310)	91,927
> Other financial liabilities	1,860	–	(1,860)	–
> Other liabilities	18,423	18,917	494	17,763
Total current liabilities	**150,490**	**92,686**	**(57,804)**	**167,181**
Non-current liabilities				
> Borrowings	242,777	306,000	63,223	243,000
> Provisions	603,481	538,138	(65,343)	417,430
> Other financial liabilities	6,962	–	(6,962)	–
> Other liabilities	–	–	–	–
Total non-current liabilities	**853,220**	**844,138**	**(9,082)**	**660,430**
Total liabilities	**1,003,710**	**936,824**	**(66,886)**	**827,611**
Net assets	**1,382,152**	**1,324,883**	**57,269**	**1,407,030**
Equity				
> Reserves	588,368	568,368	20,000	600,747
> Retained surplus	793,784	756,515	37,269	806,283
Total equity	**1,382,152**	**1,324,883**	**57,269**	**1,407,030**

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

Cash flow statement

For the year ended 31 December 2014

	University			
	Actual 2014 $'000	Budget 2014 $'000	Variance 2014 $'000	Budget 2015 $'000
Cash flows from operating activities				
> Australian Government grants	382,590	333,996	48,594	356,419
> State and local government grants	2,259	5,794	(3,535)	6,780
> HECS-HELP — student payments	20,536	20,000	536	20,000
> Receipts from student fees and other customers	326,376	258,824	67,552	358,119
> Dividends received	–	–	–	–
> Interest received	3,510	3,103	407	2,830
> Payments to suppliers and employees (GST inclusive)	(613,539)	(510,299)	(103,240)	(620,891)
> Interest payments	(3,996)	(6,978)	2,982	(13,050)
Net cash inflow/(outflow) from operating activities	**117,736**	**104,440**	**13,296**	**110,207**
Cash flows from investing activities				
> Proceeds from sale of property, plant and equipment	3,052	–	3,052	–
> Proceeds from sale of financial assets	212	–	212	–
> Payments for financial assets	(845)	–	(845)	–
> Payments for property, plant and equipment	(250,526)	(284,868)	34,342	(125,036)
Net cash inflow/(outflow) from investing activities	**(248,107)**	**(284,868)**	**36,761**	**(125,036)**
Cash flows from financing activities				
> Proceeds from borrowings	140,000	190,000	(50,000)	20,000
> Repayment of borrowings	–	–	–	–
> Payment of capitalised borrowing costs	(3,149)	(5,377)	2,228	–
> Repayment of lease liabilities	(3,881)	(3,936)	55	(3,368)
Net cash inflow/(outflow) from financing activities	**132,970**	**180,687**	**(47,717)**	**16,632**
Net increase/(decrease) in cash held	**2,599**	**259**	**2,340**	**1,803**
Cash at beginning of reporting period	**87,908**	**70,917**	**16,991**	**70,392**
Cash at end of reporting period	**90,507**	**71,176**	**19,331**	**72,195**

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

2015 budget outline

The 2015 UTS budget, as set out in the financial statements snapshot (pp 65-8, right column), reflects the strategic plan and funding for all operating and capital plans across the university.

Our 2015 budget incorporates the anticipated government policy and pending legislation introducing the federal government's higher education funding changes for the proposed efficiency dividend (2014–15) and fee deregulation from 2016.

The 2015 budget targets the following financial outcomes:

> net underlying surplus of $23.4m being 3.2% of operating incomes

> net reported surplus of $13.3m, after capital grants

> capital expenditure of $109.5m, largely Campus Master Plan

> gross debt of $240.0m and net debt of $158.2m.

The 2015 budget is considered to be a manageable plan that targets:

> strategic positioning of UTS for the changing higher education environment in Australia and internationally

> income that is core to the university's operations

> operating surplus less than that specified by the university's Finance Committee, because of key strategic spending on key initiatives and continued investment to build on current foundations and foster and drive excellence, innovation and engagement at UTS

> a financially sustainable business; with healthy cash flows from operations, continued capital investment (campus, technology and equipment) and debt levels less than previously planned

> predicted debt levels lower than approved maximum debt facility and long term finance plan estimates.

Embedded in the 2015 budget are:

> operational savings for the impact of both lower than planned indexation and the efficiency dividend 2014 on all grants under the *Higher Education Support Act 2003* (HESA), excluding Australian Postgraduate Awards

> new strategic spending to fund key strategic priorities. These include measures to inspire graduate success, enhance our research performance, drive external engagement, and foster creativity and agility in people, processes and systems. This investment will ensure future readiness and risk mitigation in an increasingly competitive higher education market.

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
CILO	course intended learning outcomes
CMP	Campus Master Plan
CRC	Cooperative Research Centre
CSP	Commonwealth-supported place
ECR	early career researchers
EFTSL	equivalent full-time student load
ERA	Excellence in Research for Australia
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
HDR	higher degree by research
HEP	higher education provider
HSC	higher school certificate
KPI	key performance indicator
KTP	key technology partnerships
Learning2014	university-wide initiative that supported staff to re-engineer their learning and teaching approaches
learning.futures	a suite of projects and initiatives aimed at ensuring graduates are prepared for a global and changing workplace
Managing for Performance	initiative to support the university to achieve its vision by underpinning efforts to foster excellence in teaching, research, engagement and service
MOOC	massive open online course
MoU	memorandum of understanding
MCR	mid career researchers
NHMRC	National Health and Medical Research Council
PEP	professional experience program
SES	socioeconomic status
SOUL	social leadership and volunteer program for students
Spring semester	runs from the beginning of August to the end of November
TEQSA	Tertiary Education Quality and Standards Agency
UA	Universities Australia
UTS Model of Learning	a framework for practice-oriented learning and teaching at UTS
WPS	widening participation strategy

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About the annual report

Compliance

The report was written to comply with relevant 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 NSW Treasury and 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:

Editor
Governance Support Unit
University of Technology, Sydney
PO Box 123
Broadway NSW 2007
publications@uts.edu.au

Acknowledgements

Contacts

Postal address

University of Technology, Sydney
PO Box 123
Broadway NSW 2007
Australia
+61 2 9514 2000

www.uts.edu.au

Street addresses

City campus
15 Broadway
Ultimo NSW 2007

Kuring-gai campus
Eton Road
Lindfield NSW 2070

UTS Student Centres

1300 ask UTS (1300 275 887)
+61 2 9514 1222
www.ask.uts.edu.au

UTS International

1800 774 816 (within Australia)
+61 3 9627 4816 (international)
international@uts.edu.au

CRICOS provider code 00099F

Access

UTS is open for general business from 9am to 5pm weekdays. Many sections of the university are open at other times.

THE UTS ANNUAL REPORT 2014 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.