**UTS**
UNIVERSITY OF TECHNOLOGY SYDNEY

# UTS ANNUAL REPORT 2015

Review of operations

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 2015*.

Volume one of the report provides a comprehensive overview of our performance and activities. Volume two contains our financial statements as endorsed by the UTS Council.

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

Yours faithfully,


Professor Vicki Sara, AO             Professor Attila Brungs
Chancellor                           Vice-Chancellor

# Who we are

UTS is a dynamic and innovative university. One of Australia's leading universities of technology, UTS has a distinct model of learning, strong research performance and a leading reputation for engagement with industry and the professions.

UTS has a culturally diverse campus life and vibrant international exchange study and research programs that prepare graduates for the workplaces of today and the future.

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.

Our campus is in the heart of Sydney's creative precinct and neighbours Sydney's central business district. 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.

# What we do

UTS offers undergraduate and postgraduate courses across traditional and emerging disciplines including analytics, 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 250 universities around the world.

We continue to build on our research performance and profile. In the latest Australian Research Council's Excellence in Research for Australia evaluations, two-thirds of UTS research was classified as 'above world standard' or 'well above world standard'.

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

# Our history

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. The School of Design of the former Sydney College of the Arts was 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 UTS.

On 1 August 2015, the comma was removed from the university's title to become the University of Technology Sydney. Our objects and functions are outlined in the *University of Technology Sydney Act 1989* (NSW) and in the constitutions of its controlled entities.

# Chancellor's message

UTS Chancellor Professor Vicki Sara, AO

PHOTO: CARMEN LEE PLATT

At the August meeting of Council I announced my intention to retire in February 2016 as Chancellor.

It has been a great privilege to serve as UTS Chancellor since December 2004 and to be a part of the university's amazing transformation. I leave on a high note, being Chancellor of a university that is recognised as the highest performing university in Australia under 50 years of age (and among the top 25 globally), and with an enviable reputation for its innovative and collaborative teaching and learning, research and industry partnerships.

In December, the Vice-Chancellor announced my replacement. Catherine Livingstone, AO, President of the Business Council of Australia, will take up the position of Chancellor of UTS from 1 December 2016.

I have no doubt that Catherine will prove to be an excellent Chancellor for UTS, and that she will continue to position us firmly as a leader in all that we do. Until Catherine takes up the position of Chancellor, the university is fortunate to have Brian Wilson, who has served as Deputy Chancellor since 2011, to take on the role.

In my time at UTS I oversaw the strategic direction of the university. In 2008 Council approved a new 10-year strategic plan for the university. The plan provided one central vision — to be a world-leading university of technology — designed to inspire staff and students and outline our intentions to the wider community.

The UTS Strategic Plan 2009–2018 came up for review in 2013. Council revised the four key strategic objectives that form the foundation of the plan and established a set of overarching outcome statements.

The strategic plan, and its subsequent revisions, set the university on a clearly defined path; one that will lead to the attainment of its vision to be a world-leading university of technology.

Another major undertaking by the UTS Council was the approval, back in 2008, of one of the most ambitious building projects ever undertaken by an Australian university: our Campus Master Plan.

The plan provided us with the opportunity to fundamentally change the way we deliver our teaching, learning and research, and, I believe, has put us at the forefront of educational design and technology.

We now have a building designed by one of the world's leading architects, Frank Gehry; several buildings that have won national awards, including sustainability awards; and a campus that is being utilised and enjoyed by our staff, students, and research, industry and government partners.

The UTS Council is instrumental to the success of the university and throughout my time as Chancellor all of its members have been committed to achieving the university's strategic objectives and have worked constructively with management. I wholeheartedly thank all members who I worked with over the years for their unwavering support and dedication.

I was proud to hear that UTS Council member Russell Taylor was named a Member (AM) in the General Division of the Order of Australia in this year's Queen's Birthday honours list for his service to the community in the field of Indigenous affairs. I was also delighted that, in the same honours list, our former Vice-Chancellor, Emeritus Professor Ross Milbourne, was appointed an Officer (AO) in the Order of Australia.

I strongly believe that through the discovery and dissemination of new knowledge universities improve society. UTS has a responsibility to influence and to contribute to the community and, as Chancellor, I have always been in awe of the contribution that UTS staff and students have made in their efforts to improve the lot of peoples and communities the world over.

Entrepreneurship, determination and a passion for giving back to the community earned two UTS Business School graduates the UTS: Chancellor's Award for Excellence at this year's alumni awards. Lance Kalish and Ido Leffler, co-founders of natural beauty company Yes To Inc, direct a portion of their company's profits to a fund that is used to teach children about nutrition and healthy living through projects such as micro-farms in Africa and organic school gardens.

One of the schemes I am most proud of is the UTS Chancellor's Postdoctoral Research Fellowships, which, for a number of years now, has been attracting outstanding early-career researchers to UTS. The scheme supports the university's strategy to become a world-class research-intensive university by bringing in excellent researchers to produce research with real-world impact.

I have seen our research go from strength to strength throughout my time as Chancellor. Our researchers are increasingly being recognised by the external research community. Two of our researchers — Professor Dacheng Tao and Professor Dayong Jin — were awarded 2015 Australian Museum Eureka Prizes for their innovative research.

I was also pleased to present the 2015 Chancellor's Medal for Exceptional Research at the Vice-Chancellor's Awards for Research Excellence to Professor Tao whose collaborative research helps computers better interpret data captured from the real world, with his findings having diverse applications, from video surveillance to consumer electronics.

During my time as Chancellor, I witnessed the introduction of the UTS model of global practice-oriented learning. It is UTS's aim to produce graduates who are work-ready and who have the necessary knowledge and attributes to thrive in their chosen career.

I have seen the opportunities for students to gain international experience grow apace; we now exceed our 25 per cent long-term mobility target. Students are able to take advantage of our global exchange agreements with more than 250 partners in countries around the world.

Closer to home, we offer an international leadership development program, which continues to grow in popularity. This year we saw participation in the program nearly double, as students realise the benefit of broadening their horizons beyond their degree and going out into the community to explore issues of social enterprise, sustainability and social justice.

This combination of collaborative outcomes-focused research and global practice-oriented teaching and learning has given UTS a leading edge in our partnerships with business, industry and the professions.

A perfect example of this is our involvement in Piivot. Piivot is Sydney's new digital creative knowledge hub: a collaboration between UTS, the New South Wales Government, the Commonwealth Bank of Australia, Microsoft, Arup and Fishburners. Working with local industries, Piivot will grow and support startups in Sydney, becoming a globally competitive hub of digital creative industries.

The UTS community is very special. We not only believe in, and strive for, academic and research excellence, we also have a tireless commitment to social justice and diversity. It is these values and pursuits that make UTS the exceptional institution it is, and they make it a privilege to work here.

Over the years, I have enjoyed a close relationship with the two Vice-Chancellors I have worked with: Emeritus Professor Ross Milbourne, AO, and our current Vice-Chancellor, Professor Attila Brungs. I have also formed a close relationship with the university's senior executive.

I am sure that with their continued dedication and hard work, and under Attila's inspirational leadership, UTS will go on to even greater things and will become a truly world-leading university of technology.

Being part of the UTS family has been a very special experience for me; it has taught me so much and I look forward to maintaining a close association with this great institution.

Professor Vicki Sara, AO
Chancellor

# Vice-Chancellor's message



UTS Vice-Chancellor and President
Professor Attila Brungs

PHOTO: JESSE TAYLOR PHOTOGRAPHY

2015 has been a year of tremendous achievements for UTS, in spite of the ongoing debate around deregulation and the uncertainty around long-term funding of the higher education sector.

Among the many highlights were UTS being ranked the best Australian university in both the *Times Higher Education* 100 Under 50 rankings and the QS Top 50 Under 50 rankings; the official openings of two world-class campus buildings; and cementing our leadership in the innovation space with a key role in state and national initiatives, including the establishment of Sydney's digital creative hub, Piivot.

In August, our Chancellor, Professor Vicki Sara, AO, announced her retirement. Vicki will retire from UTS in February 2016 after 11 years as Chancellor and an even longer career dedicated to science, research and the higher education sector. It has been a pleasure and a privilege to have worked with her over the last six years. I will miss her wisdom and wit immensely.

After an extensive search for a successor, I was delighted to announce the appointment of Catherine Livingstone, AO, to the position of Chancellor of UTS. Catherine is currently the President of the Business Council of Australia and is highly esteemed within the business community

through her role with the council; Chair of the Telstra Board of Directors; and former roles including with WorleyParsons and Macquarie Bank. Catherine combines extensive corporate experience and leadership with a deep understanding of the research and innovation environment having been chief executive of Cochlear as well as chair of CSIRO from 2001 to 2006.

Catherine has been instrumental to the innovation debate that is currently occurring in Australia. With a renewed focus on innovation and the importance of entrepreneurial skills for the future, I have no doubt that Catherine will help ensure that UTS will make a significant contribution. I look forward to working closely with Catherine as we continue to make progress on our vision of becoming a world-leading university of technology.

Catherine will take up the position of Chancellor on 1 December 2016. In the interim, Brian Wilson will take on the role of Chancellor. Brian has been a member of Council since 2006, and Deputy Chancellor since 2011. He also has a wealth of experience leading other significant organisations. He is currently Chair of the Foreign Investment Review Board, and a member of the Payments System Board of the Reserve Bank of Australia. These board roles came after a significant career in investment banking. We are fortunate to have someone of the calibre of Brian as Chancellor for the interim period.

After the federal leadership change in September, it was welcoming news to hear from the new Education and Training Minister, Senator the Hon. Simon Birmingham, that the federal government's higher education bill was not going to be reintroduced into parliament; rather the government will go back to the drawing board on higher education reform. I am hopeful that there will be an extensive and open consultation to develop a long-term and sustainable funding solution that protects and strengthens the accessibility and quality of our much-admired higher education system.

2015 saw the completion of two major projects in our Campus Master Plan. In February we celebrated the opening of the Dr Chau Chak Wing Building; home to the UTS Business School. The Chancellor and I hosted a dinner for the guests of honour, architect Frank Gehry and our benefactor Dr Chau Chak Wing, which was

attended by guests representing our key stakeholders, and senior representatives from business, government, education and the community sector.

The Governor-General of Australia, His Excellency General the Hon. Sir Peter Cosgrove, AK, MC (Retd), officially opened the building and spoke at the accompanying press conference. The opening of this iconic building was attended by representatives from all sectors of the community, with more than 450 attendees at the evening cocktail event.

The celebratory events culminated in the UTS Business School and the Faculty of Design, Architecture and Building graduation ceremony where Frank Gehry was presented with an Honorary Doctorate of Design in recognition of his outstanding contribution to UTS and his extraordinary and continuing contribution to the professional practice of architecture.

In April, the New South Wales Minister for Health, the Hon. Jillian Skinner, MP, formally opened the Science and Graduate School of Health Building at a reception for industry and health and science education stakeholders.

We have provided the UTS community with technologically advanced buildings and spaces. We also need to ensure that we provide our students with the right attributes and skills to thrive in an ever-evolving, fast-paced global workplace.

Over a number of years UTS has been preparing its students for the changing nature of work and designing courses to inspire entrepreneurship and innovation.

This year we launched the Hatchery, an extra-curricular program that guides and supports our students who wish to launch a startup. Students have access to the collaborative workspace of the Hatchery, and can take part in numerous specialty masterclasses, networking and startup events; all targeted towards empowering them to be the entrepreneurs of the future.

Along with other industry and government partners, including the New South Wales Government and Microsoft, we established a new digital startup hub in central Sydney, Piivot. Digital creative businesses are transforming the global economy and this new hub will foster exciting new levels of collaboration and innovation while developing and supporting local startups.

To consolidate our activities in the innovation space, I launched UTS's Innovation and Creative Intelligence Strategy 2015–2018 in November. This strategy will lead to further engagement and sharing of ideas across the university, and with industry and government, building on work that we have been doing in this area for some time.

Innovation is also a key platform for the Turnbull government, as announced in its National Innovation and Science Agenda this year. It is gratifying to know that our strategy, vision and approach fit perfectly with where the country is now heading.

The 2015 results from the Australian Research Council's Excellence in Research for Australia (ERA) initiative showed that UTS research continued its upward trajectory. We have made significant investments in our research over recent times.

The 2015 results had 67 per cent of UTS research at the two-digit Field of Research level classified as 'above world standard' or 'well above world standard'. This is a considerable improvement from the previous round (where it was 28 per cent). We also saw a vast improvement at the four-digit level with 10 areas classed as 'well above world standard' (up from four in the 2012 evaluation). This positioned UTS as the seventh best performing in ERA in the country.

Beyond this it is extremely satisfying to see the increasing quality and excellence of our research being recognised. The work of individual UTS researchers was recognised this year. Professor Dayong Jin from the Faculty of Science and Professor Dacheng Tao from the Centre for Quantum Computation and Intelligent Systems were awarded Australian Museum Eureka Prizes for Interdisciplinary Scientific Research, and Excellence in International Scientific Collaboration respectively.

The reputation of our research and researchers is continuing to grow. Professor Jay Guo from the Faculty of Engineering and Information Technology was named in Engineers Australia's 2015 Top 100 Most Influential Engineers, and Professor Cynthia Mitchell from the Institute for Sustainable Futures was named in the 100 Women of Influence Awards.

We are now reaping the benefits of many years of hard work and investment. To further make our mark as a research-intensive university we will embark on a new UTS Research Strategy 2016–2020 where our intention is to position UTS in the top 10 Australian universities and the top 10 in chosen fields globally by 2020.

UTS has always embraced innovation in its research and teaching and collaboration with industry. This year, our innovative and creative approach to teaching and learning — primarily through our learning.futures initiative that aligns the best of online and face-to-face learning — was recognised internationally.

The initiative won the Hybrid Learning Award at the 2015 Wharton-QS Stars Reimagine Education Awards; a joint initiative of the Wharton School of the University of Pennsylvania and Quacquarelli Symonds, publisher of the QS World University Rankings. This is an extraordinary achievement and one that pays testament to the approach adopted by UTS all those years ago to transform not only our physical campus but the whole approach to our teaching and learning.

This year, I was pleased to announce the appointment of Verity Firth, former Minister for Education and Training in New South Wales, and Minister for Women, to the newly created position, Executive Director, Social Justice, within the Equity and Diversity Unit. Our commitment to the principles of social justice and equity has been strong for many years and we consider these as integral to a harmonious and successful work and study environment. Establishing a dedicated social justice position will boost outcomes and focus in this key area.

In recognition of our commitment to equity and diversity, UTS was again awarded an Employer of Choice for Gender Equality citation by the Workplace Gender Equality Agency. We are one of only three universities to achieve this citation every year since the citation process began.

As part of our ongoing work towards furthering Indigenous participation and success, the UTS Wingara Indigenous Employment Strategy was renewed this year. Since the strategy's inception in 2011 we have seen an increase in the number of positions in both academic and professional roles for new and existing Aboriginal and Torres Strait Islander staff.

In August we celebrated UTS Diversity Week; a great week of events to promote equity, social justice and respect for diversity. We also took part in the Australian Human Rights Commission's campaign *Racism. It Stops with Me*.

I travelled to Hong Kong, Beijing and Shanghai this year to take part in graduations and alumni events. It was extremely satisfying meeting our alumni and hearing their stories; from starting successful new businesses to having key roles in global companies. They are making a real impact, not only as ambassadors of UTS, but as global citizens who are passionate about excellence, innovation and social justice.

Lastly, it is wonderful to finally have the UTS community together at a single, unified campus for the first time in the university's history. After 25 years, our Kuring-gai campus closed this year, with all students and staff moving to the City campus. Kuring-gai will always hold a special place in UTS's history and we marked the occasion with a series of events, including a formal event to acknowledge those who made a significant contribution to Kuring-gai and an alumni community event.

This is a critical time for higher education. Learning approaches and techniques are rapidly evolving and new workplace skills and experiences must be embedded into curricula. It is essential that Australia, and UTS, is well resourced to be a leader in these innovations.

Australia needs a high-quality and equitable university system where students from all walks of life are provided with the skills and attributes to support the future productivity of the nation, improve prosperity and contribute to the wellbeing of all Australians.

UTS has a bold vision to be a world-leading university of technology and it is clear that our focus, hard work and investment over the years is paying dividends. We have seen successive rises in our international and national rankings, and UTS is rapidly developing a global reputation for excellence in teaching and research, and collaboration with industry.

The UTS community — staff, students, alumni and partners — are the core to our success and are the key to UTS achieving its vision.

Professor Attila Brungs
Vice-Chancellor and President

## At a glance

**28,470**
student enrolments[1]

**3259**
staff[2]

**1**
ranked Australia's top young university[3]

**1389**
overseas student placements[4]

**5978**
graduates[5]

**192,380**
alumni

**2593**
research publications[6]
equivalent to 1.8 publications per FTE~[7]

**$53.4m**
in external research income

**$7.713m**
in new gifts and pledges

1. Equivalent full-time student load.
2. Full-time equivalent, including casual staff.
3. *Times Higher Education* 100 Under 50 rankings and QS Top 50 Under 50 rankings.
4. Through the university's international studies combined degree, global exchange, and global leadership program, BUiLD.
5. 2015 domestic graduation ceremonies.
6. 2014 Higher Education Research Data Collection figure, reported in 2015.
7. Full-time equivalent.

## Rankings and ratings

> **226–250 band**

from 226–250 band

*Times Higher Education* World University Rankings

> **345**

up from 384

Academic Ranking of World Universities

> **218**

up from 264

QS World University Rankings

> **21**

up from 47

*Times Higher Education* 100 under 50 rankings

> **5 Stars**

QS Stars system

> **14**

up from 20

QS top 50 universities under 50
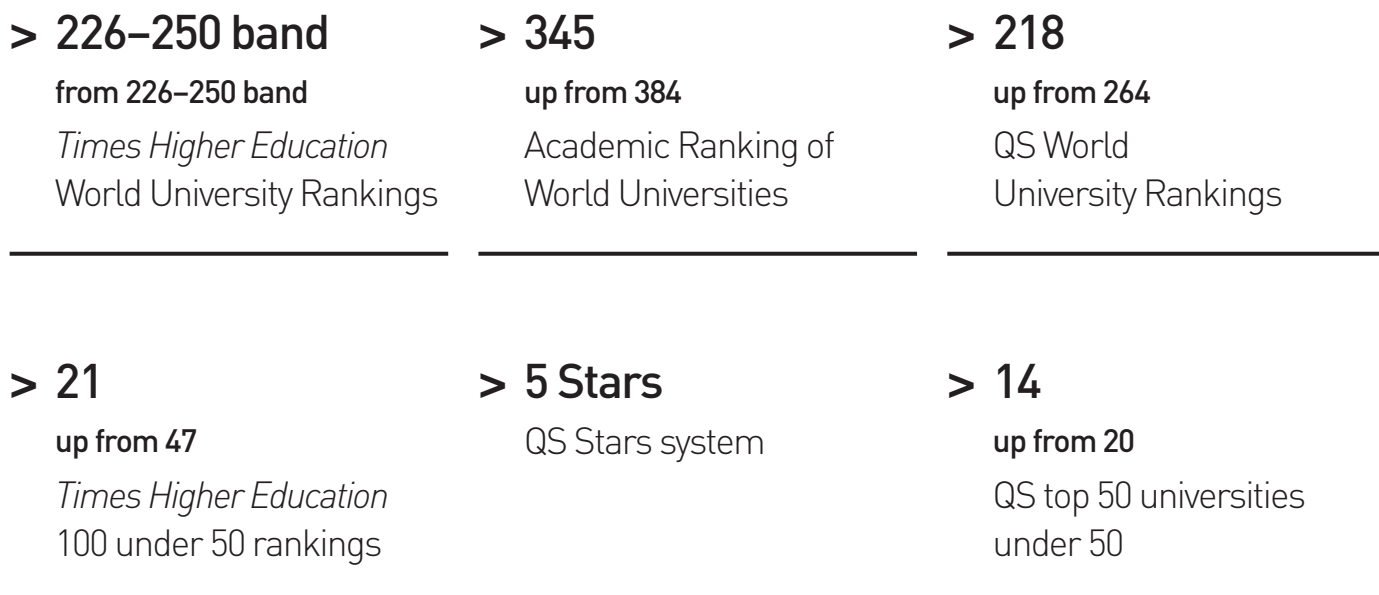
# Key statistics

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| **Enrolments[1]** | | | | | |
| Total | 25,053 | 25,217 | 25,986 | 27,134 | 28,470 |
| > Undergraduate | 18,228 | 18,581 | 19,172 | 20,168 | 21,212 |
| > Postgraduate | 6825 | 6636 | 6815 | 6966 | 7258 |
| International | 7128 | 6905 | 7208 | 7611 | 8389 |
| Low socioeconomic status[2,3] | 2355 | 2531 | 2637 | 2840 | 3000 |
| **Course completions[3]** | | | | | |
| Total | 10,248 | 9920 | 10,155 | 10,395 | 10,269 |
| > Undergraduate[4] | 5578 | 5750 | 5757 | 5958 | 5970 |
| > Postgraduate[4] | 4508 | 4018 | 4191 | 4231 | 4080 |
| > Higher degree by research | 162 | 152 | 207 | 206 | 219 |
| **Staff[5]** | | | | | |
| Academic | 1330 | 1349 | 1358 | 1391 | 1473 |
| Professional | 1657 | 1725 | 1765 | 1750 | 1786 |
| **Research** | | | | | |
| External research funding ($'000) | 36,046 | 39,333 | 42,312 | 46,869 | 53,400[6] |
| > from national competitive grants | 13,581 | 16,357 | 18,016 | 16,467 | 21,522[6] |
| Publication count | 1798 | 2069 | 2281 | 2593 | n/a[7] |
| Research strengths | 29 | 29 | 29 | 25 | 22 |
| Cooperative Research Centres | 4 | 2 | 3 | 4 | 6 |
| ARC Centres of Excellence | 2 | 2 | 2 | 2 | 2 |
| NHMRC Centres of Research Excellence | 1 | 1 | 1 | 2 | 2 |
| UTS centres | 19 | 21 | 21 | 25 | 37 |
| **Income (%)** (excluding deferred government contributions) | | | | | |
| Government grants | 40.8 | 43.8 | 41.4 | 38.2 | 37.6 |
| Fees and charges | 30.8 | 28.8 | 29.1 | 31.1 | 32.3 |
| HECS–HELP | 17.2 | 16.9 | 18.7 | 19.8 | 19.9 |
| Other | 11.2 | 10.5 | 10.7 | 10.9 | 10.2 |
| **Expenditure (%)** | | | | | |
| Employee benefits | 60.7 | 60.4 | 60.2 | 60.1 | 58.0 |
| Other | 27.1 | 27.5 | 27.8 | 28.2 | 27.7 |
| Depreciation and amortisation | 9.9 | 10.1 | 9.6 | 9.3 | 10.2 |
| Repairs and maintenance | 1.7 | 1.5 | 1.6 | 1.6 | 2.1 |
| Impairment of assets | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Borrowing costs | 0.5 | 0.6 | 0.7 | 0.7 | 1.8 |
| **Finance** ($'000) | | | | | |
| Total assets | 1,793,869 | 1,919,986 | 2,030,970 | 2,385,862 | 2,509,355 |
| Total revenue from continuing operations | 587,302 | 640,304 | 669,975 | 700,003 | 751,841 |
| Total expenses from continuing operations | 560,334 | 581,137 | 605,398 | 661,465 | 720,826 |

1. Equivalent full-time student load.
2. 2011 census definition.
3. Headcount.
4. Excludes non-award students.
5. Full-time equivalent, including casual staff.
6. Unaudited 2015 figures.
7. 2015 Higher Education Research Data Collection figure will be reported in mid-2016.

# Our strategic objectives

The UTS Strategic Plan 2009–2018 is a strong statement about the university's aspirations and it outlines our vision to be a world-leading university of technology.

To ensure we achieve this vision, UTS operated under the following four key strategic objectives this year.

1. 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.

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

3. 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.

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

# Our strategic priorities

Our top 10 strategic priorities are informed by the university's performance against its four key strategic objectives, key performance indicators (page 9), and challenges and opportunities in the external environment. They are reviewed each year to ensure our performance is leading to the achievement of UTS's vision to be a world-leading university of technology.

| Top 10 strategic priorities 2015–2017 | Annual report section |
| --- | --- |
| Foster and drive our integrated approach to creativity, technology and innovation to support learning, research and external engagement | Research, pages 16–21<br>Teaching and learning, pages 22–24<br>Engagement and advancement, pages 26–31 |
| Implement future-focused learning strategies to enhance student engagement and success | Teaching and learning, pages 22–24<br>Students, pages 32–37 |
| Drive planned growth and retention in targeted student profiles | Teaching and learning, pages 22–24<br>Students, pages 32–37 |
| Drive a step change in the global workplace and career success of our graduates | Teaching and learning, pages 22–24<br>Students, pages 32–37 |
| Embed individual development and performance benchmarks that drive excellence in learning, research and engagement | Staff, pages 40–43 |
| Engage globally, with a priority on Asia, to build UTS's reputation as a world-leading university of technology | Research, pages 16–21<br>Students, pages 32–37 |
| Drive a step change in research performance across all disciplines, produce world-class research in key areas and develop first-class researchers | Research, pages 16–21 |
| Implement a new model of external engagement with industry, government, alumni and the community to support our long-term sustainability | Engagement and advancement, pages 26–31 |
| Leverage our innovative facilities and excellent services to enrich collaborative learning, research and campus engagement experiences | Research, pages 16–21<br>Engagement and advancement, pages 26–31<br>Campuses and resources, pages 44–47 |
| Maintain robust quality, efficiency and risk management standards in a changing external environment | Governance and management, pages 10–15<br>Appendices, pages 55–76 |

# 2015 performance

The university's Key Performance Indicator (KPI) framework supports internal reporting against implementation of the UTS Strategic Plan 2009–2018. The university's performance is measured by a suite of KPIs associated with five interdependent performance domains (reputation and the university's four key strategic objectives).

The table below indicates relative performance against the annual targets in each of the five performance domains. The table indicates whether the actual KPI result met or exceeded the annual target; was within acceptable tolerance of the target; or was below the acceptable tolerance. Performance targets are set internally and are deliberately challenging to achieve. Targets are approved annually by the UTS Council.

| Key performance indicator | Met/exceeded annual target | Within tolerance of annual target | Below tolerance of annual 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 2015[1] | ✓ | | |
| Internationalisation of student experience — inbound equivalent full-time student load | ✓ | | |
| Facilitation of student learning | ✓ | | |
| Student equity (low SES participation)[1] | | ✓ | |
| **Enhance our research performance** | | | |
| Research publications — number of weighted publications per research FTE academic staff[2] | ✓ | | |
| Research publications — number of weighted publications[2] | | ✓ | |
| Total research income | | ✓ | |
| Research outcomes — research leadership index | | ✓ | |
| Research outcomes — higher degree research completions (weighted) | ✓ | | |
| **Connect and engage** | | | |
| Aboriginal and Torres Strait Islander participation — % undergraduate students[1] | | | ✓ |
| 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 (staff)[3] | ✓ | | |
| **Adapt and thrive** | | | |
| Staff engagement — incorporating organisational commitment, job satisfaction and intention to stay[3] | ✓ | | |
| Operating surplus | ✓ | | |
| Workforce cost sustainability | ✓ | | |
| Greenhouse gas reductions | | | ✓ |

1. Preliminary result
2. KPI results not yet available. Results shown are for 2014.
3. KPI result is based on a biennial survey. Result shown is for 2014.

# GOVERNANCE AND MANAGEMENT

## New UTS Chancellor elected

## Comma removed from University of Technology Sydney

## Council and Academic Board meetings held for UTS community

Governance at UTS operates within the framework prescribed by the *University of Technology Sydney Act 1989* (NSW) and the University of Technology Sydney By-law 2005; and the rules, policies and directives as determined by the authoritative decision-making bodies of the university. Decisions are implemented in accordance with the standing delegations as approved by the UTS Council.

## UTS Council

UTS Council is the university's governing body. Council's powers and functions include the control and management of the university's affairs and concerns. Council may act in all matters in a manner that best promotes UTS's objectives and interests.

Its membership is made up of official, appointed and elected members (pages 14–15). Council is chaired by the Chancellor, who is elected by the Council. The Deputy Chancellor is elected by and from Council members.

The university's chief executive officer is the Vice-Chancellor, who is accountable to the Council for all academic and administrative objectives of the university.

## Committees of Council

Council's committees are skills-based bodies with the necessary expertise to deal with matters efficiently and effectively, and to promote discussion of the relevant strategic issues at Council meetings.

> Audit and Risk Committee

> Commercial Activities Committee

> Finance Committee

> Governance Committee

> Honorary Awards Committee

> Joint Subcommittee Audit and Risk Committee and Finance Committee

> Nominations Committee

> Physical Infrastructure Committee

> Remuneration Committee

> Social Justice Committee

> Student/Council Liaison Committee.

## 2015 activities

This year the UTS Council:

> held its annual town hall meeting for staff and students to interact with Council

> held its annual retreat

> changed the legal name of the university to University of Technology Sydney (removing the comma)

> initiated changes to the UTS By-law and UTS Act

> established and implemented processes to elect a new Chancellor

> welcomed new member, Dr John Laker, AO.

# Academic Board

The UTS Academic Board has specific delegations from Council for determining academic matters. The board advises Council on the university's core business of teaching, learning and research.

Academic Board is led by an elected Chair and Deputy Chair and has a membership of ex-officio positions (representing senior staff of the university), associate deans nominated by each faculty, academic staff and students elected from each faculty plus an elected postgraduate research student. The board has its own standing committees and boards of studies that advise it on a variety of matters pertaining to the university's academic programs.

## 2015 activities

In 2015 Academic Board:

> held its annual forum with speakers from industry and the higher education sector

> invited staff and students from the Bachelor of Creative Intelligence and Innovation program to present their experiences of the course. The board is constantly trying innovative ways to bring in student voices to the Academic Board.

> heard presentations from research units across the university

> engaged with the newly established Centre for the Advancement of Indigenous Knowledges, which is overseeing the development of an Indigenous graduate attribute for UTS.

### Related appendices

> controlled entities

> internal audit

> legal change

> meetings of Council members

> privacy

> public interest disclosures

> right to information

> risk management

> senior executive remuneration.

# UTS structure

| CHANCELLOR AND COUNCIL |
| --- |
| Vice-Chancellor and President |

**Provost and Senior Vice-President**
Faculties
Equity and Diversity Unit
Innovation and Creative Intelligence Unit
Jumbunna Indigenous House of Learning
Planning and Quality Unit
UTS Internal Audit

**Deputy Vice-Chancellor and Vice-President (International and Advancement)**
UTS International
Advancement
Corporate Relations
External Engagement
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
Director of Risk

**Controlled entities**
accessUTS Pty Limited
Insearch Limited
Piivot Pty Ltd
UTS Global Pty Ltd

**Major related entities**
Sydney Educational Broadcasting Ltd
UTS Child Care Inc
UTS Union Ltd

# 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 is on the board of a number of entities, including not-for-profit organisations.

Professor Brungs is a member of a number of Australian federal and state government committees and advisory boards, including his 2013 appointment as a member of the Australian Research Council Advisory Council.

Professor Brungs is a Rhodes Scholar and his research interests lie in the areas of heterogeneous catalysis and polymer chemistry. His research career included positions across both the public sector, including at Oxford University, and industry.

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

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

> oversight of internal audit, including development and implementation of internal audit programs.

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 judgements 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 United States 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, advancement, corporate relations and external engagement portfolios, including the university's internationalisation strategy; international partnerships, recruiting and marketing; alumni relations; UTS Corporate Relations Centre; and university 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 the Chair of Sydney Educational Broadcasting Ltd; UTS Global Pty Ltd and UTS Beijing Ltd. He also serves on the board of UTS Insearch and on a variety of external 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 23 years, having previously held the positions of director of the Institute for Interactive Media and Learning and dean of the former Faculty of Education.

Professor Alexander is a member of the panel of experts in higher education for the Australian Government's Office for Learning and Teaching, and is the chair of the awards specialist panel. She is also a member of the Sydney Institute of TAFE Advisory Council. Professor Alexander was a member of the Board of Trustees of the Museum of Applied Arts and Sciences (the Powerhouse Museum) from 2007 to 2015.

### 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 business of the university, including the financial strategy and long-term finance plans, the creation and delivery of the associated $1.3 billion Campus Master Plan, as well as the optimal financial and commercial performance of the university in support of its strategic objectives in teaching and learning, research, student focus and community engagement.

Patrick also has the responsibility for improving strategic and operational resilience against all forms of risk.

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

The major areas within his portfolio include:

> business and commercial management

> strategic financial planning

> investment and capital management

> the Campus Master Plan

> crisis management and security

> capital works, building and grounds services

> strategic procurement

> environmental sustainability

> risk management and frameworks.

Prior to joining UTS in 2006, Patrick spent 28 years in the private and corporate sectors. He has held numerous CEO, managing director, director and executive positions in various local and 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.

# UTS Council

**1**
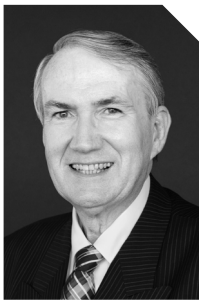
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### Chancellor

1. Professor Vicki Sara, AO, BA(Hons), PhD (Sydney), DOC (Karolinska Institute), HonDSc (USQ), HonDSc (VU), HonDSc (UTS), HonDUniv (QUT), FAA, FTSE

   15 December 2004 to 14 December 2008
   15 December 2008 to 14 December 2012
   15 December 2012 to 17 February 2016

### Vice-Chancellor and President

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

### Chair of Academic Board

3. Associate Professor Joanne Gray, RN, RM, BHSc (RMIHE), GradCertHEdTeaching&Learning (UTS), GradDipWomensStudies (Deakin), MNurs (Flin), PhD (UTS)

   1 January 2015 to 31 December 2016

### Members appointed by the minister

4. Tony Tobin, BA LLB (UQ)

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

5. 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

### Members appointed by Council

6. Peter Bennett, BEc, DipEd (Monash), MBA (Melb), FCPA, MAICD, SA Fin

   1 November 2010 to 31 October 2012
   1 November 2012 to 31 October 2016

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

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

8. Robert Kelly, BComm (UNSW), LLB, LLM (Sydney), MBA (UNSW), FCIS, FAICD; 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

9. Dr John Laker, AO, BEc(Hons) (Sydney), PhD (LSE), HonDSc (Sydney)

   1 July 2015 to 31 October 2018

10. 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

11. Michael Sexton, SC, LLB(Hons) (Melb), LLM (Virginia); Solicitor General for New South Wales

    12 December 2005 to 31 October 2008
    1 November 2008 to 31 October 2012
    1 November 2012 to 31 October 2016

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

    1 November 2014 to 31 October 2018

13. Russell Taylor, AM, MBA, GradDipPSM (UTS), GradDipArts (ANU); Principal (CEO), 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

### Members elected by and from the academic staff

14. Professor Andrew Jakubowicz, BA (Sydney), PhD (UNSW)

    1 November 2014 to 31 October 2016

15. Professor Sally Varnham, LLB, LLM(Hons) (Well), AdvCerTTg (WP), PhD (UNSW)

    1 November 2014 to 31 October 2016

### Member elected by and from the non-academic staff

16. Daniel Willis, BCA (UOW), ATEM; School Manager, School of Life Sciences, Faculty of Science, University of Technology Sydney

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

### Member elected by and from the undergraduate students

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

    1 November 2014 to 31 October 2016

### Member elected by and from the postgraduate students

18. 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 appendix 5 (page 59).

# RESEARCH

Two-thirds of UTS research classified as 'above world standard' or 'well above world standard'

Ranked 7th in Australia at the ERA two digit level

11 international joint research centres

Two Australian Museum Eureka Prize winners

## Excellence in Research for Australia

UTS saw a significant increase in its research performance in the Australian Research Council's Excellence in Research for Australia (ERA) evaluations. The ERA initiative is a comprehensive quality evaluation of all research produced in Australian universities against national and international benchmarks.

In the 2015 round, 67 per cent of UTS research at the two-digit Field of Research (FoR) level was classified as 'above world standard' (ERA ranking 4) or 'well above world standard' (ERA ranking 5). This is up from 28 per cent in the 2012 assessment.

Significantly, four-digit level results demonstrated a considerable improvement on our 2012 result, with 10 areas classed as well above world standard (up from four in the 2012 evaluation). These areas are statistics, macromolecular and materials chemistry, physical chemistry (including structural), environmental science and management, genetics, biomedical engineering, human movement and sports science, nursing, economic theory, and econometrics.

The ERA results are an indication of the increasing capacity and profile of the research undertaken at UTS and are testament to our commitment to becoming a research-intensive university.

## Strategy and direction

As demonstrated by our results in the latest ERA round, UTS's research performance over the past five years has been on an upward trajectory, largely as a direct consequence of our research strategy and research investment.

Our research performance has continued to improve across our research key performance indicators, where we have met or exceeded our research targets (the KPI table is available on page 9).

Our steady growth in our research leadership index is a result of our increasing success in gaining major research leadership roles in projects and external centres. We again exceeded our weighted HDR completions target to achieve our highest ever result (660 completions this year compared to 599 in 2014).

However, if we are to achieve our vision of becoming a world-leading university of technology, we will need to make further gains and improvements on our research performance over the next five years.

Next year we will embark on an ambitious five-year plan — the UTS Research Strategy 2016–2020 — to build and extend on our previous research strategy.

The UTS Research Strategy 2016–2020 has an overall strategic goal to increase the intensity, excellence, impact and reputation of our research to position UTS clearly in the top 10 Australian universities and the top 10 in chosen fields globally by 2020.

To help us implement the new research strategy, two of UTS's most esteemed researchers — Professor Greg Skilbeck and Professor Elizabeth Sullivan — were appointed to the shared position of Assistant Deputy Vice-Chancellor (Research). The Assistant Deputy Vice-Chancellor (Research) will be a particularly important position within the research portfolio as UTS undertakes significant improvements in its research performance.

As we build the scale, quality and impact of our research, we will:

> focus our research in the following areas: health; data science; sustainability; social futures[1]; future work and industry[1]

> enhance our research performance and culture by focusing on research excellence and impact, mentoring, leadership and professional development

> execute a step change in our engagement with Australian industry and international partners (industry and academia)

> increase our research income from non-traditional sources, while simultaneously increasing our share of competitive grants

> build the next generation of researchers for academia and for industry

> develop our research infrastructure, research management framework and governance to maximise our research capability.

In order to do this, we have recognised the need to focus our research in the following key areas of strength.

## Health

The UTS model of connected health research, teaching and engagement will be recognised as leading the world in putting people at the centre of health; as we discover and apply creative and sustainable solutions in health systems, health technologies and health practice.

## Data science

UTS will be a leader in the field of data science and in the application of data science to all areas of our research. We will integrate data science into our teaching and data science will be a core element of our engagement with industry.

## Sustainability

UTS sustainability research and teaching will be globally recognised for its distinctive transformative focus, where fundamental research in sustainable energy, water, food and natural resource management are integrated with leadership in implementing adaptation, change and action at the local and regional scale.

## Social futures[1]

UTS will be known for world-class research in communication futures, creative industries, innovative pedagogies, legal and social justice, and public histories. We will lead the development of our societies in learning to adapt to the changing world we live in.

## Future work and industry[1]

UTS will be a leader in setting the direction for future work and industry and developing the jobs that haven't yet been invented. We will do this by harnessing world-class research in innovation and entrepreneurship, market design, sustainable enterprise, strategy and operations, finance and accounting, and corporate and commercial regulation.

# Industry engagement

These new focus areas will encourage cross-disciplinary research that is closely aligned with the Australian Government's national research priorities and with key issues facing the international research community.

The focus of the federal government is increasingly on research and education of relevance to industry. At UTS we are continually looking at how we engage with industry and how we can build our industry partnerships. In order to become a sought-after research partner, we must be able to align with and respond to the needs and expectation of industry.

The UTS Industry Hub — a space dedicated to connecting researchers with industry — was officially launched this year.

The hub offers organisations the chance to work closely with UTS research and researchers by spending an extended period of time on campus. Selected organisations have their own dedicated office space to use as a base while they interact with UTS research staff and students.

Northcott Innovation, a company that works to create innovative solutions to support people with a disability, was the first company to have a residency at the hub.

# Income and publications

UTS collects data each year about its research income and research publications. This information is reported annually as required by the Australian Government's Department of Education and Training.

The Higher Education Research Data Collection (HERDC) is a key contributor towards university funding, and HERDC data is used to calculate performance-based funding allocations.

In 2015, UTS received $53.4 million in HERDC research income.

From 2008 to 2014[2], research income increased in all four categories:

> Category 1 — Australian competitive research grants: increased by 64 per cent

> Category 2 — Other public sector research funding: increased by 76 per cent

> Category 3 — Industry and other funding for research: increased by 210 per cent

> Category 4 — Cooperative Research Centre funding: increased by 11 per cent.

Growing the number of research publications is seen as critical to our standing as a research-intensive university. Since 2008 the number of research publications has grown steadily. Significantly, increase in the number of publications has been accompanied by an increase in the quality of the publications and level of external collaboration.

In 2014, each academic was involved in the publication of 1.8 journal articles[2] (this is up from the 2013 figure, which was 1.5 publications).

Another significant threshold was reached in 2014 where, on average, each academic was involved in the equivalent of a single-authored journal article[2].

UTS has also seen a significant improvement in external collaboration across all UTS HERDC publications. An increase in collaborative research activity is an important component of our research strategy. It is a sign of our increasing reputation and research quality; demonstrated through the readiness of researchers from outside UTS to work with us.

1. The names of these focus areas may change (current as of December 2015).
2. 2014 HERDC data, reported in 2015.

# National competitive grants

UTS researchers continued to submit grant applications for funding from external bodies. The primary sources of national competitive funding are grants awarded by the Australian Research Council (ARC) and the National Health and Medical Research Council (NHMRC).

This year we experienced a marked improvement in NHMRC funding.

The consolidated outcomes for all the announced schemes saw UTS ranked 11th equal (with Griffith University) nationally by number of grants awarded and 13th nationally by amount awarded; as compared to 14th for projects awarded and 15th in terms of amount awarded last year.

This is significant, placing us firmly in the 12–16 national ranking we are working towards.

## NHMRC grants and fellowships

UTS achieved its best results in a decade in the annual National Health and Medical Research Council grants; securing more than $2.8 million in competitive funding.

More than 20 per cent of UTS applications (six applications) received funding compared to the national average success rate of 16.8 per cent.

Costing the place of birth in NSW: New knowledge to support maternity service reform
Funding: $269,478 (NHMRC Project Grant over two years)
Recipient: Professor Caroline Homer

Elucidation of the aetiology of airway remodelling in COPD
Funding: $626,979 (NHMRC Project Grant over two years)
Recipient: Dr Brian Oliver

Investigation of zinc dyshomeostasis associated with aging and dementia-related disorders using novel nanodiamond-based markers
Funding: $604,644 (NHMRC–ARC Dementia Research Development Fellowship over three years)
Recipient: Dr Olga Shimoni

Non-invasive detection of hypoglycaemia in people with diabetes using brain wave activity
Funding: $330,447 (NHMRC Project Grant over two years)
Recipient: Professor Hung Nguyen

Novel methods to treat airway remodelling
Funding: $463,652 (NHMRC Career Development Fellowships over three years)
Recipient: Dr Brian Oliver

Recidivism, health and social functioning following release to the community of NSW prisoners with problematic drug use, an evaluation of the Connections Program
Funding: $536,966 (NHMRC Project Grant over two years)
Recipient: Professor Elizabeth Sullivan

## ARC Discovery projects

UTS received a total of $3.58 million from this scheme, with 11 projects funded out of 95 proposals submitted for 2016 (compared with 16 out of 95 funded proposals in 2015).

While the total is down on previous years, average funding per project in 2016 ($325,002) increased. The results vary across faculties, underscoring the need to build critical mass and depth as well as excellence across all of UTS.

UTS was one of only two universities to receive more than one grant for law research.

Copyright and cartography: understanding the past, shaping the future
Funding: $194,000 (over three years)
Recipient: Associate Professor Isabella Alexander, Faculty of Law

Efficient and scalable subgraph search from big graphs in cloud
Funding: $335,000 (over three years)
Recipients: Dr Lu Qin, Dr Lijun Chang and Professor Jeffrey Yu, Faculty of Engineering and Information Technology

In pursuit of high performance lithium-oxygen batteries
Funding: $420,000 (over three years)
Recipients: Professor Guoxiu Wang, Associate Professor Andrew McDonagh and Dr Bing Sun, Faculty of Science

Photosynthetic traits as 'key performance indicators' of coral health
Funding: $398,800 (over three years)
Recipients: Associate Professor David Suggett, Dr William Leggat and Dr Gaurav Sablok, Faculty of Science

Reconfigurable conformal antenna arrays for broadband in the sky networks
Funding: $350,000 (over three years)
Recipients: Professor Jay Guo, Professor Xiaojing Huang and Professor Raj Mittra, Faculty of Engineering and Information Technology

Robust intelligence: Rational decision-making under risk and uncertainty
Funding: $380,000 (over three years)
Recipients: Professor Mary-Anne Williams, Professor Peter Gardenfors, Professor Henri Prade and Professor Pavlos Peppas, Faculty of Engineering and Information Technology

Synthetic aperture radio holography for high resolution remote sensing
Funding: $340,000 (over three years)
Recipients: Professor Xiaojing Huang, Professor Jay Guo and Professor Yiannis Vardaxoglou, Faculty of Engineering and Information Technology

The control of archaeal cell structure by tubulin-family proteins
Funding: $443,900 (over three years)
Recipients: Dr Iain Duggin and Dr Jan Löwe, Faculty of Science

Verification of quantum cryptographic protocols: a process algebra approach
Funding: $360,000 (over three years)
Recipients: Professor Mingsheng Ying, Professor Yuan Feng, Professor Dr Lijun Zhang and Dr Taolue Chen, Faculty of Engineering and Information Technology

What is a document? Evidentiary challenges in the digital age
Funding: $193,000 (over three years)
Recipients: Associate Professor Katherine Biber and Dr Trish Luker, Faculty of Law

Where are Indigenous women in the sentencing of Indigenous offenders?
Funding: $160,320 (over three years)
Recipients: Dr Thalia Anthony and Professor Larissa Behrendt, Faculty of Law

## ARC Linkage projects

Seven (out of 19) Linkage projects were awarded with funding totalling $2.82 million (five out of 14 with total funding of $2.07 million in 2014).

An intelligent robotic system for underwater structure maintenance
Funding: $435,000 (over three years)
Recipient: Professor Dikai Liu, Faculty of Engineering and Information Technology

Improved biosecurity through the engineering of microbial ecosystems
Funding: $520,683 (over three years)
Recipient: Professor Steven Djordjevic, Faculty of Science

Interaction mining for cyberbullying detection on social networks
Funding: $550,000 (over three years)
Recipient: Associate Professor Ivor Tsang, Centre for Quantum Computation and Intelligent Systems

Impacts of groundwater extraction on ecophysiology of Australian trees
Funding: $371,558 (over three years)
Recipient: Professor Derek Eamus, Faculty of Science

Networking Tranby: Indigenous student experiences of enrolment and beyond
Funding: $232,371 (over three years)
Recipient: Professor Heather Goodall

New photobioreactor to up-scale axenic cultures of microalgae
Funding: $372,000 (over three years)
Recipient: Professor Peter Ralph, Faculty of Science

Preventing and reversing population declines of northern quolls
Funding: $337,775 (over three years)
Recipient: Dr Jonathan Webb, Faculty of Science

## Discovery Early Career Researcher Award

In 2016, total funding of $1.46 million was received from this scheme. UTS maintained a steady trajectory in this scheme, which is highly competitive with only 200 awarded nationally each year.

UTS had four successful applications out of 21 proposals submitted (compared with four out of 26 funded in 2015).

Harnessing chain-forming diatoms for improved lipid biofuel production
Funding: $348,200 (over three years)
Recipient: Dr Justin Ashworth, Faculty of Science

Light-bending strategies of next generation scalable plasmonic devices
Funding: $300,000 (over three years)
Recipient: Dr Jinghua Fang, Faculty of Science

Mechanism design with aftermarket dynamics
Funding: $372,000 (over three years)
Recipient: Dr Jun Zhang, UTS Business School

The role of marine microbes in the global carbon cycle
Funding: $376,300 (over three years)
Recipient: Dr Jean-Baptiste Raina, Faculty of Science

# Chancellor's Postdoctoral Research Fellowships

Fifteen of the best national and international researchers were appointed UTS Chancellor's Postdoctoral Research Fellows for 2016 in diverse fields including science, engineering and information technology, design, health, law and business.

The fellowship provides young researchers with the opportunity to work with senior and established UTS researchers. As part of the fellowship, there is a strong focus on international research experience, considered by UTS as crucial towards building an early career researchers' international research reputation.

> Dr Vaishak Belle (Faculty of Engineering and Information Technology) — Cognitive robotics in social environments.

> Dr David Chapman (Faculty of Science) — The effect of e-cigarettes on respiratory disease in vulnerable populations

> Dr Caleb Ferguson (Graduate School of Health) — Patient centred approaches to the management of atrial fibrillation

> Dr Timothy Foster (Institute for Sustainable Futures) — Rural water entrepreneurs in developing countries: Prevalence, predictors and prospects

> Dr Bettina Klose (UTS Business School) — Advancement of contest theory and design for applications in policy.

> Dr Romy Lauche (Faculty of Health) — Examining complementary medicine informal healthcare use for depression and anxiety in older adults

> Yiwen Liu (Faculty of Engineering and Information Technology) — A breakthrough nitrogen removal based archaeal ammonia oxidation process for wastewater treatment

> Dr Marie Morelato (Faculty of Science) — The use of forensic case data in an intelligence perspective

> Dr Alison Pearce (UTS Business School) — The true costs of cancer — health economics to optimise healthcare funding decisions

> Dr Amanda Porter (Jumbunna Indigenous House of Learning) — Decolonising policing: histories of policing and police reform in Australia

> Dr Kate Purcell (Faculty of Law) — The territorial state in international law: an oceanic history

> Dr Jean-Baptiste Raina (Faculty of Science) — Unlocking the role of marine microbes in the global carbon cycle

> Dr Jesse Stein (Faculty of Design, Architecture and Building) — 3D printing and Australian manufacturing: designing workplace futures

> Dr Arian Wallach (Faculty of Science) — Do apex predators enable native–non-native coexistence?

> Dr Nengkun Yu (Faculty of Engineering and Information Technology) — Classification of quantum entanglement beyond partial transpose operation.

# International partnerships

The university's Key Technology Partnership (KTP) program comprises 15 institutions that have been chosen to build deeper, and mutually beneficial, relationships.

In 2015, UTS signed its first Latin American KTP with the Pontifical Catholic University of Chile (PUC). Joint doctoral degree agreements were also signed with the Indian Institute of Technology Madras, PUC and the Technical University of Berlin.

This year, eight joint/dual doctoral degree students from KTP partners commenced study at UTS. To date, 35 joint/dual doctoral degree students from KTP universities have been admitted to UTS, further strengthening our international research collaborations.

Another key component of the program is the KTP Visiting Fellow program, which enables short visits by academic staff from our KTP partners. Fourteen fellows visited UTS as part of the 2015 round. Academics participating in the KTP Visiting Fellow program have collaborated on 48 joint research projects and our KTP partnerships have resulted in 229 published journal papers.

In 2016, we will be proposing forming KTPs at a faculty level; a group of more specialised partnerships that will further increase our research linkages and international research partnerships. In addition to this, we are also exploring industry-based KTPs.

UTS's commitment to developing long-term, high-impact, collaborative research with our KTP partners and other leading research institutions, as well as research training for prospective and current research students, is further evidenced through our joint research centres (JRC).

There are currently 11 JRCs, including seven with our KTPs.

> Australia–China Joint Institute in Health Technology and Innovation — Sun Yat-sen University

> Cyber-Physical Authentication — Huazhong University of Science and Technology

> Data Mining and Service Technology — Beijing Institute of Technology

> Intelligent Systems — Shanghai Jiao Tong University

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

> Mobile Communications — Huazhong University of Science and Technology

> Quantum Computation and Quantum Information Processing — Chinese Academy of Sciences (Academy of Mathematics and Systems Science)

> Quantum Computation and Artificial Intelligence — Tsinghua University

> Robotics — Zhejiang University.

> Smart Cities — Shanghai University

> Wise Information Systems — Shanghai University.

## 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

### Latin America
> Pontifical Catholic University of Chile

# Research students

This year, UTS again saw its strongest results in weighted HDR completions: 660 (up from 599 in 2014). This was as a result of the increase in HDR student load over the last five years (with a growing number coming through collaborative doctoral programs with international universities), and the improvement in our quality assurance policies and procedures, researcher development programs, and the transformation of the PhD under the UTS Framework for Doctoral Education.

In support of the research strategy, the Graduate Research School continued to develop and grow its collaborative PhD programs. These programs are either with industry or international partner universities and are part of ensuring our future researchers are well placed for careers in industry or academia.

UTS aims to have 25 per cent of PhD students enrolled in some type of collaborative PhD program by 2020 (industry or international).

In 2015, the existing industry-sponsored PhD program was renewed, with a scaling up of different models in which industry can engage with UTS research, including internships, employee-embedded PhDs, and continuing activity in the Industry Doctoral Training Centre.

The work of the industry doctoral program and international collaborative programs will be ongoing in 2016. The challenge ahead is twofold: for the university to effectively articulate to a broad range of industries (including small-to-medium enterprises) the value of research and researchers as employees; and for academics to shift towards closer collaboration with industry and a better understanding that the benefits reach far beyond the PhD project.

# Data and open access

As part of its data management service role, UTS Library expanded its researcher training program this year. This program is intended to be complementary to the Graduate Research School researcher development programs focusing on research data management and researcher identity management.

More than 100 workshops and 220 individual researcher consultations were offered to assist UTS researchers and academics to find and manage their data, promote their research and work towards building their professional reputation.

The UTS Open Access Policy represented a major commitment to the open access movement by the university to ensure UTS research continues to be widely disseminated and have impact within academia and beyond into industry and the wider community.

Under the policy, all UTS research outputs are to be made publicly available via the institutional repository, OPUS (Open Publications of UTS Scholars). To ensure it continues to be a leader in this area, the library upgraded the repository in 2015 and invested considerable time in ensuring UTS research works are open access wherever possible.

The impact of the upgrade and open access policy has been significant. The number of open access publications increased by 17 per cent in 2015 to 9786 items (30 per cent of our almost 33,000 publications), making OPUS the second ranked repository in Australasia for the size of the open access collection, and 115th in the world (from almost 3000 institutions) (Webometrics Oceania Rankings).

UTS ePRESS journals continued to grow with download figures of more than 495,000 in 2015; up from 430,000 in 2014. All of the press's journals were listed for the 2015 ERA journal list, compiled by academics and experts for the purposes of research quality measurement.

Several journals also received recognition through the new Directory of Open Access Journals (DOAJ) seal; an international measure of openness and transparency in open access publishing. All UTS ePRESS journals are currently listed in the updated DOAJ.

# TEACHING AND LEARNING

## learning.futures initiative wins international award

## 22 learning and teaching grants awarded

## Launched an Australian-first MBA in Entrepreneurship

UTS is widely acknowledged as a leader in innovation in teaching and learning. In 2015 our accomplishments were recognised internationally.

UTS's learning.futures initiative, a program aligning future-focused curriculum with informed technology use, won the Hybrid Learning Award at the 2015 Wharton-QS Stars Reimagine Education Awards; a joint initiative of the Wharton School of the University of Pennsylvania and Quacquarelli Symonds, publisher of the QS World University Rankings.

This is an extraordinary achievement, given there were more than 500 entries across 40 countries. Deputy Vice-Chancellor and Vice-President (Education and Students) Professor Shirley Alexander travelled to Philadelphia to accept the award for UTS.

UTS's learning.futures was also recognised by the United States-based research and consultancy group, Ithaka S+R, who included the initiative in its series of case studies on innovations that improve student outcomes. UTS is the only Australian university to be recognised by Ithaka for excellence in educational transformation.

To maintain our leading position in learning and teaching innovation, the following key projects were undertaken in 2015, and will continue into 2016.

> Agreements were set in place with all faculties setting annual targets for learning.futures implementation.

> learning.futures fellows were appointed in all faculties to champion learning innovation.

> The initial phase of a large-scale project to enable the provision of internships or similar experiences to all students was rolled out.

> Innovative new transdisciplinary courses were further developed, with electives in innovation and creative intelligence to be offered in 2016.

> With the appointment of Professor Peter Scott to the new Assistant Deputy Vice-Chancellor (Education) position, the university began the process of rethinking and redesigning its postgraduate courses.

> Reviews of the UTS Model of Learning and the Graduate Profile Framework commenced, with consultations being undertaken with all faculties and stakeholders across the university.

> Support was provided to faculties to prepare for the introduction of the academic year 2016, including support to staff to revise curriculum design and produce new materials.

# learning.futures

The Learning2014 initiative — learning that is characterised by blended and collaborative approaches, including both online and face-to-face experiences, and supported by the design of new spaces in the redeveloped UTS campus — became learning.futures in 2015.

The learning.futures strategy is made up of the following components:

> Learning2014 practices

> updates to the UTS Model of Learning

> updates to the Graduate Profile Framework

> opportunities for students to participate in an internship (or internship-like experience), work-integrated learning, and startups and other creative and entrepreneurial learning experiences

> opportunities for students to be mentored, and

> comprehensive and coordinated programs that aim to increase graduate workplace success.

The learning.futures approach includes:

> implementing evidence-based good practice in teaching and learning that promotes interactive, engaging, personal learning experiences and authentic assessment

> curriculum that integrates creativity, innovation and technologies to create inspiring learning experiences for students

> enabling students to engage with new ideas before they come to class so they may participate in active and collaborative experiences in innovative learning spaces while on campus

> promoting graduate workplace success through increased opportunities for work-integrated learning, internships and transdisciplinary learning outcomes.

To ensure the successful implementation of learning.futures, each faculty agreed to achieve specific objectives by the end of 2015, nominating specific courses or subjects to be learning.futures compliant. Peer review was the main method used by faculties to establish whether or not a subject or course was learning.futures compliant. Peer reviewers were appointed in all faculties and worked across faculties.

A number of programs and resources were made available this year to assist staff to embed learning.futures, including:

> Vice-Chancellor's learning and teaching grants, which provided funding up to $10,000 to staff. Twenty-two grants were awarded in 2015, and examples include 'Dipping into data: an introduction to data journalism for entry level students in a journalism degree' and 'Seeing between the lines: ideation and thinking visually for learning and teaching'

> a range of events to support academics that were run by the university's Institute for Interactive Media and Learning (IML), including orientations for new academic staff and flipped learning action group events

> extensive online resources on such topics as creating videos and screencasts, and a teaching blog.

2015 also saw the increased capacity of IML, the university's academic development arm, with the expansion of the learning technologist team offering assistance to staff in all faculties in the development of resources and the utilisation of new technologies in teaching.

## Transdisciplinary learning

To meet the challenges and thrive in a competitive higher education sector, it is essential that UTS continues to innovate in both the content and form of its courses.

UTS is at the forefront of transdisciplinary learning through its courses such as the Bachelor of Creative Intelligence and Innovation (BCII) and the Master of Data Science and Innovation (MDSI).

In transdisciplinary education environments, students, academics and stakeholders (researchers, practitioners, industry) must address new challenges related to real-world problem-solving.

The BCII is now offered in 24 combined degrees across all seven faculties. Between 2014 and 2015, the BCII saw a 39 per cent increase in Universities Admissions Centre first preferences with a total of 3209 preferences recorded. 2016 will mark the third year of intake for this much in-demand program.

This year saw the first enrolments in the Master of Data Science and Innovation, with an initial cohort of 40 students. This degree utilises a range of perspectives from diverse fields and integrates them with industry experiences, real-world projects and self-directed study, with the aim of equipping graduates with an understanding of the potential of analytics to transform practice.

One MDSI student team won (and another took silver) in the data hackathon run jointly by the NSW Data Analytics Centre and Transport NSW, defeating other universities and professional teams to analyse Opal card data and other datasets for strategic transport planning. This was attributed in no small part to the quality of teamwork displayed, and their ability to translate and pitch findings as coherent arguments that connected with core business.

The UTS Business School introduced the Master of Business Administration in Entrepreneurship (MBAe), which may be completed as three discrete graduate certificates (Graduate Certificate in Commercialisation, the Graduate Certificate in Entrepreneurship, and the Graduate Certificate in New Venture Funding).

## English language development

Employers rate good communication skills and capacity to work well in teams very highly on the scale of the most desirable attributes for graduates. A high percentage of our students come from backgrounds where English is not spoken at home, so a range of opportunities are available to students to improve their English language capacity and written and spoken communication skills.

The university's approach to English language development is comprehensive. The UTS English Language Policy sets out the expectations for English language competence at the point of admission and throughout a student's studies.

A review of the policy was conducted in 2015 with a number of recommendations made and responded to. Challenges are ongoing in this area, and English language development programs will remain a priority across the university into the future.

English language and communication skills have been embedded into subjects and courses in line with the graduate attributes that have been set for all courses and faculties as part of the three-year UTS Graduate Attributes Project.

For example, the Faculty of Arts and Social Sciences offers an academic English program that includes subjects in academic English communication and academic literacies. These subjects can be taken by students from all faculties, at both undergraduate and postgraduate coursework levels.

The academic language and learning group in IML provides advice and assistance for embedding academic language and literacies in subjects and courses. Staff from this group work with academic staff, and course and subject teams, to develop discipline-specific approaches to teaching academic language and literacies. These approaches can include curriculum development, co-design of subjects and tutorials that focus on language and literacy, guest lectures on academic language and literacy, and some team teaching.

The Higher Education Language and Presentation Support (HELPS) provides non-credited English language and academic literacy support to UTS undergraduate and postgraduate coursework students. HELPS continued to grow this year, and offered a range of comprehensive services to students. (Further information is available in the students section.)

## Library support

UTS Library continued its support of the university's learning.futures initiative with an expanded digital literacy program.

The learning.futures team achieved a number of objectives, including continued conversion of traditional teaching methods to more engaging blended and flipped modes of learning; designing new workshops on topics such as finding and editing educational videos, copyright and Open Educational Resources (OER); creating new online training; and producing online study guides addressing OER for each faculty.

Information and digital literacy skills are crucial elements of the Graduate Profile Framework, ensuring that students are equipped for ongoing learning and inquiry in the pursuit of personal development and excellence in professional practice.

UTS Library staff produced a range of online learning modules to deliver digital literacy training, exploring the concept and practice of academic study in the library context. These included information types, intellectual property, plagiarism/referencing, critical reading, and finding and using information; in addition to the use of a range of technologies to support learning and teaching.

Information services librarians worked closely with academics to embed digital literacy training within subjects, maximising impact by providing discipline-specific, tailored training.

## Course completions[1]

| | 2011 | 2012 | 2013 | 2014 | 2015[2] |
|---|---|---|---|---|---|
| Higher doctorate | 1 | 0 | 3 | 0 | 1 |
| PhD | 128 | 113 | 167 | 173 | 188 |
| Master's by research | 33 | 39 | 37 | 33 | 30 |
| Master's by coursework | 3250 | 3017 | 3099 | 3238 | 3120 |
| Graduate diploma/certificate | 1257 | 1001 | 1092 | 993 | 960 |
| Bachelor's | 5566 | 5726 | 5701 | 5929 | 5957 |
| Sub-degrees | 13 | 24 | 56 | 29 | 13 |
| Total | 10,248 | 9920 | 10,155 | 10,395 | 10,269 |

1. Headcount.
2. Preliminary figures for 2015.
Note: The above table excludes non-award students.

# Research and teaching awards

## Australian Museum Eureka Prizes

**University of New South Wales Eureka Prize for Excellence in Interdisciplinary Scientific Research**

Professor Dayong Jin, Faculty of Science

**Scopus Eureka Prize for Excellence in International Scientific Collaboration**

Professor Dacheng Tao, Centre for Quantum Computation and Intelligent Systems

## Australian Academy of Technological Sciences and Engineering Fellow

Professor Mary-Anne Williams, Faculty of Engineering and Information Technology

## Australian Academy of Science's David Craig Medal

Professor Jeffrey Reimers, Faculty of Science

## Harvard University's Graduate School of Arts and Sciences Centennial Medal

Distinguished Professor Louise Ryan, Faculty of Science

## 2015 Fulbright Indigenous Postgraduate Scholarship

Dean Jarrett, UTS Business School

## IEEE Photonics Society Young Investigator Award

Associate Professor Igor Aharonovich, Faculty of Science

## Engineers Australia's 2015 Top 100 Most Influential Engineers

Professor Jay Guo, Faculty of Engineering and Information Technology

## 100 Women of Influence Awards

Professor Cynthia Mitchell, Institute for Sustainable Futures

## Knowledge Nation 100

Professor Mike Briers, Faculty of Engineering and Information Technology

Professor Dayong Jin, Faculty of Science

## Australian Wildlife Society's Serventy Conservation Medal

Ray Mjadwesch, Faculty of Science

## Australian Design Centre Australian Design Honours

Professor Sam Bucolo, Design Innovation Research Centre

## UTS Learning and Teaching Awards

**Individual Teaching Award**

Dr Nick Hopwood, Faculty of Arts and Social Sciences

**learning.futures Award**

Dr Jurgen Schulte, Faculty of Science

**Early Career Teaching Award**

Dr Scott Chadwick, Faculty of Science

**Teaching and Learning Team Award for Academic Support**

Andrew Pyke (team leader) and members from HELPS and the Student Services Unit (Joseph Yeo, Sang-Eun Oh, Jonny Wells, Mary Ann McDonald, Georgina Barratt-See, David Sotir, Marlene Blackwood, Carol Charman, Susanne Heuberger, Tricia Turnbull, Robyn Taylor, Fotini Sidiropoulos, Glen Geor, Linda Ozers, Erika Ceballos, Susan Merhi, Sarah Ellis, Jessica Tello, John Sultana, Julie Hartigan)

## Office for Learning and Teaching Citations for Outstanding Contributions to Student Learning

Associate Professor Sarath Kodagoda, Faculty of Engineering and Information Technology

Fiona Orr, Faculty of Health

Dr Julie Robert, Faculty of Arts and Social Sciences

## Vice-Chancellor's Awards for Research Excellence

**Chancellor's Medal for Exceptional Research**

Professor Dacheng Tao, Faculty of Engineering and Information Technology

**Deputy Vice-Chancellor's (Research) Medal for Research Impact**

Professor Andrew Mowbray, Faculty of Law

Professor Claude Roux, Faculty of Science

**UTS Medal for Teaching and Research Integration**

Associate Professor Bronwyn O'Brien, Faculty of Science

**Early Career Research Excellence**

Associate Professor Igor Aharonovich, Faculty of Science

**Research Support**

Ben Simons and Darren Lee, Information Technology Division

**Researcher Development (including Supervision)**

Professor Saravanamuth Vigneswaran, Faculty of Engineering and Information Technology

**Research Excellence through Collaboration**

Dr Dominic Hare, Faculty of Science

Dr Heidi Norman, Faculty of Arts and Social Sciences

# ENGAGEMENT AND ADVANCEMENT

**$7.713 million in new gifts and pledges**

**Staff giving program exceeds target to raise $113,970**

**Seven new Vice-Chancellor's industry advisory board members**

## External engagement

This year, UTS launched its first university-wide external engagement strategy with the aim to embed engagement into the day-to-day running of the university.

The External Engagement Strategy 2015–2019: Connect and Engage is designed to make it easier for staff and students to build relationships; and to provide support and incentives to the university community to do even better the range of activities already being undertaken.

In order to achieve excellence in engagement we will need to:

> establish a more systematic approach to assessing the range, scope and impacts of the hundreds of engagement activities, programs and initiatives taking place across the university

> see external engagement embedded into the DNA of UTS and see all academics and students involved in engagement as part of their routine activities

> cultivate more strategic, comprehensive and sustainable partnerships

> grow external funding to support research and learning initiatives that will help to make UTS world leading

> provide new opportunities, training and support for individuals and units across the university to cultivate new collaborations and build new alliances that enhance participants' opportunities to advance their work and the reputation of UTS

> pursue our social justice and sustainability agendas in ways that have real impact on both the immediate and long-term needs of society both locally as well as in the wider world

> build UTS standing with industry as a valuable long-term 'enterprise partner'

> confirm UTS as the precinct leader within the innovation and creative industries hub in Sydney

> consolidate UTS's position as the exemplar of a globally engaged university.

Key to this strategy is the establishment of the UTS Corporate Relations Centre that will act as a single entry point for corporate engagement at UTS. The centre will manage, and maximise, UTS's corporate partnerships and develop enterprise partnerships.

Established in 2015, the centre will also work closely with the university's faculties and divisions to make sure that all relevant stakeholders are involved in the university's partnerships.

A key objective for the centre is the development of strategic partnerships based on mutual benefit that will cover research collaboration, internships and employment, and executive education and training opportunities.

One of the areas the university made great progress on this year is our innovative partnerships with industry and our increasing role as precinct leader in the creative and digital hubs of Sydney.

## Innovative partnerships

In November the university launched a new Innovation and Creative Intelligence Strategy 2015–2018. UTS has always had a strong presence in this area and this strategy consolidates the innovative approaches that we take to our teaching, research and engagement.

The new strategy will focus on student innovation and entrepreneurship and will open up UTS's cutting-edge facilities and resources to startups and the community.

This strategy, and the broader external engagement strategy, is in line with the federal government's new National Innovation and Science Agenda, which was launched in December. At its core is the recognition that universities, industry, business and government need to work together to embrace new ideas in innovation and science. Examples of this at UTS include the following.

Piivot is Sydney's new digital creative knowledge hub: a collaboration between UTS, the New South Wales Government, the Commonwealth Bank of Australia, Microsoft, Arup and Fishburners. Working with local industries, Piivot will grow and support startups in Sydney, with Ultimo in particular becoming a globally competitive centre of digital creativity.

UTS and Piivot developed and hosted a number of events and programs as part of the inaugural Startup Week Sydney. StartupWeek Australia is a not-for-profit focused on building the national startup community in Australia. Held over a week in October, more than 8000 people attended 63 events across Sydney.

UTS and Piivot hosted 12 events, including a walking tour of startups and startup support in Ultimo, a panel discussion on encouraging greater entrepreneurial gender diversity and an event in the UTS Hatchery to hear about the nitty gritty of making it in the startup world.

Launched this year, the Hatchery program supports the development of student skills, competencies and networks in entrepreneurship, in addition to engaging with the wider UTS community and forging valuable links with industry.

Students worked on real client briefs for the Australian Broadcasting Corporation and the Commonwealth Bank of Australia.

Six Hatchery Speaks events with entrepreneurs and thought leaders were held with 350 students, startups and innovation representatives attending.

The Hatchery program will continue to grow in 2016 with a series of bootcamp style classes focused on design thinking and startup skills. An extension of the Hatchery program Hatchery+, which is a supported co-working space with mentoring and coaching, will be piloted in early 2016. (Further information on the Hatchery program is available in the students section.)

As part of its commitment to improving government collaboration with business and the higher education sector, the federal government's Digital Transformation Office (DTO) set up a team at UTS in August this year.

The DTO was established to accelerate the pace of digital transformation across the Australian Government. The co-location of a team from the DTO provides a great opportunity for UTS staff and students, as well as our precinct partners, to work with the DTO team.

## Community engagement

The university's community engagement is primarily facilitated through UTS Shopfront, which pairs coursework students with community organisations to work on community-initiated projects.

This year UTS Shopfront was recognised as a model of best practice in community engagement through placing second in the international MacJannet Prize for Global Citizenship. The prize is designed to identify and support exceptional community engagement initiatives and collaborative partnerships and is auspiced by the Talloires Network, an association of more than 300 universities worldwide.

UTS Shopfront worked with 550 students this year who were involved in 55 work-integrated learning projects that included the following.

> A group of design students worked with grassroots advocacy group Mums4Refugees, which comprises mothers coming together to find ways to bring positive changes to Australia's treatment of refugees and the immigration detention system. The students produced a powerful animation for the group that went viral less than a week after project completion.

> Through the Management Consulting subject in the UTS Business School, a team of postgraduate students collaborated with Studio ARTES to develop a licensing strategy as a critical component of its business planning for the social enterprise, Studio A. Studio ARTES is an organisation providing meaningful inclusion in the community for adults with a wide range of disabilities.

> Two social inquiry students worked with the Addison Road Community Centre to research current social issues in the local community on poverty and the closure of women's refuges. The collaboration was so successful the students were both offered employment with the centre.

> Ninety postgraduate students worked with community organisations including Alfalfa House and Youth Action NSW to deliver pricing strategies for membership, products and workshops.

Further information on community engagement, including UTS's social leadership and volunteer program for students, is available in the students section.

## Vice-Chancellor's Industry Advisory Board

The Vice-Chancellor's Industry Advisory Board comprises senior leaders in business and industry who are committed to helping UTS achieve its vision of being a world-leading university of technology.

With several departures in 2014, a review of membership was undertaken and a number of new members — representing a wide range of industry sectors — accepted invitations to join the board in 2015. They were:

> Elaine Henry, OAM, Chair, National Breast Cancer Foundation

> John Lydon, Managing Partner, McKinsey & Company

> Pip Marlow, Managing Director, Microsoft Australia

> Kim McKay, AO, Director and Chief Executive Officer, Australian Museum

> Luca Belgiorno-Nettis, AM, Founder and Director, The newDemocracy Foundation

> Guy Templeton, Asia–Pacific President and Chief Operating Officer, WSP Parsons Brinckerhoff

> David Whiteing, Group Executive and Chief Information Officer, Commonwealth Bank of Australia.

These new members significantly increased the breadth of industry sectors, doubled the number of women on the board, increased the number of UTS alumni representatives and expanded the range of experience and expertise.

Continuing members were:

> Glen Boreham, AM (Chair)
> Peter Bailey, Chief Executive Officer, Arup
> Jenny Brockie, journalist and TV presenter, SBS
> Nerida Caesar, Chief Executive Officer, Veda
> Zareh Nalbandian, founder and Chief Executive Officer, Animal Logic
> Chris Roberts, Chief Executive Officer, Cochlear
> Craig Roy, Deputy Chief Executive, CSIRO
> Mark Scott, AO, Managing Director, Australian Broadcasting Corporation
> Carla Zampatti, AC, founder and Executive Chair, Carla Zampatti Group.

## Key activities in 2015

### Strategic advice and feedback

Board members provided external feedback and advice on a range of strategic issues and activities, including:

> the draft UTS Health strategy
> industry internships and mentoring
> the Data Arena and data analytics
> innovation and entrepreneurship strategy
> the Australia–China Relations Institute.

### Event attendance

Board members attended more than 100 UTS events in 2015 and also represented the university at a wide range of external events, including the 2015 Advance Global Australian Awards and Summit, and the 2015 Australian Museum Eureka Prizes.

They were guest speakers, panellists and moderators at graduation ceremonies, student and staff seminars, and scholarship selection panels.

### Student engagement

Several board members were appointed as Adjunct Professors or guest lecturers, sharing valuable industry experience in the classroom through teaching and case studies.

Internships and student placements were established in many member organisations represented by board members, including WSP Parsons Brinckerhoff, the ABC and SBS, the Australian Museum's Lizard Island foundation, Arup, Microsoft, and Animal Logic.

### Research engagement

UTS is exploring a joint appointment with the Australian Museum Research Institute in the field of Indigenous studies.

The Cochlear Research Fellowship continued in 2015, with research in the ithree Institute into the proper management of biofilms to reduce infection risk.

# Fundraising and giving

2015 saw a competitive and volatile fundraising landscape. In spite of this, over the years UTS has continued to grow its donation and bequest income; rising from $2 million in 2010 to more than $7.5 million in 2015.

## Donors

We continued to grow our donor base. The total number of donors in 2015 was 1325 (691 new and 634 who had given before). This is an overall increase of 11 per cent over 2014 (1196 donors in total, 819 who were new and 377 who had given before).

## Alumni appeal

Motivating our alumni to become regular donors is key to UTS's future giving success and central to this is our annual alumni appeal.

In 2015, alumni were primarily asked to support the UTS Alumni Scholarship Fund, which enables students to receive essential financial support for their study needs.

This year the alumni appeal saw:

> 30 students employed and trained to conduct the appeal
> 7600 conversations
> 354 existing donors
> 413 new donors
> 767 donors in total
> 1065 gifts pledged
> 7375 records with new data
> total raised: $64,951.

### 2015 gift highlights

UTS secured $7,713,170 in new gifts and pledges in 2015, exceeding the target of $6.2 million. Highlights included:

> the Sherman Foundation pledged $1.4 million. This gift will continue their support of the MCT8 (thyroid hormone transporting protein) research program, and will take their commitment to this work to just under $3 million. The Sherman Foundation has supported several projects at UTS since 2009 and this is their most significant pledge to date.
> Helmsman International pledged a donation of $1 million. This gift will be used to establish the Helmsman Centre for Megaprojects at the UTS Business School. The centre will build partnerships between industry and the research community that will allow Australia to lead nation-building infrastructure development in the Asia–Pacific.
> the estate of Peter J Bulgin distributed $549,122. This gift was specifically directed to support important and innovative research carried out by the Centre for Forensic Science, within the Faculty of Science, which is the leading such facility in Australia. This funding will support the study of cadaver decomposition in native landscapes and will ultimately improve the reliability of forensic examinations.
> the Australian Indigenous Education Foundation pledged $500,000 to establish the AIEF scholarships at UTS. This will be matched by UTS to create new scholarships for Indigenous resident students and will support their accommodation and living costs while in UTS Housing.

## UTS Staff Giving Program

UTS set itself a target of $100,000 from the Staff Giving Program in 2015 (compared to the 2014 total of $83,928).

Total giving in 2015 was $113,970 (36 per cent increase over 2014) from 182 staff donors (20 per cent increase over 2014), including one-off donations and regular gifts. This represents 5.7 per cent of full-time equivalent staff (from a goal of five per cent).

One hundred per cent of donations go directly to supporting UTS students, and every dollar donated is matched by UTS.

## Alumni

UTS participated in the Barometer of Alumni Sentiment 2014–2015. The barometer provides a comprehensive picture of how alumni feel about their university. It uses a wide range of indicators to identify alumni sentiment.

More than 7600 alumni across Australia took part in the survey; with more than 1000 UTS graduates participating.

Of the 12 key affiliation questions in the survey, UTS alumni are most in agreement (agree or strongly agree) on the following five statements.

> Studying at university made a positive contribution to my life

> Student experience was satisfying

> Willing to recommend the university to others

> The university has a strong reputation

> I'm proud of the university's achievements.

The results of the survey show that our alumni believe that studying at UTS has been beneficial and a positive experience.

Our alumni are an important part of the university community and their role in promoting and advocating for UTS is a vital one, which is why UTS has such an active alumni program.

This year, the Vice-Chancellor hosted overseas alumni reunions in Hong Kong, Shanghai and Beijing. The Deputy Vice-Chancellor and Vice-President (International and Advancement) hosted alumni reunions in Jakarta, Kuala Lumpur, Singapore, Ho Chi Minh City and Hanoi; and inaugural alumni reunions in Mumbai and New Delhi, India.

Following on from last year, again, a high number of nominations was received for the UTS Alumni Awards: 70 nominations from internal and external nominators.

These awards celebrate UTS graduates whose innovation and leadership make an outstanding contribution to society.

The 2015 recipients were:

> **UTS Chancellor's Award for Excellence / UTS: Alumni Award for Excellence — UTS Business School**

Lance Kalish and Ido Leffler co-founders, Yes To Inc
(BBus 2000)

The pair founded a multimillion dollar global Yes To business: the number two natural beauty company in the United States. The pair have also established school and office stationery companies, Yoobi and Cheeky; both 'for purpose, for profit' businesses that match donations of school supplies and meals to disadvantaged children. One million children in the United States have now received a year's school supplies from Yoobi, with the company launching in partnership with The Smith Family and Officeworks in Australia in 2016.

> **UTS: Community Alumni Award**

Ralph Kelly, founder and director, Thomas Kelly Youth Foundation
MBA (1998)

> **UTS: Young Alumni Award 2015**

Genevieve Clay-Smith, director and co-founder, Taste Creative and Bus Stop Films
BA (2009)

> **UTS: International Alumni Award 2015**

Justice Rong He, Deputy Vice President, People's Republic of China Supreme People's Court
LLM (2004)

> **UTS: Alumni Award for Excellence 2015 — Faculty of Design, Architecture and Building**

Chris Bulmer, Chief Executive Officer, Pacific Service Group Holdings Pty Ltd
BAppSc (1991)

> **UTS: Alumni Award for Excellence 2015 — Faculty of Arts and Social Sciences**

Andrea Myles, Chief Executive Officer and co-founder, China Australia Millennial Project
MA (2011)

> **UTS: Alumni Award for Excellence 2015 — Faculty of Engineering and Information Technology**

Carolyn McGregor, AM, Canada Research Chair in Health Informatics, University of Ontario Institute of Technology
PhD (2003)

> **UTS: Alumni Award for Excellence 2015 — Faculty of Health**

Tanya Farrell, Executive Director, Nursing and Midwifery, The Royal Women's Hospital, Melbourne
BN (2000)

> **UTS: Alumni Award for Excellence 2015 — Faculty of Law**

Jane Needham, SC, president, New South Wales Bar Association 2014–15
LLB (1991)

> **UTS: Alumni Award for Excellence 2015 — Faculty of Science**

Dr Lacey Johnson, Principal Research Fellow, Australian Red Cross Blood Services
BMedSc(Hons) (2003)

## External honours

### Australia Day 2015 Honours list

> Raymond Brownlee
BE (Civil) (1995)
Award: Public Service Medal for his contribution to local government and to water conservation practices.

> Arthur Diakos
BBus (1988)
Award: Public Service Medal for his service to the transport services sector.

> Stephen Loosley
LLB (1997)
Award: Member (AM) in the General Division of the Order of Australia in recognition of his work in the development of public policy and service to international relations and to the Parliament of Australia.

> Dr Neil Street
MSc (ClinMeas) (2001)
Award: Member (AM) for service to medicine in the fields of paediatric anaesthesia and malignant hyperthermia, and service to the people of the Asia–Pacific region through medical aid programs.

> Rodney Towney
  GradCertAdultEd (CmtyEd) (1995)
  Award: Public Service Medal for
  his work in creating education
  and employment opportunities for
  Indigenous youth.

> Peter Wright
  DipTeachTechEd (1989)
  Award: Medal (OAM) of the Order of
  Australia in the General Division for
  his contribution to the sport of squash
  through a range of executive roles.

## Australian of the Year Awards

> Genevieve Clay-Smith
  BA (Media Arts and Production) (2009)
  Award: 2015 NSW Young Australian of
  the Year for her work with diverse and
  marginalised communities to voice
  their experiences through creating
  filmmaking.

## Queen's Birthday Honours list

> Emeritus Professor Ross Milbourne
  UTS Vice-Chancellor 2002–2014
  Award: Officer (AO) in the General
  Division of the Order of Australia for
  his distinguished service to higher
  education, to academic leadership
  and administration, for his work as an
  economist, and to professional tertiary
  learning associations.

> Russell Taylor
  UTS Council member
  Award: Member (AM) in the General
  Division of the Order of Australia for his
  significant service to the community in
  the field of Indigenous affairs.

> Peter Agnew
  MAdultEd (2001)
  Emergency Services Medal

> The Hon. Justice Robert Benjamin
  LLM (1997)
  Award: Member (AM) in the General
  Division of the Order of Australia for
  significant service to the judiciary and
  to the law, to legal education, mediation
  and arbitration, and to professional
  standards.

> Mark Brandon
  GradDipEmpRels (1995)
  Award: Medal (OAM) of the Order of
  Australia in the General Division for
  service to public administration and to
  health and aged care standards.

> Allan Harriman
  GradDipBldgSurvAssess (1996)
  Award: Medal (OAM) of the Order of
  Australia in the General Division for
  service to the building and construction
  industry through professional
  associations.

> Mark Hennery
  GradCertLegPrac (1998)
  Award: Australian Police Medal

> Malcolm Levy
  GradDipUrbanEstateMgmt (1982)
  Award: Medal (OAM) of the Order of
  Australia in the General Division for
  service to sailing, and to architecture.

> Marina Ritossa
  GradDipLegPrac (1991)
  Award: Medal (OAM) of the Order of
  Australia in the General Division for
  service to the Royal Flying Doctor
  Service of Australia through fundraising
  endeavours, and to the international
  community.

> Suzanne Thomas
  DipTeachTechEd (1991)
  Award: Medal (OAM) of the Order of
  Australia in the General Division for
  service to the community of the Hunter
  Valley.

> Mark Wilson
  MAdultEd (2007)
  Award: Conspicuous Service Medal for
  meritorious achievement as a Military
  Liaison Officer serving on Operation
  ASLAN as part of the United Nations
  Mission in South Sudan.

## 2015 Advance Global Awards

> Professor Carolyn McGregor, AM,
  BAppSc (CompSc) (1991), PhD (2003),
  Canada Research Chair in Health
  Informatics, University of Ontario
  Institute of Technology
  Award: 2015 Advance Global Australian
  Award for Technology Innovation for
  her frontier research with great human
  impact.

> UTS Luminary Nasima Rahmani,
  Director of the Women's Empowerment
  Centre at the Gawharshad Institute of
  Higher Education in Afghanistan
  Award: 2015 Advance Global Alumni
  Award for her work ensuring the human
  rights of women in Afghanistan, and
  empowering them by widening access to
  lifelong education

## 2015 Australia China Alumni Awards

> Li Hua Tong
  LLM (2004)
  Award: Australia China Alumni of the
  Year Award for his advocacy in China
  for the rights of children, women and
  migrant workers.

> Professor Dake Zhu
  PhD (China Studies) (2004)
  Award: Australia China Alumni Award
  for Education.

# Honorary awards

In 2015, UTS conferred the following
honorary awards.

> Professor The Hon. Dame Marie Bashir,
  AD, CVO, Honorary Doctor of the
  University

> Dr Rosemary Bryant, AO, Honorary
  Doctor of Health Sciences

> The Hon. Dame Quentin Bryce, AD, CVO,
  Honorary Doctor of Laws

> Frank Gehry, Honorary Doctor of Design

> Stephen Page, Honorary Doctor of
  Creative Arts

> Emeritus Professor Ross Milbourne, AO,
  Honorary Doctor of the University.

# UTS Luminaries

We invited four distinguished alumni to
become a part of our UTS Luminaries:
informed and passionate advocates of,
and ambassadors for, the university.
UTS: Luminaries all have a sustained
record of achievement over a significant
number of years.

New members in 2015:

> Jason Hui, BBus (1998), Vice Chair and
  Executive Director, Shimao Property
  Holdings Ltd

> Lance Kalish, BBus (2000), Co-founder,
  Yes To Inc

> Ido Leffler, BBus (2000), Co-founder,
  Yes To Inc

> Graeme Mason, BA (1987), Chief
  Executive Officer, Screen Australia.

## UTS Luminaries

> Russell Balding, AO
DipTechCommerce (1976), BBus (1978)
Chair, Cabcharge; Deputy Chair, Destination NSW

> Jason Hui (Hui Sai Tan), BBus (1998)
Vice Chair and Executive Director, Shimao
Property Holdings Ltd

> Dr Michael Myers, OAM, BE (MechEng) (1979)
Founder and Executive Chair, Re-Engineering
Australia Foundation

> Martin Bean, BEdAdultEducation (1992)
Vice-Chancellor, Royal Melbourne Institute
of Technology

> Hugh Jackman, BA (Comm) (1991)
Actor and producer; Co-chair and Trustee,
Jackman Furness Foundation

> Warwick Negus, BBus (1985)
Co-founder, 452 Capital; former managing
director, Goldman Sachs

> Luca Belgiorno-Nettis, AM
GradDipUrbanEstateMgmt (1983)
former joint managing director, Transfield
Holdings Pty; Founder and Director, The
newDemocracy Foundation

> Christopher Johnson
MBEnv (1993)
Chief Executive Officer, Urban Taskforce Australia

> Timothy Palmer, BA (Comm) (1991)
Gold Walkley award-winning journalist; winner,
United Nations Association of Australia Media
Peace Award

> Nina Blackwell, LLB (2003)
Executive Director, Firelight Foundation; former
senior director of Global Public Affairs, Yahoo! Inc

> Lance Kalish, BBus (2000)
Co-founder, Yes To Inc

> Andrew Penfold, LLB (1995)
Founder, Chief Executive Officer and Director,
Australian Indigenous Education Foundation

> Maile Carnegie, BBus (Marketing) (1992)
Group Executive Digital Banking, ANZ
(commencing July 2016)

> The Hon. Tricia Kavanagh (retired)
LLB (1981), PhD (1998)
Barrister; Arbitrator, Court of Arbitration for
Sport; Governor, University of Notre Dame;
former Justice of the Industrial Court of New
South Wales

> The Hon. Tanya Plibersek, BA(Hons) (1993)
Deputy Leader of the Opposition; Deputy
Leader of the Federal Parliamentary Labor
Party; Shadow Minister for Foreign Affairs and
International Development; Federal Member
for Sydney

> Neil Chatfield, MBus (1994)
Chair (Non-Executive) Seek Ltd; Chair, Costa Group
Holdings Ltd; Chair, HomeGround Services; Non-
Executive Director, Transurban Group and Recall
Holdings

> George Koukis
DipTechCommerce (1978)
Founder and Non-Executive Director, Temenos,
Switzerland

> Gregory Poche, AO, DipTechMgmt (1976),
BBus (1979), HonDBus (2013)
Philanthropist; founder and former chair,
Star Track Express Pty Ltd

> Kai Chen, MEM (1998), MBA (1999)
Chief Executive Officer, Jiangsu Aucksun Co Ltd

> Ian Lee
MMgmt (1998)
Chief Financial Officer, TPG Capital

> Nasima Rahmani, LLM (2007)
Director of the Women's Empowerment Centre,
Gawharshad Institute of Higher Education

> Rob Coombe, LLB (1990)
CEO, Quick Service Restaurants Holdings Pty Ltd;
Deputy Chair, Australian Indigenous Education
Foundation and Surfing Australia

> Ido Leffler
BBus (2000)
Co-founder, Yes To Inc

> George Savvides, MBA (1985)
Managing Director and CEO, Medibank Private;
Vice-President, Council of the International
Federation of Health Plans

> Michael Coutts-Trotter, BA (Comm) (1995)
Secretary, NSW Department of Family and
Community Services

> Peter Le Lievre, BDes (IndustrialDes) (1987)
Executive Director, Renewable Technology
Developments Inc.

> Guy Templeton, MBA (1992)
President and Chief Executive Officer, Asia-
Pacific, WSP | Parsons Brinckerhof

> Mark Fitzgibbon, MBA (1991)
Managing Director and Chief Executive Officer, nib
health funds limited

> Geoff Lloyd, LLM
Chief Executive Officer and Managing Director,
Perpetual Limited

> Adrian Turner, BBus (1997)
Chief Executive Officer, Data61; co-founder and
former CEO of Mocano Corporation

> Anna Funder, DCA (2012)
Author and winner of the Miles Franklin Award for
*All That I Am*

> Troy Lum, BBus (1995)
Co-founder and Managing Director, Hopscotch
Films

> David Wang (Wang Weixian), BBus (1992)
Honorary Chair, Greenland Hong Kong Holdings
Ltd; CEO and Chair, Morning Crest Capital

> Dr Kate Grenville, DCA (2005)
Author and winner of Commonwealth Prize
for Literature for *The Secret River*

> Graeme Mason
BA (1987)
Chief Executive Officer, Screen Australia

> Dr Simon Walsh, PhD (2009)
Chief Scientist, Forensics and National Disaster
Victim Identification Commander, Australian
Federal Police

> Sekai Holland, BA (Comm) (1979), HonDLitt (2013)
human rights activist; former Zimbabwean
Senator and Co-Minister of State for National
Healing, Reconciliation and Integration; Co-patron,
Midlands State University; winner of 2012 Sydney
Peace Prize

> Kim McKay, AO, BA (Comm) (1981)
Director and CEO, Australian Museum; Director
and Founder, Momentum2; Co-founder of Clean
Up Australia

> Rachel Ward, AM, GradDipComm (1995),
GradCertWriting (1996)
Actor, director, writer, producer

> Dr Zhenhai Huang, PhD (2007)
General Manager, Guangdong Holdings Limited

> David Murray, AO, BBus (1977), HonDBus (2008)
Chair, Financial Systems Inquiry; former chair,
Future Fund

> Scott Wharton, LLB (2009)
Managing Director, Global Head of Enterprise
Supply Chain, Citigroup

# STUDENTS

## New entrepreneurship program providing startup skills

## Students log 44,000 hours of volunteer work

## 25 per cent mobility target exceeded

## 88.2 per cent Indigenous graduate employment rate

## Innovative and entrepreneurial

One of UTS's key strategic objectives is to inspire graduate success. We aim to do this by engaging our students in creative and inspiring learning that enables them to build strong professional identities, future-focused graduate capabilities and a global outlook.

Over the last few years, we have been preparing our students for the changing nature of work and designing courses and learning to inspire entrepreneurship and innovation.

UTS conducted a major new survey this year of almost 1300 students and recent graduates that found that they strongly identified with entrepreneurialism and startups as career options. The survey showed that almost 40 per cent had either started their own business or were considering a startup or entrepreneurial career path.

Key findings from the UTS entrepreneurship study included:

> 37.8 per cent of the 608 current students sampled either have their own business or are seriously interested in having their own business or startup

> 39 per cent of the 674 alumni sampled either have their own business or are seriously interested in having their own business or startup

> 70 per cent of those student respondents who are interested in having their own business cited lack of finance as the most significant barrier to starting their own business

> main areas of interest for students interested in startups were digital creative (56 per cent), financial technology (29 per cent), educational technology (28 per cent) and clean technology (25 per cent)

> 26 per cent of students are bloggers or website contributors; a higher proportion than those in full-time employment (23 per cent) or those in part-time work (20 per cent).

In 2015, UTS offered a range of programs and activities that gave students the opportunity to develop and strengthen their creative and entrepreneurial skills. (Information on UTS's transdisciplinary courses is available in the teaching and learning section.)

The Hatchery pre-incubator program started this year. Through a 15–20 week program, students were given the startup skills they need to become the entrepreneurs of the future. Students were able to explore their business ideas, while being provided with coaching, advice, facilities and networking opportunities. Graduating students are provided with further assistance either at UTS or through industry partners such as startup community Fishburners. (Further information on the Hatchery is available in the engagement and advancement section.)

# Social justice and community engagement

UTS is also committed to instilling in its students a strong sense of social justice and inclusiveness. A number of events were held throughout the year to celebrate UTS's diverse community, and students were able to take part in programs to develop social leadership skills.

Harmony Week was launched in March, and started with an event supporting the Australian Human Rights Commission's campaign *Racism. It Stops with Me*. Students also participated in the university's Diversity Week in August.

The UTS SOUL Award gives students the opportunity to venture beyond their degree to work with community groups and not-for-profit organisations to create meaningful social outcomes. Through SOUL, students develop the skills that are integral to successful community engagement, including leadership, training in complex social issues, active communication, project management and volunteering skills. To complete the award, students undertake two days of training and complete 100 hours of volunteering.

The program has struck a chord with our students and continues to increase in popularity. This year, 2300 students signed up to take part (up from 2100 in 2014) and delivered 44,000 hours of volunteer work in the community across a range of causes.

SOUL partnered with the university's careers service on Perfect Match, a volunteer speed networking event. This year the event went biannual, with events to celebrate National Volunteer Week in May and National Student Volunteer Week in August. Twenty-two community-based organisations attended and 800 volunteer matches were created. Community organisations who participated included Batyr, Bread and Butter Project, Barnardos Australia, Alzheimer's Australia, Australian Youth Climate Coalition, and The Smith Family.

In mid-July, the SOULstar leadership and facilitation program was launched to provide training and development to SOUL students in peer facilitation and leadership. The program supports students to co-facilitate the workshops that are central to the program; allowing for growth in the frequency and scale of the program's workshop series to cater to the growing number of students signing up for the award.

# Work-ready students

A major strategic initiative for the university this year was to increase internship opportunities for students. Employers are looking for work-ready graduates who have the skills and competencies to easily adapt and thrive in their new workplaces. The university's aim is for every student to participate in a work-integrated learning activity to better prepare them for their future careers.

Following on from a concerted push from the university's careers service, including a marketing campaign, internships listed with the service more than doubled. There were more than 1900 internships advertised on the UTS jobs board. Several areas of the university also expressed interest in hosting UTS students as interns.

Further initiatives and activities to improve the graduate success of our students included the launch of CareerHub, a jobs-listing service customised for UTS students; the first on-campus Chinese careers fair; pop-up careers service stalls in faculties and UTS housing; an expanded range of extracurricular programs offered in partnership with organisations on and off campus; and volunteer career mentoring by UTS alumni, with more than 300 consultations provided.

There was increased employer participation on campus, particularly at UTS careers fairs where there was a five per cent increase in participation. UTS has now significantly closed the gap between it and the University of New South Wales to be within reach of having the largest careers fair in Sydney metro.

The UTS Accomplish Award — a year-long program designed to increase the success of our students in the graduate recruitment process and throughout their career — continued with a large increase in participation: from 643 participants in 2014 to 910 in 2015.

# Student mobility

Strong growth in student mobility continued this year with a record 33 per cent increase. Our three key channels for student mobility — global exchange, BUiLD and in-country study — all saw high participation rates. UTS now exceeds its 25 per cent long-term mobility target.

In 2015 UTS signed 21 new exchange partner agreements and 52 are in negotiation stage (list of exchange partners is available on pages 40–1).

This year, 392 students went for a semester exchange experience; an increase of 15 per cent on 2014.

BUiLD, the university's international leadership program, has grown year-on-year. 2015 saw the program experience its most rapid growth ever with short-term mobility expanding from 494 overseas experiences in 2014 to 810 this year; an increase of 64 per cent.

In-country studies continued to be a successful program incorporating an overseas study experience within a course for a one-year period. The number of students going out in 2015 was 187, slightly lower than the 2014 figure of 215, but still contributing to the overall internationalisation of the UTS student experience.

One of the main reasons for the increase in short-term mobility growth has been the strategy to work with faculties to grow the number of 'for credit' short-term programs in order to increase funding opportunities for students. At the same time, BUiLD students were given the option to participate in partner universities' summer and winter credit programs.

This year, BUiLD students participated in programs in 35 countries, with Asia the focus for short-term mobility programs. The top three destinations in 2015 were Indonesia, China and Japan. On campus, 3641 students participated in BUiLD activities, including talks, conferences, workshops, networking receptions and a startup weekend.

## Total mobility enrolments

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| Global exchange | 250 | 272 | 300 | 339 | 392 |
| BUiLD and other international experience | 203 | 290 | 400 | 494 | 810 |
| In-country study | 169 | 194 | 192 | 215 | 187 |
| **Total headcount** | **622** | **756** | **892** | **1048** | **1389** |

Three innovative programs were introduced this year.

> A new international internship program — UTS:BUiLD Leaders + Innovators International Internship Program — saw 10 students from the UTS Business School complete a six-week internship with some of Beijing's startups.

Over the course of the internship participants worked under the guidance of world-leading entrepreneurs to launch their own idea in the China market, while immersing themselves in Chinese language and culture.

> UTS participated in the Mitsui Internship Program run by Japan's Mitsui & Co and supported by the Australian Government's New Colombo Plan mobility program.

Twelve UTS students were given the opportunity to experience Japan through the program: the first time the Japanese multinational has selected UTS to participate in the initiative. Students were given the chance to develop professional connections, gain industry-relevant experience, develop language skills and engage themselves in Japanese culture.

> A three-week program with the Pontifical Catholic University of Peru focused on exploring the rights of indigenous peoples in Peru and included visits to an indigenous community. Students also had the opportunity to learn about the history and culture of Peru.

Our students also participated in external mobility opportunities. The federal government's New Colombo Plan (NCP) mobility program for 2016 was announced in July. UTS received funding totalling $1,300,350, including multi-year programs over the next three years ($728,350 for programs in 2016) to enable 297 students to undertake projects to Burma, China, Fiji, Hong Kong SAR, India, Indonesia, Japan, Malaysia, Samoa, Singapore, South Korea, Taiwan and Thailand.

The NCP also offers scholarships and grants to encourage university semester exchange and short-term experiences in the Indo–Pacific region.

Four UTS students received a prestigious scholarship under the NCP. This year's recipients were Brownyn Mercer (Bachelor of Science in Information Technology), Guoxi Bill Wang (Bachelor of Business Bachelor of Laws), Thomas Da Jose (Bachelor of Engineering) and Kayla Rain Williams (Bachelor of Arts in Communication Bachelor of Arts in International Studies). The students will study at UTS partner universities in Singapore, Hong Kong, Thailand and Japan.

Only 100 undergraduate students from 26 universities were awarded the scholarship, worth $65,000 each. The success of these four scholarship recipients strengthens UTS's status as a leader in international student mobility.

Our growth in study abroad enrolments continued to expand. Traditionally, we have had a small study abroad program; it is now one of the largest in the country. This year, 1095 students commenced at UTS (up from 867 in 2014); a 26 per cent increase. Increasingly, students are choosing to stay for an additional semester or continue studies at a later stage at postgraduate level.

Our study abroad students mostly come from Europe, the United States and Latin America, which complements the university's full award load that is mainly drawn from Asia. Our ongoing focus on markets within the European Union where technology qualifications are highly regarded has contributed to this growth.

We again had a strong contingent from Brazil as part of the Brazilian Government's Science without Borders program. One hundred and eighty-two full-year study abroad students enrolled in engineering, information technology, science and design programs.

# International students

This year, the federal government released a National Strategy for International Education, which recognises the importance of a strong international education system to Australia's economic prosperity, social advancement and international standing. Internationalisation has always been key to UTS's activities and strategy.

In 2015, we experienced record enrolment and commencement numbers for international students. Total onshore enrolments increased by eight per cent to 13,358.

UTS now has the fifth largest cohort of international students in Australia.

We recorded our highest international fee revenue, increasing from $169 million to $193 million (up 15 per cent from 2014).

UTS also recorded above sector average growth (15.3 per cent) in undergraduate commencements in 2015; an area we have underperformed in the last few years.

China continues to be the largest single market for UTS, accounting for 41 per cent of student commencements in 2015, with India, Vietnam and Nepal following.

The International Student Barometer is an international benchmark survey of 205 institutions worldwide and 24 Australian participating universities that measures a variety of international student satisfaction indicators. UTS benchmarks against all participating Australian institutions and four Sydney competitors.

In the 2015 survey UTS improved by three per cent to 37 per cent for 'propensity to recommend — actively encourage to enrol' (compared to 33 per cent for Australian universities as a whole). This score has risen from 26 per cent in 2010.

Another area of improvement was in the area of arrival satisfaction. In previous years, we have not done well in this category, and we have worked hard to improve this. In 2015, for the first time, UTS ranked above both the sector and Sydney averages for arrival satisfaction. We ranked number two in Sydney and number nine in Australia.

In terms of the top 10 factors in deciding to study at UTS, including reputation, research quality and earning potential, UTS sits above the sector average in all 10 areas.

# Aboriginal and Torres Strait Islander students

Learning support and development for Aboriginal and Torres Strait Islander students is provided by Jumbunna Indigenous House of Learning through four main initiatives:

> the provision of three dedicated pathway programs for Aboriginal and Torres Strait Islander peoples that enables the learning development team to place students in the most appropriate program based on their capabilities for higher education

> the provision of additional learning development support in academic communication skills and mathematics, delivered by academic staff on a weekly basis to ensure that students achieve the best results they can

> connecting students with peer tutors who have excelled in their studies to act as coaches and mentors

> the provision of high achieving tutors to support students' content knowledge through the Indigenous Tutorial Assistance Scheme.

In 2015, Jumbunna's student services achieved student engagement of 89 per cent, delivering 698 occasions of service. Seventy-two per cent of issues were resolved within a 24-hour period.

UTS Insearch continued to provide pathway opportunities to Indigenous students. In 2015, there were 14 scholarships awarded to Aboriginal and Torres Strait Islander students.

The Bachelor of Business Administration degree designed specifically for Aboriginal and Torres Strait Islander professionals began in February. The degree is aimed at Indigenous professionals who have valuable experience but want to add a degree qualification. It is taught in flexible 'block' or residential mode to give students the flexibility of studying while continuing to work and balance other responsibilities.

## Indigenous student performance

| | 2011 | 2015 |
|---|---|---|
| Universities Admissions Centre first preferences | 39 | 163[1] |
| Commencements | 80 | 126 |
| Participation[2] | 259 | 277 |

1. For a 2016 intake (as at 13 October 2015).
2. Headcount.

The UniStart enabling program was designed to support the needs of mature-aged students. This year, 14 students undertook the program where they studied faculty electives and core subjects offered by Jumbunna.

Other more targeted strategies are being implemented to engage mature-aged students in undergraduate degrees; through partnerships with organisations and other education providers, such as TAFE, to develop articulation pathway opportunities.

UTS strives for all of its students to have an international experience throughout their degree. This year, 33.3 per cent of Indigenous students undertook an international experience, exceeding the broader UTS-wide target of 25 per cent.

A prime focus for the Jumbunna Indigenous House of Learning in 2015 was its work towards its three-stage Indigenous accommodation and scholarships strategy.

In March Jumbunna employed a full-time advancement manager to focus on fundraising, corporate engagement and alumni development.

This resulted in securing $240,500 in scholarships, as well as a pledge by the Aboriginal Indigenous Education Fund (AIEF) of $500,000 (and matched by UTS) for AIEF graduates who want to study at UTS. Created with the help of UTS Luminary Andrew Penfold the scholarship fund represents the largest donation to Indigenous education in UTS history.

The next stage is a dedicated Indigenous housing option. In November, the acquisition of the headlease from UniLodge to create a dedicated Indigenous residential facility was approved.

Finally, more than 1100 Indigenous alumni of UTS were identified. An alumni engagement strategy is now in development in conjunction with the university's advancement office. The aim is to improve participation of Indigenous alumni in events.

It is also important that we continue to engage high school students, to introduce the idea to them of studying at university. The UTS Indigenous student recruitment and outreach program takes a multi-faceted approach to engaging with high school students, career advisers, parents and caregivers on a deeper and more meaningful level that promotes the life-changing experience that higher education can provide. During 2015, Jumbunna hosted more than 1000 Aboriginal and Torres Strait Islander students from across New South Wales.

The flagship Nanga Mai and the Galuwa Engineering and IT Experience continued to attract hundreds of participants from all over of New South Wales. These programs are a key driver in building aspirations for Aboriginal and Torres Strait Islander high school students.

Jumbunna partnered with four faculties to provide an on-campus experience in the discipline areas of health, science, arts, and visual communications and animation. It is planned that each faculty will host a similar type program in future years.

# English language support

The university's Higher Education Language and Presentation Support (HELPS) program continued to provide English language and academic literacy support to UTS students this year, with 2652 registered students (counted only once) and 3880 drop-in sessions. It provided 953 one-on-one consultations, 911 attendances in writing support sessions and a total of 2366 workshop registrations.

Fifty-five per cent of international students and 45 per cent of local students attended HELPS programs and services (with 65 per cent undergraduate and 35 per cent postgraduate students being represented). HELPS programs and services received a student survey rating of 4.5 out of 5 for meeting the needs of students.

The U: Connect volunteer program continued to help students to make social connections. In 2015, a total of 360 student volunteers (up from 250 in 2014) assisted HELPS students and supported them throughout their time at UTS.

Fifty HELPS peer advisers provided one-on-one support to international students at drop-ins and workshops. The HELPSMates buddy program expanded with more than 335 international students being matched with a volunteer buddy.

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

HELPS U: PASS is designed to support students in subjects that are perceived as difficult or have a high failure rate. In 2015 there were 125 U: PASS leaders delivering 200 sessions a week in 50 subjects with 5421 unique students attending.

The effectiveness and popularity of HELPS was recognised this year with the UTS Teaching and Learning Team Award for Academic Support.

# Student community

ActivateUTS is a key strategic partner of the university and primarily a student-centred organisation (home to 20,000 UTS student members), with a particular focus on the provision of programs that complement the learning and development outcomes of the university.

In 2015, there were 130 clubs and societies affiliated with ActivateUTS. Achievements and initiatives this year included:

> third place, against 42 other institutions, in the Australian University Sport overall championship

> health and wellbeing programs that engaged more than 5500 UTS students

> the National Debate Tournament, with 440 students attending

> a new approach to affiliated club development, including the club executive camp, leading to a 23 per cent increase in membership

> greater faculty engagement in clubs and societies, leading to four faculties directly supporting their affiliated clubs

> international student engagement increasing dramatically through collaborative events with ActivateSport, UTS International and Insearch. Targeted events such as international karaoke had 1000 students attending.

> more than 500 students volunteering in ActivateUTS's volunteering program 'The Pack'

> the winner of ActivateUTS Project Pitch attending the Virginia Tech KnowledgeWorks Entrepreneurship Challenge with their business 'Spaci'.

# 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. Nearly 400 graduates attended the Shanghai ceremony, and more than 125 graduates attended the Hong Kong ceremony.

Locally, the university's graduation ceremonies saw 4222 graduates and approximately 13,000 guests attend the Autumn semester ceremonies; and 1756 graduates and more than 5300 guests attend the Spring semester ceremonies.

# Widening participation

In 2015, the university continued its commitment to the UTS Widening Participation Strategy (WPS) and maintained the reach of key projects that aim to ensure that Australians from low socioeconomic (low SES) backgrounds who have the ability to study at university have the opportunity to do so. This year, the WPS was reviewed to align more closely with the federal government's Higher Education Participation and Partnerships Program (HEPPP) guidelines and the requirements of the access and participation fund.

Some of the outcomes and success measures for each of the four existing themes were tightened, drawing on the evaluation criteria developed through the KPMG Bridges to Higher Education evaluation (page 39), and the findings from the interim bridges evaluation report and the 2014 UTS HEPPP project reports.

Overall, 11.8 per cent of current domestic undergraduate UTS students are from low SES backgrounds; an increase from 11.6 per cent in 2014.

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

## Building educational 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 and delivered in partnership with targeted schools, TAFEs and communities.*

### 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 2015, the program reached 592 students and achieved 1958 contacts with students through weekly tutorials and academic workshops delivered in schools. The program worked with 10 partner schools and employed 43 current UTS students as tutors.

> More than 90 per cent of students surveyed following regular tutorial sessions agreed that the sessions had helped them to work harder and focus more on their studies; and 98 per cent of students indicated that the program had helped them with their studies. When asked to explain how the tutorials had helped, students commented on their improved attitude and engagement in school, and their increased motivation to work harder since commencing participation in the tutorial scheme.

> When surveyed, high school students' teachers reported that all of the students (100 per cent) participating in the program showed improvements in academic performance due to their involvement in weekly tutorials, and, of these, 87 per cent of students had achieved either reasonable or considerable improvements in academic performance. Teachers also reported increases in academic confidence for all participating students (100 per cent).

> 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 on to campus throughout their year 11 and 12 studies for a series of activities to inform, inspire and motivate them to consider higher education.

> In 2015, 496 students from years 10–12 at 37 partner schools took part across all aspects of the program.

> The program is building aspiration and increasing student motivation towards higher education. Following the two-week summer school experience, 98 per cent of students surveyed reported that the program had encouraged them to want to go to university. Several students commented that the experience had motivated them to 'study harder to get to university'. One student reflected on the confidence building aspect of the program in relation to motivation towards higher education.

> The experience of U@Uni Summer School increases student awareness of university. More than 90 per cent of students surveyed at the conclusion of the two-week summer school indicated that the experience had helped them to understand what university is really like. Teachers who responded to the post-program survey all agreed (100 per cent) that the program had increased their students' awareness of what university offers; and 91 per cent agreed that the program had increased their hope that attending university was a realistic option for their students. Teachers frequently commented on the program as a 'fantastic opportunity to demystify university and university life' for their students, often emphasising the importance of the opportunity to 'experience first-hand a university atmosphere', and 'to experience what university life will be like and that it is possible for them to actually complete a university degree'.

## 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 NSW 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.

> In January the program was delivered to 34 newly enrolled years 7–10 science teachers, including 22 NSW regional teachers, and 12 UTS Science Champions on the UTS City campus. Nearly all (97 per cent) of teachers surveyed indicated that they had learnt new ways to engage students in science as a result of attending the program. Equally, 97 per cent of these teachers were confident that their teaching practice would change as a result of attending this program and that they would implement some of the ideas/strategies learnt in their schools.

## Widening access

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

In 2015, UTS WPS programs in this theme contributed towards the following.

> Nine hundred and twenty-six students enrolled at UTS through its educational access scheme inpUTS.

> The UTS School's Recommendation Scheme (SRS) offered a further 62 places to year 12 students who demonstrated financial disadvantage and were admitted on the basis of their high school's recommendation in combination with their Australian Tertiary Admission Rank (ATAR).

> Both access schemes demonstrated positive rates of retention and success, with both being comparable to 'all students' results. In 2015, inpUTS student retention was 93.3 per cent and SRS was 93.8 per cent, compared to 90.8 per cent for all students. Across these groups, the success rate (pass rate) in 2015 indicated success of 90.2 per cent for inpUTS, 92.8 per cent for SRS and 90.8 per cent for all students.

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

> Four TAFE pathways projects were undertaken in 2015: the Sydney TAFE–UTS project (managed through the Equity and Diversity Unit); the Faculty of Health pathways project; the Faculty of Design, Architecture and Building project; and the new Faculty of Engineering and Information Technology project. The projects provided information and aspiration building outreach sessions at TAFE campuses and on-campus visits to UTS to approximately 850 TAFE students, with more than 90 per cent of students indicating that the activities had given them a greater awareness of pathways to university.

> Access was also strengthened through formal credit recognition arrangements between UTS and TAFE NSW. UTS now has 169 credit recognition arrangements in place between TAFE qualifications and UTS degrees.

> 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 eight TAFE students provided with scholarships this year to cover the course cost ($250).

> The number of students entering UTS through a TAFE pathway decreased by 1.9 per cent in 2015 (786 to 662 students), reflecting broader trends.

## Transition, 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 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:

> expanded support for 715 students (673 in 2014) to receive financial assistance through the diversity access scholarship fund, which distributes funding direct to students through the diversity access scholarship, or grants and other forms of financial support (accommodation or resources) via the Student Services financial assistance office. Students demonstrating multiple disadvantages were prioritised, with higher payments made to students demonstrating financial need along with additional educational disadvantage.

> provision of the U:PASS peer-to-peer tutoring program for difficult-to-pass first year subjects for approximately 600 students from low SES backgrounds and 32 Aboriginal and Torres Strait Islander students. Students who attended U:PASS performed significantly better overall than students who did not attend, with seven per cent difference in Autumn semester and 8.6 per cent difference in Spring semester. Interestingly, these differences increased substantially for students who attended more than 11 sessions; that is, to 16.6 per cent in Autumn semester and 17.4 per cent in Spring semester. More than 73 per cent of the students attending U:PASS who had been thinking of dropping out of university said that U:PASS had helped them stay at UTS.

> assistance for 573 low SES and Indigenous students who were struggling with short-term or ongoing financial hardship, by providing financial support for living, emergency and medical expenses, as well as course-related expenses and materials, and Co-op Bookshop vouchers to assist with the purchase of textbooks

> 180 low SES and low-income students with enhanced computer access, including the distribution of laptops to 90 students and software or internet support to 88 students

> 35 low SES and low-income students with subsidies for housing in UTS residences and additional financial advice to students; and referrals, mostly to careers and counselling services, for those students who had signed rental contracts without sufficient means to meet payments

> support towards the transition to study at UTS of more than 880 students entering via the inpUTS and SRS access schemes, or from a refugee background. All inpUTS and SRS students were invited to attend a specialised orientation workshop. As part of the SRS/educational access schemes transition support program, more than 200 SRS and special inpUTS students were given the opportunity to attend learning support appointments and were provided access to peer tutoring. Eighty-eight per cent of first year students surveyed were satisfied with the learning support program, 82 per cent indicated that participation in the program helped boost their confidence and 84 per cent reported that it had improved their experience of being a student at UTS.

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

## 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 2015 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 and the Ally program.

Further information on inclusive community and social justice is available in the staff section and in the multicultural policies and services, and access and inclusion, appendices (pages 60–2).

## Bridges to Higher Education

UTS, as a major player in the Bridges to Higher Education initiative, continued to contribute to improving access to higher education for low SES students and Indigenous students in west and south-western Sydney.

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

In 2015, an independent evaluation conducted by KPMG concluded, identifying the following features of successful projects and initiatives:

> executive support from schools to achieve whole of school cultural change, including supporting teachers to establish high expectations, celebrating student achievements and engendering a culture of academic success

> approach aligned with students' age and development: assist schools to extend curriculum and teaching methods to better engage students

> project objectives aligned to initiative objectives

> projects were tailored to student, school and community needs

> included a positive and supportive culture

> supported students to feel that they belonged at university

> focused on key transition points for students

> engaged and supported students, parents, teachers and community members

> increase in rates of Bridges to Higher Education school applicants receiving an offer to attend university was significantly higher than non-bridges schools (5.13 per cent)

> an economic benefit to low SES communities of $54 million in projected earnings and tax revenues, equivalent to a $6 return for every dollar invested in low SES schools.

The contact reach across all target cohorts during the course of the project was 15,644 teacher contacts, 28,172 parent contacts and 298,980 student contacts.

The success of the partnership for universities highlighted the following.

> A collaborative approach translated to increased capacity to address under-representation among students from low SES backgrounds.

> It provided a stronger capacity to engage other partners in the widening participation effort.

> It broke down barriers between institutions and enhanced the capacity for shared effort.

> It enabled sharing lessons and experience between universities and problem-solving collectively.

The success of the partnership for schools highlighted the following.

> It allowed for scale, depth and reach, far greater than universities would have been able to achieve individually.

> There was better coordination of engagement with schools and students, which enables greater choice, diversity and a stronger ownership of projects.

> It enhanced capacity for students and schools to access a range of complementary strategies.

> There was a more consistent message.

### Related appendices

> access and inclusion
> consumer response
> multicultural policies and services

# 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 (24)

Mexico (4)

Costa Rica (1)

Colombia (3)

Peru (1)

Brazil (1)

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
Leopold-Franzens-Universität Innsbruck
MCI — Management Center Innsbruck
Wirtschaftsuniversität Wien

**BELGIUM**
Universiteit Gent

**BRAZIL**
Pontificia Universidade Católica
Do Paraná

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

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

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

**COLOMBIA**
Pontificia Universidad Javeriana
Universidad de Los Andes
Universidad de La Sabana

**COSTA RICA**
Universidad de Costa Rica

**CZECH REPUBLIC**
University of Economics, Prague

**DENMARK**
Aalborg Universitet
Århus Universitet
Arkitektskolen i Åarhus
Business Academy Southwest
Danmarks Medie-og Journalisthøjskole
Danmarks Tekniske Universitet
Handelshøjskolen i Århus
Handelshøjskolen i København
IT-Universitetet i København
Københavns Universitet

**FINLAND**
Aalto University School of Business
Helsingin Yliopisto

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

**GERMANY**
Bauhaus-Universität Weimar
Eberhard Karls Universität Tübingen
European Business School

Fachhochschule Aachen
Georg-August-Universität Göttingen
Hochschule für Gestaltung Schwäbisch Gmünd
Hochschule für Technik und Wirtschaft Berlin
Karlsruher Institut für Technologie
Technische Universität Berlin
Technische Universität München
Universität Bayreuth
Universität Hamburg
Universität zu Köln
Universität Konstanz
Universität Mannheim
Universität Potsdam
Universität Regensburg
Universität des Saarlandes
Universität Stuttgart
WHU — Otto Beisheim School of Management

**HONG KONG**
City University of Hong Kong
Hong Kong Baptist University
The Hong Kong Polytechnic University

**HUNGARY**
Budapesti Muszaki és Gazdaságtudományi Egyetem

**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 'Ca' Foscari' di Venezia
Università degli Studi di Bergamo
Università degli Studi di Bologna 'Alma Mater Studiorum'
Università degli Studi di Genova
Università degli Studi di Modena e Reggio Emilia
Università degli Studi di Torino
Università degli Studi di Trieste
Università del Salento

**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

Norway(1)
Finland (2)
Sweden (7)
Denmark (10)
United Kingdom (20)
Ireland (2)
The Netherlands (7)
Belgium(1)
Germany (20)
Poland (1)
Czech Republic (1)
France (26)
Hungary (1)
Switzerland (8)
Austria (5)
Slovenia(1)
Spain (19)
Italy (14)
Portugal (2)
Turkey (1)
Israel (1)
Kuwait (1)
Japan (25)
South Korea (3)
China (7)
Hong Kong (3)
Taiwan (2)
Thailand (2)
Vietnam (2)
Philippines (1)
Malaysia (3)
Singapore (1)
Indonesia(2)
New Caledonia (1)

Meiji 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
Sophia University
University of Shiga Prefecture
Yamaguchi University
Yamanashi University
Yokohama National University

**KUWAIT**
Kuwait University

**MALAYSIA**
Taylor's University
Universiti Sains Malaysia
Universiti Teknologi Malaysia

**MEXICO**
Universidad de Guadalajara
Universidad de las Américas Puebla
Universidad Nacional Autónoma de México
Universidad Veracruzana

**NETHERLANDS**
Erasmus Universiteit Rotterdam
Maastricht University
Rotterdam School of Management
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
Universidade do Porto

**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 Cadiz
Universidad de Cantabria
Universidad de Granada
Universidad de Málaga
Universidad de Navarra
Universidad de la Rioja
Universidad de Sevilla
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

**SWEDEN**
Högskolan Dalarna
Högskolan i Jönköping
Kungliga Tekniska Högskolan
Linköpings Universitet
Lunds 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
Cardiff 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 for the Creative Arts
University of Birmingham
University of Brighton
University of Dundee
University of East Anglia
University of Kent
University of Leeds
University of Stathclyde
University of Westminster

**USA**
Baruch College, The City University of New York
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
Saint Mary's College of California
San Diego State University
San Francisco State University
State University of New York at New Paltz
University of Arizona
University of Arkansas
University of Hawaii at Manoa
University of Miami
University of Minnesota, Twin Cities
University of North Carolina at Asheville
University of North Carolina at Greensboro
University of Texas at Austin
Virginia Polytechnic Institute and State University

**VIETNAM**
Hanoi University
Hanoi University of Science and Technology

# STAFF

Inaugural staff
careers expo

Selected to
participate in the
Science in Australia
Gender Equity pilot

Access and inclusion
plan launched

## Workforce planning

With the physical transformation of the university nearing its completion, our staff profile and the capability and capacity of our staff took on a renewed focus this year.

To take the next step in our transformation we need to increase our academic staff numbers to approximately 1900 by 2022. This will help us to achieve a significant boost to our research performance, build on our excellence in teaching, and establish new innovative partnerships with industry.

This year, the faculties began identifying areas of potential growth and funding for the first wave of appointments earmarked in the 2016 budget. All faculties were provided with their academic workforce profile trend data and a workforce modelling tool to assist with staff forecasting and costing.

The Human Resources Unit delivered bespoke workforce planning processes, tools and capability frameworks to individual work areas, including the UTS Business School and the Information Technology Division (ITD). This support was developed with a view to identifying future workforce capability and to help transition to the desired workforce profile. Workforce plans will be progressively developed during 2016.

## Leadership

Current academic staff are assisted in their pursuit of excellence through an environment that increasingly supports their career development goals in line with the university's strategic objectives.

In 2014, and again in 2015, the main work on academic capability was lifting the effectiveness of our academic leaders to manage performance. This year, 159 academics participated in the Managing for Performance program (equivalent to 88 per cent participation of the target group). The program included face-to-face workshops, online tools and one-on-one coaching.

Feedback on the program was consistently very positive. All participants reported that their overall competence had improved and they were highly motivated to apply their learning. Coaching participants indicated they now have greater impact in encouraging people and building effectiveness, helping staff review achievements and improve, and teaching staff new concepts. Managers of coaching participants reported a 45 per cent increase in productivity of the participants who undertook the full program.

The Managing for Performance program was also tailored for professional leaders and run with 50 leaders from ITD. This program will continue to be offered to professional leaders in 2016.

To boost leadership capabilities, the UTS leadership framework was launched in 2014 and further embedded this year. Leadership capabilities have now been incorporated into professional staff position description templates and the recruitment process. Leadership capabilities have also been identified for each level of generic academic position statements.

Several leadership development programs were run this year including 'getting started as a new supervisor', 'people management roles and responsibilities', 'coaching for performance and development' and 'creating a context for leadership'. A bespoke leadership program for emerging leaders in research support provided a targeted and blended capability offering to support the step change in research that UTS is currently undertaking.

Other tailored programs were designed primarily to support organisational change and our strategic objectives: team management systems profiles were completed by more than 80 professional and academic staff to improve team functioning, 360 degree feedback was again utilised to develop leaders, and the online leadership development resource 'My Leadership Space' was further developed and promoted.

A pre-approved panel of suppliers providing coaching services was established and 74 participants from the Managing for Performance program and 32 other academic and professional leaders participated in coaching during 2014–15. Positive feedback has been received on all programs from both participants and their managers.

It is essential that we encourage all staff to play a role in helping UTS realise its vision of becoming a world-leading university of technology.

Our professoriate plays a key role in shaping the direction of the university and in the attainment of our strategic objectives. To ensure the continued and increased involvement of all university professors, the Vice-Chancellor hosted a series of cross-faculty lunches for all UTS professors, plus some key academics. These lunches provided the opportunity to discuss the university's strategy and direction, and to get feedback and ideas directly from professors. A similar round of meetings will take place in 2016 with all associate professors.

# Development

Career development was identified as one of the priority improvement areas arising from the 2014 UTS-wide staff survey. In 2015 there was increased focus in this area.

The people and career development framework was developed in consultation with senior leaders and was progressively implemented throughout the year in work areas. It is designed to facilitate the systematic and proactive management of individual and collective capability. Career development conversation toolkits for individuals and their managers were also developed in collaboration with work areas and launched on the university's intranet, Staff Connect. These practical toolkits facilitate a career conversation between a manager and their staff members.

One of the significant tools launched in 2015 was lynda.com; a vast online library of courses and instructional videos covering the latest in technology, creative and business skills. These high-quality courses are taught by accomplished teachers and recognised industry experts and were accessed by more than 1300 staff.

The inaugural Staff Careers Expo was held over four days in August to provide support for academic and professional staff with career development and professional growth. It included initiatives to assist high-performing staff to continue their career development and step up as leaders.

The four-day expo included a range of training sessions, development and support, and personal career stories. A showcase day was held on the final day with internal and external speakers, as well as a panel session on external engagement with senior UTS staff.

# Workforce diversity

UTS's commitment to an inclusive and equitable environment for its staff and students was displayed in many ways this year.

## Gender equity

Following on from last year's citation, UTS was again awarded an Employer of Choice for Gender Equality citation by the Workplace Gender Equality Agency.

The citation recognises employer commitment and best practice in promoting gender equality, with 90 diverse organisations, including 12 universities, receiving the award this year. We are one of only three universities to achieve the citation for 14 years in a row, since the citation process began.

UTS was selected to participate in the Science in Australia Gender Equity (SAGE) pilot. This is the first Australian trial of the successful United Kingdom-based Athena SWAN Charter gender equity accreditation program, which aims to improve the promotion and retention of women and gender minorities in science, technology, engineering, mathematics and medicine.

The program rates the gender equity policies and practices of participating organisations and helps each organisation to develop ways to promote and retain women and gender minorities. Participants (including UTS) will work towards an Athena SWAN Award at the institutional bronze level, which is a mandatory requirement for future silver and gold awards.

Involvement in programs like SAGE is important to ensure that we keep innovating and collaborating to build a stronger, healthier and more equitable higher education sector.

# Number of staff[1]

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| Academic | 1330 | 1349 | 1358 | 1391 | 1473 |
| Professional | 1657 | 1725 | 1765 | 1750 | 1786 |
| Total | 2987 | 3074 | 3123 | 3141 | 3259 |

1. Full-time equivalent, including casual staff.

All aspects of the university's Research Equity Initiative were successfully implemented in 2015. The initiative aims to improve the representation of women and men with carer responsibilities in research activity.

As part of the initiative, a number of discrete programs to assist staff were held. In partnership with the Graduate Research School, the Equity and Diversity Unit organised and delivered professional development activities for higher degree by research (HDR) supervisors and students aimed at enhancing womens' completion rates of HDR courses.

There is now also the expectation for faculties to produce annual data relating to gender and research output. This year, a number of faculties introduced local initiatives to address any shortcomings in this area.

Two staff members received a UTS Research Equity Fellowship for 2016: Dr Bronwen Dalton, UTS Business School, and Dr Louise Hickman, Faculty of Health. These fellowships support academic staff that have a strong research track record, but have been significantly hindered in their research by career interruption or delay caused by sustained carer responsibilities. The funding provided enables the fellow to spend time focused intensely on their research.

The 2015 UTS Research Equity Initiative Forum was held in May. The forum focused on the current challenges and strategies for addressing gender inequity in the research workforce.

## Aboriginal and Torres Strait Islander staff

The UTS Wingara Indigenous Employment Strategy 2015–2018 was implemented this year (following on from the 2011–2014 strategy) to deliver sustainable employment opportunities for Indigenous Australians at UTS.

The new strategy contains objectives around the recruitment and retention of Indigenous staff, as well as opportunities for economic engagement and growth. The strategy also focuses on increasing the confidence and competence of non-Indigenous staff.

A significant objective for this new strategy is to recruit at least one senior Indigenous member of academic staff into every faculty by the end of 2018. We will achieve this by continuing to recruit Indigenous trainees, cadets and academic interns into faculties and units across UTS; and to provide Indigenous academic and professional staff with professional development opportunities to increase skills and capabilities within current or future positions.

## Access and inclusion

Another significant plan was introduced this year. In December, John Brogden, AM, Chair of Lifeline Australia, launched UTS's Access and Inclusion Plan 2015–2019.

With this plan (available in appendix 8, page 61), UTS will continue to progress its commitment to the principles of equal opportunity and social justice.

## Social justice

As part of its commitment to providing a safe and respectful place to work, all UTS staff have access to training and development in the areas of equity, diversity and social justice. This is an ongoing initiative to ensure an environment free of harassment and discrimination.

In 2015 a number of events and projects were undertaken:

> Mental Health First Aid training was offered to all staff

> approximately 40 staff attended the Indigenous Cultural Awareness sessions

> the inaugural UTS Diversity Week was held in August with more than 600 students and staff attending and participating in events

> training was undertaken for 20 new Allys (people who are allies of students and staff identifying as lesbian, gay, transgender, bisexual, queer or intersex (LGBTI)) and other LGBTI awareness raising events were held

> the Australian Human Rights Commission's campaign *Racism. It Stops with Me* was on campus

> the Equity and Diversity Unit launched its Twitter and Facebook pages.

Finally, to expand our passion and commitment to social justice and the continued implementation of equity initiatives, UTS created a new position, Executive Director, Social Justice, within the Equity and Diversity Unit. Verity Firth, former New South Wales Minister for Education and Training, and Minister for Women, was appointed to the role. This new role will provide strategic leadership and foster partnerships and fundraising.

# Workplace health and safety

2015 saw a significant focus on health and safety at UTS. Of particular focus was health and safety training participation and compliance. The target of 93 per cent of eligible staff completing health and safety training was achieved. This result was due to the establishment of processes for monitoring staff participation in training and sending reminders to staff who had not completed training.

The university's Work Health and Safety Advisory Committee was revamped to achieve better representation across UTS. Significant improvements in health and safety staff consultation were achieved with every faculty establishing health and safety working groups. In larger units, processes were introduced to formalise the incorporation of health and safety matters into regular meetings.

Ninety per cent of the recommendations from the 2014 audit of the health and safety management system were implemented; and 100 per cent of the 21 scheduled compliance audits were completed.

Another significant achievement for 2015 was UTS's successful application to enter the Retro Paid Loss Scheme for managing its workers compensation. This scheme utilises a different model for calculating workers compensation premiums. In order to be approved to enter the scheme, UTS had to demonstrate that it has effective health and safety systems in place. It is estimated that UTS will save approximately $640,000 on its annual workers compensation premium.

## 2015 workers compensation

| | |
|---|---|
| Number of premium-impacting claims | 54 |
| Net incurred costs | $141,352.62 |
| Average cost per claim | $2,617.64 |
| Premium cost | $1,192,097.90 |

In 2015, there were 54 premium impacting claims. Our estimated premium for 2015 was $1,006,854.12. As a result of a few time lost claims throughout the year, combined with changes to the premium calculation, we were required to make an adjustment payment of $185,243.78, which brought our total premium for 2015 to $1,192,097.90.

While there was an increase in the average cost per claim and an adjustment payment, our final premium for 2015 was 0.295 per cent of our 2015 wages, which remains a great result for the university. The higher education tariff rate (average) for 2015 was set at 0.443 per cent of wages. This means that the UTS premium was $604,084.84 less than the average.

In 2015, there were no incidents notified to SafeWork NSW (formerly WorkCover Authority of New South Wales) as required by the incident notification provisions of the *Work Health and Safety Act 2011* (NSW).

During 2015, UTS was not investigated nor issued any improvement or prohibition notices by SafeWork NSW.

STAFF

# CAMPUSES AND RESOURCES

## Closure of Kuring-gai campus after 25 years

## Architect Frank Gehry attended official opening of Dr Chau Chak Wing Building

## 6 Star Green Star rating for Science and Graduate School of Health Building

## Kuring-gai campus

This year, after 25 years, the university's Kuring-gai campus closed and the cohort relocated to the City campus.

The coming together of all UTS staff and students at a single, unified campus for the first time marked a major milestone in UTS's history. The journey to unification was 13 years in the making.

Around 100 staff — largely from the Faculty of Health, the Faculty of Arts and Social Sciences and the UTS Library — relocated across four staged moves; and health and education courses based at Kuring-gai also moved to the City campus along with around 3000 students.

## Campus Master Plan

The unification of our campus is a key objective of the Campus Master Plan (CMP). We have now created a revitalised, state-of-the-art, urban campus that offers all our staff and students exceptional learning and research facilities, and fosters connection, collaboration and creativity.

The CMP has now delivered multiple and diverse projects ranging from upgrades to existing facilities through to major new buildings across the City campus. Combined, these provide new spaces for teaching and learning, research, sports, housing and university ceremonies.

Two of the main buildings had their official openings this year. The Dr Chau Chak Wing Building was opened by the Governor-General of Australia, His Excellency General the Hon. Sir Peter Cosgrove, AK, MC (Retd). Architect Frank Gehry, a special guest of UTS, was in attendance to join in the celebrations for the opening of his first, and only, Australian building.

In April, the New South Wales Minister for Health, the Hon. Jillian Skinner, MP, formally opened the Science and Graduate School of Health Building at a reception for industry and health and science education stakeholders.

The Engineering and IT Building, opened in 2014, had a separate formal opening for its interactive 3D visualisation facility, the UTS Data Arena. In July, the New South Wales Minister for Innovation, the Hon. Victor Dominello, MP, and industry and sector guests, attended the opening event, which also included an animated 3D concept reel produced by animation and visual effects studio Animal Logic.

The CMP continues with a focus on supporting and facilitating the university's current and future needs to provide excellence in teaching, learning and research. A major new building, UTS Central, is planned for completion for the 2019 academic year.

## Sustainability

The updated UTS Sustainability Policy, which provides a framework for sustainable practice at the university, took effect in January. The policy comprises principles for integrating sustainability across the four key areas of research, learning, campus operations and community engagement.

Sustainability principles continued to be embedded into the planning, design and delivery of the CMP buildings and associated infrastructure, which is essential to good sustainability performance. This year the Green Building Council of Australia recognised the sustainability of our new buildings by awarding a certified 5 Star Green Star As Built rating to the Engineering and IT Building and a 6 Star Green Star Design rating to the Science and Graduate School of Health Building. This is in addition to the certified 5 Star Green Star Design ratings awarded to the Dr Chau Chak Wing Building in 2013 and the Engineering and IT Building in 2014.

The Science and Graduate School of Health Building's sustainable features include cladding made from recycled glass, innovative daylighting design, a thermal labyrinth, rainwater recycling, solar hot water system and a green roof. The 6 Star Green Star rating for the building represents world leadership in the sustainable design of tertiary education buildings. The building also achieved several other sustainability awards in 2015 (see awards for our campus).

## Awards for our campus

The new UTS buildings and facilities are not only impacting those who use them every day; they have also been recognised for their excellence in design, construction and sustainability through a raft of industry awards.

Some of the main awards received in 2015 include:

### Dr Chau Chak Wing Building

> Horbury Hunt Commercial Award at the Think Brick Awards 2015; presented to the best commercial brick building in Australia

> Good Design Award from Good Design Australia in the Product Design — Hardware and Building category for its use of brick (with bricks designed by Bowral Bricks)

> National Public Buildings Award — over $50 million from the Master Builders Australia National Excellence in Building and Construction Awards

> Master Builders Association of NSW Awards: Tertiary Buildings over $100 million, Best Use of Bricks and Best Use of Architectural Steel

> Australian Timber Design Award 2015: People's Choice Award for oval classrooms.

### Science and Graduate School of Health Building

> Gold in the Architecture — Mixed Use — Constructed category at the 2015 Sydney Design Awards

> William E Kemp Award for Educational Architecture at the Australian Institute of Architects (NSW) awards

> City of Sydney Lord Mayor's Prize at the Australian Institute of Architects (NSW) awards

> National Award for Educational Architecture by the Australian Institute of Architects.

The building was also recognised for its sustainability with achievements including:

> a certified 6 Star Green Star Design rating by the Green Building Council of Australia; making it only the second university building in New South Wales to achieve this rating

> the New South Wales Government Green Globe Awards Built Environment Sustainability — Commercial Properties Award

> the Public Building and Urban Design prize at Architecture & Design's 2015 Sustainability Awards

> the Award for Excellence in Sustainability at the Australian Institute of Refrigeration, Airconditioning and Heating Awards.

### Other

> UTS Alumni Green won the Australian Institute of Landscape Architects' Award for Design Excellence in Landscape Architecture.

> UTS Alumni Green won gold in the Landscape Design category at the 2015 Sydney Design Awards.

> Our wayfinding and signage, delivered by Urbanite (part of Frost*collective) and BrandCulture, won gold in the Wayfinding category at the 2015 Sydney Design Awards.

Digital screen displays communicated the new buildings' sustainability features and performance, and UTS Green ran monthly public sustainable building tours of the Dr Chau Chak Wing and Science and Graduate School of Health buildings.

UTS continued to publicly report its greenhouse gas emissions under the National Greenhouse and Energy Reporting scheme. The graph below outlines the university's energy and water consumption from 1999 to 2015 against changes in floor area and equivalent full-time student load.

2015 saw an increase in the university's floor area (19 per cent), which was reflected in an increase in energy and water consumption from 2014; electricity increased by 8.9 per cent, gas by 19 per cent and water by 8.2 per cent. 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 on-site renewable energy.

In an Australian first, UTS signed a power purchase agreement to buy the output of a solar farm in the Hunter Valley that supplies renewable energy to the Dr Chau Chak Wing Building; accounting for around 15 per cent of its energy consumption. This new customer-led business model could be used to underwrite future large scale renewable projects.

UTS Cleans Up, the rollout of the new waste and recycling system for office spaces, was completed in 2015. It delivered a 35 per cent increase in paper recycling, significant cleaning and waste cost savings and saves around 240,000 plastic bin liners annually.

A comprehensive review of the UTS curriculum was undertaken this year to better understand the full scope and depth of sustainability content across all UTS faculties and schools.

UTS and the Institute for Sustainable Futures continued to promote sustainability research with their involvement in the Cooperative Research Centre for Low Carbon Living urban precinct project studying the retrofitting of precincts to facilitate more efficient resource use and carbon reductions.

## Sustainable community

The UTS Sustainability Engagement Plan 2016–2018 was developed this year and endorsed by the Sustainability Steering Committee. The plan outlines the mechanisms to engage our students, staff, visitors and the broader community in more sustainable practices and for the university to act as a public advocate for sustainability in the wider community.

UTS Green continued its focus on engaging with the UTS community and facilitating sustainability initiatives and events across the university. UTS Green worked with groups on campus, including ActivateUTS, UTS Housing, the UTS Library, the Students' Association and the Student Environment Collective, to run or support a number of events throughout the year, including O-week, Ride to UTS Day and Earth Hour. UTS Green also ran a successful competition called Think.Drink. Do. in partnership with Sydney Water during student orientation to promote fun ways to reduce plastic bottle waste. The Green Staff Network met regularly to help promote sustainable practices on campus.

Green Week, the pinnacle of sustainability events on campus, took place in June with events including a photography competition and exhibition, film screenings and a green debate. The week of diverse activities was delivered in collaboration with neighbours TAFE NSW Ultimo and the Australian Broadcasting Corporation. Institute for Sustainable Futures Director Professor Stuart White hosted a World Environment Day morning tea to recognise and celebrate the work of committed UTS staff and students. 2015 Green Hero award winners were staff member Seymour Maddison, PhD candidate Peter Irga and student Anita Linke.

The UTS Green website was regularly updated with sustainability information, news, activities, and new videos exploring sustainability within the university's faculties. Other communications included the UTS Green monthly e-newsletter and regular updates on the UTS Green Facebook page.

Throughout 2015 the UTS Loft Bar hosted sustainability drinks; a monthly social gathering of 'green collar' students, industry professionals and the community to facilitate networking and collaboration.

UTS continued to participate in the City of Sydney's Better Buildings Partnership, collaborating with other building owners to improve sustainable practices in the property industry.

## Utilities consumption 1999–2015
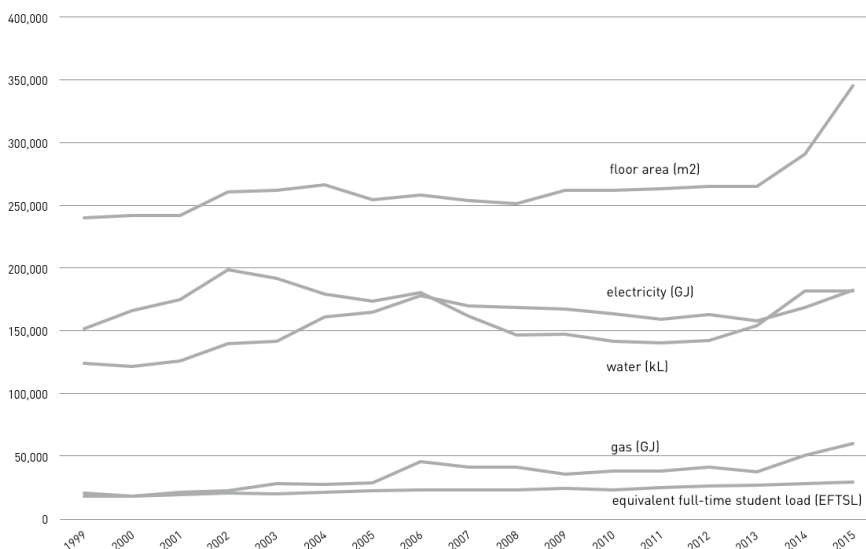
# UTS Library

In 2015 the UTS Library completed several important physical redevelopments: relocating library materials and staff from Kuring-gai campus to the Blake Library, City campus; extending the full operation of the Library Retrieval System (LRS); and upgrading Blake Library as the central library for the university. Throughout this, planning and preparation for the relocation to the new library site in 2018 continued.

The 2015 high-level performance indicators in the following table show:

> continuing high-demand for and satisfaction with library physical, digital and online scholarly resources and spaces (items 1–4 and 7–9). (Items 3, 4 and 9 are new indicators drawing on the annual UTS Student Satisfaction Survey (SSS). Due to the timing of the SSS, the figures shown refer to the previous year's survey results, ie the 2015 figure reflects the 2014 SSS result.)

> the library's information literacy tools and development programs remain popular with our students, researchers and staff (items 5 and 6)

> the university's open access assets rank highly in national and international measures (items 11, 12 and 13). These assets build on the UTS Open Access Policy; enabling more UTS research and scholarly papers to be publicly available via OPUS, the institutional repository of UTS research publications.

> the readership of and scholarly interest in UTSePress journals continued to rise (item 13). The open access journals attracted almost half a million downloads, ensuring we remain the leading Australasian university publisher of open access journals. Readers can be found in almost every country, with most in Australia, America, the United Kingdom and India.

> progess towards the new library is on schedule (item 14). Following the successful installation and opening of the automated LRS in 2014, this year saw significant planning toward the new building design.

## UTS Library high-level performance indicators

| | | 2014 | 2015 |
|---|---|---|---|
| **Facilitate discovery and access to scholarly information** | | | |
| 1. | High use material usage (items/student EFTSL) | 30.4 | 28.4 |
| 2. | Journals cited by UTS scholars in the UTS Library collection (% sampled via Scopus) | 97.3% | 93.6% |
| 3. | UTS Library's online information resources meet the needs of students (% of students who agree)[1] | 86.8% | 87% |
| 4. | UTS Library's printed collections meet the needs of students (% of students who agree)[1] | 75.6% | 74% |
| **Develop information-related capabilities** | | | |
| 5. | Use of online information literacy tools (page views/student EFTSL) | 41.2 | 39.2 |
| 6. | Participation in information development programs (% total of student EFTSL) | 74.5% | 72.8% |
| **Promote learning via provision of physical and digital environments** | | | |
| 7. | Visits to UTS Library website (average page views/month)[1] | 214,512 | 227,387 |
| 8. | Visits to UTS Blake Library in person (average visits/month)[1,2] | 71,841 | 78,218 |
| 9. | UTS Library study spaces meet the needs of students (% of students who agree)[1] | 69.8% | 85% |
| **Enable scholarship** | | | |
| 10. | Research consultation assistance to academic staff (% of staff population) | 42.6% | 64.6% |
| 11. | UTS OPUS / UTSeScholarship research collection (scholarly work items) | 30,125 | 32,920 |
| 12. | Visits to UTS OPUS / UTSeScholarship open access works (average PDF downloads/month)[1] | 119,835 | 155,624 |
| 13. | Visits to UTSePress open access journals (average PDF downloads/month) | 35,457 | 36,446 |
| **Develop the library of the future** | | | |
| 14. | Progress against schedule (weeks ahead [+] or behind [-] at end of year) | 0 | 0 |

1. New data category in use 2014–15.
2. UTS Kuring-gai Library closed in late 2015.

CAMPUSES AND RESOURCES

# FINANCIAL STATEMENTS SNAPSHOT

The university's 2015 operating result was $31.0 million. Strong year-on-year increases in student numbers and revenue did not offset increased expenditure related to increased employee costs and increased depreciation associated with the Campus Master Plan building program. As a result the 2015 surplus is less than our 2014 surplus of $38.5 million.

## Resourcing

Revenue increased by 7.4 per cent on 2014 levels, mainly due to increases in student fees (9.5 per cent higher than 2014) and Australian Government grants (6.2 per cent higher than 2014).

Student numbers increased with equivalent full-time student load (EFTSL) increasing overall by 5.4 per cent from 2014 numbers, with Commonwealth-supported places increasing by 5.0 per cent.

International student numbers, which represent 26.4 per cent of total revenue, increased by 8.3 per cent from 2014.

The university continued upgrading existing student facilities and refurbishing existing buildings to expand the university's learning and research spaces. The capital expenditure on upgrading facilities has been funded from internal cash reserves. 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 $5.5 million, an increase of 40.1 per cent from 2014, which reflects higher cash reserves from 2014.

## Expenditure

Total expenditure on operating activities was $720.8 million, which is 9.0 per cent higher than 2014, while employee-related expenses increased by 5.2 per cent from 2014 levels. The increase in employee-related expenses is partly due to organisational restructure costs.

## Capital expenditure

We continued to invest in buildings and infrastructure to improve the student learning experience and research facilities during 2015.

The university refurbishment program on existing buildings totalled $56.2 million and included additional spaces to accommodate the relocation of staff and students from the Kuring-gai campus.

## 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 2015 was $113.9 million, compared to $89.8 million in 2014.

The weighted average return on the investment portfolio for the year was 2.91 per cent, compared to the year-end official cash rate of 2.0 per cent. The university's debt remains at the 2014 level of $240 million.

# Income statement

## For the year ended 31 December 2015

| | University | | | |
| --- | --- | --- | --- | --- |
| | Actual 2015 $'000 | Budget 2015 $'000 | Variance 2015 $'000 | Budget 2016 $'000 |
| **Revenue from continuing operations** | | | | |
| > Australian Government grants | 238,168 | 232,376 | 5,792 | 238,305 |
| > HELP — Australian Government payments | 171,123 | 124,043 | 47,080 | 178,737 |
| > State and local governments financial assistance | 2,426 | 6,780 | (4,354) | 4,814 |
| > HECS-HELP — student payments | 20,656 | 20,000 | 656 | 20,000 |
| > Fees and charges | 243,047 | 269,766 | (26,719) | 267,330 |
| > Investment income | 4,839 | 2,494 | 2,345 | 4,331 |
| > Royalties, trademarks and licences | 528 | 72 | 456 | – |
| > Consultancy and contract research | 18,838 | 20,760 | (1,922) | 23,581 |
| > Other revenue | 28,600 | 25,870 | 2,730 | 35,390 |
| > Gains on disposal of assets | – | 35 | (35) | – |
| > Other investment income | 658 | 336 | 322 | 20 |
| > Other income | 22,958 | 22,163 | 795 | 20,729 |
| **Total revenue from continuing operations** | **751,841** | **724,695** | **27,146** | **793,237** |
| **Expenses from continuing operations** | | | | |
| > Employee benefits | 418,369 | 420,008 | 1,639 | 458,944 |
| > Depreciation and amortisation | 73,817 | 77,431 | 3,614 | 76,140 |
| > Repairs and maintenance | 15,390 | 13,102 | (2,288) | 12,248 |
| > Borrowing costs | 13,030 | 13,050 | 20 | 13,438 |
| > Impairment of assets | 461 | 16 | (445) | 47 |
| > Loss on disposal of assets | 248 | – | (248) | – |
| > Other expenses | 199,511 | 187,781 | (11,730) | 208,790 |
| **Total expenses from continuing operations** | **720,826** | **711,388** | **(9,438)** | **769,607** |
| **Operating result before income tax** | **31,015** | **13,307** | **17,708** | **23,630** |
| **Income tax related to continuing operations** | **–** | **–** | **–** | **–** |
| **Operating result from continuing operations** | **31,015** | **13,307** | **17,708** | **23,630** |

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

# Balance sheet

## At 31 December 2015

| | University | | | |
|---|---|---|---|---|
| | Actual 2015 $'000 | Budget 2015 $'000 | Variance 2015 $'000 | Budget 2016 $'000 |
| **Current assets** | | | | |
| > Cash and cash equivalents | 116,336 | 72,195 | 44,141 | 70,000 |
| > Receivables | 17,423 | 12,465 | 4,958 | 18,242 |
| > Other financial assets | 11,442 | 9,608 | 1,834 | 12,000 |
| > Other non-financial assets | 13,195 | 17,721 | (4,526) | 13,694 |
| **Total current assets** | **158,396** | **111,989** | **46,407** | **113,936** |
| **Non-current assets** | | | | |
| > Receivables | 617,375 | 397,110 | 220,265 | 586,813 |
| > Other financial assets | 13,772 | 3,687 | 10,085 | 8,530 |
| > Other non-financial assets | 570 | – | 570 | – |
| > Property, plant and equipment | 1,695,096 | 1,700,855 | (5,759) | 1,752,822 |
| > Intangible assets | 24,146 | 21,000 | 3,146 | 24,000 |
| **Total non-current assets** | **2,350,959** | **2,122,652** | **228,307** | **2,372,165** |
| **Total assets** | **2,509,355** | **2,234,641** | **274,714** | **2,486,101** |
| **Current liabilities** | | | | |
| > Trade and other payables | 49,352 | 53,782 | 4,430 | 36,655 |
| > Borrowings | 43,812 | 3,709 | (40,103) | 7,462 |
| > Provisions | 92,760 | 91,927 | (833) | 90,000 |
| > Other financial liabilities | 2,648 | – | (2,648) | 2,000 |
| > Other liabilities | 19,175 | 17,763 | (1,412) | 24,004 |
| **Total current liabilities** | **207,747** | **167,181** | **(40,566)** | **160,121** |
| **Non-current liabilities** | | | | |
| > Borrowings | 203,813 | 243,000 | 39,187 | 259,934 |
| > Provisions | 636,871 | 417,430 | (219,441) | 616,511 |
| > Other financial liabilities | 5,068 | – | (5,068) | 4,000 |
| > Other liabilities | – | – | – | – |
| **Total non-current liabilities** | **845,752** | **660,430** | **(185,322)** | **880,445** |
| **Total liabilities** | **1,053,499** | **827,611** | **(225,888)** | **1,040,566** |
| **Net assets** | **1,455,856** | **1,407,030** | **48,826** | **1,445,535** |
| **Equity** | | | | |
| > Reserves | 632,065 | 600,747 | 31,318 | 588,121 |
| > Retained surplus | 823,791 | 806,283 | 17,508 | 857,414 |
| **Total equity** | **1,455,856** | **1,407,030** | **48,826** | **1,445,535** |

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

# Cash flow statement

For the year ended 31 December 2015

| | University | | | |
|---|---|---|---|---|
| | Actual 2015 $'000 | Budget 2015 $'000 | Variance 2015 $'000 | Budget 2016 $'000 |
| **Cash flows from operating activities** | | | | |
| > Australian Government grants | 409,999 | 356,419 | 53,580 | 417,042 |
| > State and local government grants | 2,426 | 6,780 | (4,354) | 4,814 |
| > HECS-HELP — student payments | 20,656 | 20,000 | 656 | 20,000 |
| > Receipts from student fees and other customers | 336,511 | 358,119 | (21,608) | 354,842 |
| > Dividends received | 263 | – | 263 | 20 |
| > Interest received | 4,724 | 2,830 | 1,894 | 4,331 |
| > Payments to suppliers and employees (GST inclusive) | (638,756) | (620,891) | (17,865) | (679,982) |
| > Interest payments | (11,695) | (13,050) | 1,355 | (13,438) |
| **Net cash inflow/(outflow) from operating activities** | **124,128** | **110,207** | **13,921** | **107,629** |
| **Cash flows from investing activities** | | | | |
| > Proceeds from sale of property, plant and equipment | 84 | – | 84 | – |
| > Proceeds from sale of financial assets | 328 | – | 328 | – |
| > Payments for financial assets | (50) | – | (50) | – |
| > Payments for property, plant and equipment | (94,152) | (125,036) | 30,884 | (163,680) |
| **Net cash inflow/(outflow) from investing activities** | **(93,790)** | **(125,036)** | **31,246** | **(163,680)** |
| **Cash flows from financing activities** | | | | |
| > Proceeds from borrowings | – | 20,000 | (20,000) | 60,000 |
| > Repayment of borrowings | – | – | – | (40,000) |
| > Payment of capitalised borrowing costs | (427) | – | (427) | (247) |
| > Repayment of lease liabilities | (4,082) | (3,368) | (714) | (3,702) |
| **Net cash inflow/(outflow) from financing activities** | **(4,509)** | **16,632** | **(21,141)** | **16,051** |
| **Net increase/(decrease) in cash held** | **25,829** | **1,803** | **24,026** | **(40,000)** |
| **Cash at beginning of reporting period** | **90,507** | **70,392** | **20,115** | **110,000** |
| **Cash at end of reporting period** | **116,336** | **72,195** | **44,141** | **70,000** |

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

# 2016 budget outline

The 2016 UTS budget, as set out in the financial statements snapshot (pages 51–3, right column), reflects the strategic plan and funding for all operating and capital plans across the university.

Our 2016 budget incorporates government policy consistent with the federal government's 2015 May budget (and anticipated in November at the time the 2016 UTS budget was presented to Council for approval) and pending legislation introducing the federal government's proposed efficiency dividend and loss of Sustainable Research Excellence funding.

The 2016 budget reflects government confirmed indexation and Commonwealth Grant Scheme cluster rate funding and the delay of potential fee deregulation beyond 2016.

The 2016 budget targets the following financial outcomes:

> net underlying surplus of $31.7m being 4 per cent of operating incomes

> net reported surplus of $23.6m, after capital grants and financing costs

> capital expenditure of $153.7m, largely Campus Master Plan

> gross debt of $260.0m and net debt of $178.0m.

The 2016 budget is considered to be a manageable plan that targets:

> strategic positioning of UTS for the changing higher education environment in Australia and internationally

> 29,325 equivalent full-time student load and $629.3m student fee income and $59m research income (includes international higher degree by research student fees) that is core to the university's operations

> operating surplus as specified by the university's Finance Committee, while also investing in key strategic initiatives 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 2016 budget are:

> operational savings for the impact of both lower than planned indexation and the efficiency dividend on all grants under the *Higher Education Support Act 2003*, excluding Australian Postgraduate Awards

> continued and 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.

# APPENDICES

## Appendix 1: Controlled entities

### accessUTS Pty Limited

accessUTS Pty Limited was established in 2001 and is a wholly owned company of the University of Technology Sydney.

accessUTS manages university consulting, providing professional services to business, industry, the community and government. It offers expert opinion to the legal and insurance industries, technical and testing services, and draws on the extensive and diverse expertise of both UTS staff and external commercial entities.

accessUTS also administers and manages numerous inbound short-term international study tours to Australia, and provides program management support of large international projects.

accessUTS is a Registered Training Organisation (RTO).

### Insearch Limited

Insearch Limited (trading as UTS:INSEARCH) is a registered Australian higher education institution and pathway to UTS. UTS:INSEARCH is an important part of the UTS community. The strong educational relationship between UTS:INSEARCH and UTS means that UTS:INSEARCH students benefit from UTS's academic standards, world-class facilities and reputation for excellence.

UTS:INSEARCH offers a range of pathways that lead to UTS degrees, including leading Academic English programs, UTS Foundation Studies (offered on behalf of UTS) and higher education diplomas. These programs are designed to prepare students for success in their university studies. They are developed in consultation with the relevant UTS faculty and the course is then approved by the UTS Academic Board for articulation.

UTS:INSEARCH provides leading English language curriculum and education for students wishing to improve their spoken, written, listening and reading skills for university. In collaboration with international partners, UTS:INSEARCH offers the English curriculum in China, South Korea, Indonesia, Vietnam and Myanmar. Additionally, commencing in 2016, two diploma programs will be available to students at UTS:INSEARCH's partner in Indonesia.

UTS is represented on the Insearch Limited Board and the UTS Academic Board is represented on the Insearch Academic Board.

### Piivot Pty Ltd

Piivot Pty Ltd is a proprietary company limited by shares. Its principal objectives are to:

> facilitate and support the creation of new startups and entrepreneurs within the state-supported Digital Creative Knowledge Hub in Ultimo, with the ultimate objective of supporting the state's economy, and

> leverage the university's national and international profile, and the growing profile of the local technology startup community, to develop a strong brand for Australian technology and creative industries.

Piivot Pty Ltd directors comprise current UTS executive and staff.

### UTS Global Pty Ltd

UTS Global Pty Ltd provides management and administrative services to the university related to UTS representative offices overseas.

Currently, the provision of services relates to strategic direction and management of a representative office in Beijing, China (UTS Beijing Ltd, a wholly foreign-owned entity of which UTS Global Pty Ltd is the only shareholder), which provides relationship management, market intelligence and profile-building services to UTS.

UTS Global Pty Ltd directors and management comprise current UTS executive and staff.

## Appendix 2: Academic promotions

| To professor[1] | |
|---|---|
| Professor Katherine Biber | Faculty of Law |
| Professor Jianchun Li | Faculty of Engineering and Information Technology |
| Professor Yuan Feng | Faculty of Engineering and Information Technology |

| To associate professor[1] | |
|---|---|
| Associate Professor Roman Lanis | UTS Business School |
| Associate Professor Prabhu Sivabalan | UTS Business School |
| Associate Professor Kathryn Barclay | Faculty of Arts and Social Sciences |
| Associate Professor Catherine Killen | Faculty of Engineering and Information Technology |
| Associate Professor Hokyong Shon | Faculty of Engineering and Information Technology |
| Associate Professor Steven Su | Faculty of Engineering and Information Technology |
| Associate Professor Qiang Wu | Faculty of Engineering and Information Technology |
| Associate Professor Elizabeth Denney-Wilson | Faculty of Health |
| Associate Professor Rob Duffield | Faculty of Health |
| Dr Sally Inglis | Faculty of Health |
| Associate Professor Jason Prior | Institute for Sustainable Futures |
| Associate Professor Tracey Booth | Faculty of Law |
| Associate Professor Penelope Crofts | Faculty of Law |
| Associate Professor Igor Aharonovich | Faculty of Science |
| Associate Professor Shanlin Fu | Faculty of Science |
| Associate Professor Kenneth Rodgers | Faculty of Science |
| Associate Professor Justin Seymour | Faculty of Science |

| To senior lecturer[2] | |
|---|---|
| Dr David Bedford | UTS Business School |
| Dr Paul Brown | UTS Business School |
| Dr Corrado Di Guilmi | UTS Business School |
| Dr Stephen Frawley | UTS Business School |
| Dr Gerhard Hambusch | UTS Business School |
| Vicki Bamford | Faculty of Arts and Social Sciences |
| Dr Angela Giovanangeli | Faculty of Arts and Social Sciences |
| Dr Bhuva Narayan | Faculty of Arts and Social Sciences |
| Dr Kimberley Pressick-Kilborn | Faculty of Arts and Social Sciences |
| Dr Asif Gill | Faculty of Engineering and Information Technology |
| Mr Alan Sixsmith | Faculty of Engineering and Information Technology |
| Dr Jennifer Bichel-Findlay | Faculty of Health |
| Dr Angela Dawson | Faculty of Health |
| Dr Samantha Sharpe | Institute for Sustainable Futures |
| Dr Michelle Zeibots | Institute for Sustainable Futures |
| Dr Michael Rawling | Faculty of Law |
| Dr Mary Garvey | Faculty of Science |
| Dr Dominic Hare | Faculty of Science |
| Dr Stephen Woodcock | Faculty of Science |

1. Effective 1 January 2015.
2. Effective 1 July 2015.

## Appendix 3: Employees

### Workforce size: full-time equivalent (FTE) and actual

| | 2013 | 2014 | 2015 |
|---|---|---|---|
| **FTE staff[1]** | | | |
| Academic | 990.8 | 999.6 | 1049.76 |
| Professional | 1526.8 | 1519.8 | 1555.46 |
| Total | 2518 | 2519 | 2605 |
| **Casual staff** | | | |
| Academic | 367.5 | 390.7 | 423.12 |
| Professional | 238.3 | 230.4 | 230.11 |
| Total | 606 | 621 | 653 |
| **Actual persons[1,2]** | | | |
| Academic | 1071.3 | 1084.9 | 1130.05 |
| Professional | 1635.9 | 1623.2 | 1661.58 |
| Total | 2707 | 2708 | 2792 |

1. Continuing and fixed term.
2. Some staff are employed as both academic and professional staff.

Total staff (FTE) increased during 2015 by 3.8 per cent. Academic staff represent 45.2 per cent of staff.

### Profile of academic staff by classification

Number of academic staff at each level as a percentage of total academic staff[1].

| | 2013 | 2014 | 2015 |
|---|---|---|---|
| Professor | 16.9 | 16.4 | **17.0** |
| Associate Professor | 12.7 | 13.2 | **14.1** |
| Senior Lecturer | 30.8 | 30.1 | **29.1** |
| Lecturer | 31.9 | 32.2 | **31.7** |
| Associate Lecturer | 7.7 | 8 | **8.2** |

1. These figures exclude casual academic staff, however senior staff group academics have been included at their substantive appointment level.

With casuals included, 43 per cent of academic staff (FTE) during 2015 were at the level of senior lecturer and above.

### Professional Experience Programs

Number of academic staff proceeding on a professional experience program (PEP) during 2015.

| | Male | Female | Total |
|---|---|---|---|
| Professor | 11 | 6 | 17 |
| Associate Professor | 9 | 6 | 15 |
| Senior Lecturer | 19 | 19 | 38 |
| Lecturer | 3 | 3 | 6 |
| Associate Lecturer | 1 | 1 | 2 |
| Total | 43 | 35 | 78 |

During 2015, 78 academic staff undertook a PEP; an increase of 20 per cent from 2014. There was an increase in both male and female participation: 45 per cent of staff undertaking PEP in 2015 were female compared to 46 per cent in 2014.

### Staff turnover

In the 12 months ending 31 December 2015, the staff turnover rate due to resignations was 5.4 per cent.
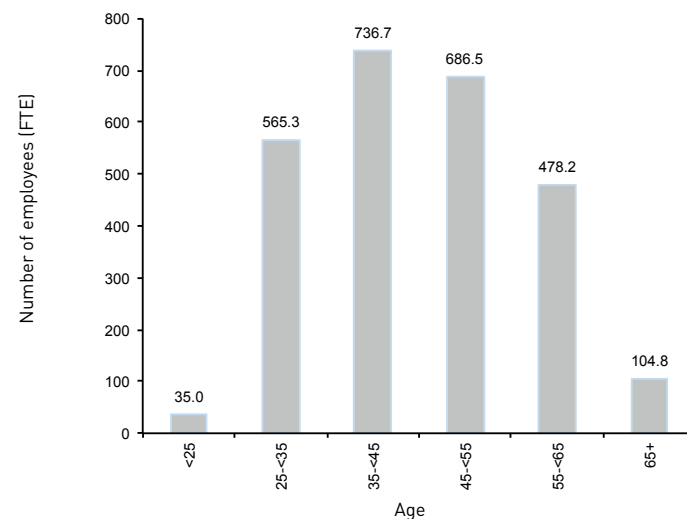
### Length of service profile

As at 31 December 2015, the median length of service for continuing and fixed-term staff was 6.2 years.
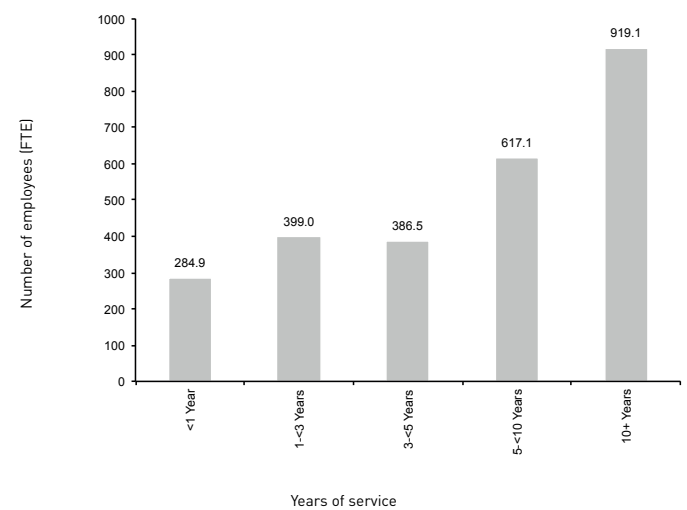


### Age profile

As at 31 December 2015, the median age for continuing and fixed-term staff was 45 years.

## Appendix 4: Workforce diversity

UTS is committed to a workforce that draws on the diversity of people in the community. These tables show trends over the last five years in the representation of equal employment opportunity (EEO) groups and the distribution of EEO groups across salary levels for both academic and general staff. Information on workforce diversity achievements and strategies is available in the staff section.

### Table A: Trends in the representation of EEO groups[1]

| | | % of total staff[2] | | | | |
|---|---|---|---|---|---|---|
| | Benchmark or target | 2011 | 2012 | 2013 | 2014 | 2015 |
| **General staff** | | | | | | |
| Women | 60 | 60 | 58 | 60 | 60 | 61 |
| Aboriginal people and Torres Strait Islanders | 2 | 1.3 | 2.3 | 1.8 | 1.9 | 1.9 |
| People whose language first spoken as a child was not English | 19 | 37 | 37 | 38 | 37 | 37 |
| People with a disability | 12 | 8 | 8 | 8 | 7 | 7 |
| People with a disability requiring adjustment at work | 1.5 | 1.2 | 1.5 | 1.4 | 1.8 | 1.6 |
| **Academic staff** | | | | | | |
| Women | 60 | 43 | 42 | 43 | 42 | 44 |
| Aboriginal people and Torres Strait Islanders | 2 | 1.2 | 1.5 | 1.5 | 1.6 | 1.9 |
| People whose language first spoken as a child was not English | 19 | 34 | 36 | 36 | 36 | 38 |
| People with a disability | 12 | 8 | 6 | 7 | 5 | 6 |
| People with a disability requiring adjustment at work | 1.5 | 2.8 | 2.8 | 3.3 | 2.6 | 2.7 |

### Table B: Trends in the distribution of EEO groups[1]

| | | Distribution index[3] | | | | |
|---|---|---|---|---|---|---|
| | Benchmark | 2011 | 2012 | 2013 | 2014 | 2015 |
| **General staff** | | | | | | |
| Women | 100 | 92 | 94 | 93 | 92 | 92 |
| Aboriginal people and Torres Strait Islanders | 100 | n/a | 93 | 95 | 78 | 92 |
| People whose language first spoken as a child was not English | 100 | 92 | 93 | 92 | 92 | 91 |
| People with a disability | 100 | 98 | 96 | 95 | 96 | 94 |
| People with a disability requiring adjustment at work | 100 | n/a | 104 | 107 | 94 | 94 |
| **Academic staff** | | | | | | |
| Women | 100 | 92 | 93 | 91 | 90 | 88 |
| Aboriginal people and Torres Strait Islanders | 100 | n/a | n/a | n/a | n/a | 97 |
| People whose language first spoken as a child was not English | 100 | 91 | 92 | 92 | 90 | 88 |
| People with a disability | 100 | 103 | 109 | 104 | 113 | 110 |
| People with a disability requiring adjustment at work | 100 | 107 | 109 | 98 | 113 | 112 |

### Table C: Number and percentage of female executive officers

| | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|
| Number | 2 | 2 | 2 | 2 | 2 |
| % | 28 | 28 | 28 | 28 | 28 |

1. Information is provided on the actual number of all permanent, probationary and fixed-term contract full-time and part-time staff. Staff records are consistent with Australian Government data collections of the same date.

2. Casual staff are not included.

3. A distribution index of 100 indicates that the centre of the distribution of the EEO group across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases the index may be more then 100, indicating that the EEO group is less concentrated at lower salary levels. The index is automatically calculated by the software provided by ODEOPE. The index is not calculated where numbers are statistically small.

## Appendix 5: Meetings of Council members

The numbers of meetings of the members of the UTS Council and of each committee and group held during the year ended 31 December 2015, and the numbers of meetings attended by each member, were:

| | Council | | Audit and Risk Committee | | Commercial Activities Committee[1] | | Finance Committee | | Governance Committee | | Honorary Awards Committee[1] | | Joint Audit and Risk and Finance Committee | | Nominations Committee[1] | | Physical Infrastructure Committee[1] | | Remuneration Committee | | Social Justice Committee[1] | | Student Council Liaison Group | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A | B | A | B | A | B | A | B | A | B | A | B | A | B | A | B | A | B | A | B | A | B | A | B | A | B |
| Peter Bennett | 6 | 6 | – | – | 2 | 2 | 4 | 4 | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 12 | 12 |
| Professor Attila Brungs | 6 | 5 | – | – | – | – | 6 | 4 | 4 | 4 | 1 | 1 | – | – | 1 | 1 | 2 | 2 | – | – | – | – | – | – | 20 | 13 |
| Michelene Collopy | 6 | 5 | 4 | 3 | – | – | 6 | 6 | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 16 | 14 |
| Associate Professor Joanne Gray (appointed January 2015) | 6 | 6 | – | – | – | – | – | – | – | – | 1 | 1 | – | – | – | – | – | – | – | – | – | – | – | – | 7 | 7 |
| Professor Andrew Jakubowicz | 6 | 6 | – | – | – | – | – | – | – | – | 1 | 1 | – | – | – | – | – | – | – | – | – | – | – | – | 7 | 7 |
| Robert Kelly | 6 | 6 | 4 | 4 | – | – | – | – | 4 | 4 | – | – | – | – | 1 | 1 | – | – | – | – | – | – | – | – | 15 | 15 |
| Dr John Laker, AO (appointed July 2015) | 3 | 2 | – | – | – | – | 2 | 2 | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 5 | 4 |
| Abhishek Loumish | 6 | 5 | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 3 | 1 | 9 | 6 |
| Aaron Ngan | 6 | 5 | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 3 | 3 | 9 | 8 |
| Dr Ron Sandland, AM | 6 | 4 | – | – | 6 | 5 | – | – | – | – | 1 | 1 | – | – | – | – | – | – | – | – | – | – | – | – | 13 | 10 |
| Professor Vicki Sara, AO | 6 | 6 | – | – | – | – | – | – | 4 | 4 | 1 | 1 | – | – | 1 | 1 | – | – | 2 | 2 | – | – | – | – | 14 | 14 |
| Michael G Sexton SC | 6 | 6 | – | – | – | – | – | – | 4 | 4 | – | – | – | – | – | – | – | – | – | – | 2 | 2 | 3 | 3 | 15 | 15 |
| Dr Merilyn Sleigh | 6 | 6 | – | – | 6 | 5 | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 12 | 11 |
| Russell Taylor, AM | 6 | 2 | – | – | – | – | – | – | – | – | 1 | 1 | – | – | – | – | – | – | – | – | 2 | 2 | – | – | 9 | 5 |
| Tony Tobin | 6 | 5 | – | – | – | – | – | – | – | – | 1 | 1 | – | – | – | – | 6 | 6 | 2 | 2 | – | – | – | – | 15 | 14 |
| Professor Sally Varnham | 6 | 5 | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 3 | 1 | 9 | 6 |
| Daniel Willis | 6 | 6 | – | – | – | – | – | – | – | – | – | – | – | – | – | – | 6 | 6 | – | – | – | – | – | – | 12 | 12 |
| Brian Wilson | 6 | 5 | – | – | – | – | 6 | 4 | – | – | 1 | 1 | – | – | 1 | 1 | 6 | 4 | 2 | 2 | – | – | – | – | 22 | 17 |

A. Total meetings held: represents the number of meetings held during the time the member held office or was a member of the committee during the year.
B. Meetings attended: represents the number of meetings attended by the member.
1. Indicates that, for this committee, the composition allows for the Vice-Chancellor or nominee to attend. Figures for the Vice-Chancellor only include those meetings he attended, not those possible or attended by his nominee (if such nomination has occurred).

## Appendix 6: Senior executive remuneration

| Band | 2014 | | 2015 | |
|------|------|------|------|------|
| | Female | Male | Female | Male |
| Band 4 (Secretary) | – | 1 | – | 1 |
| Band 3 (Deputy Secretary) | 2 | 4 | 2 | 4 |
| Band 2 (Executive Director) | – | – | – | – |
| Band 1 (Director) | – | 1 | – | – |
| Total | 2 | 6 | 2 | 5 |

| Band | Range | | Average remuneration | |
|------|------|------|------|------|
| | $ | 2014<br>$ | | 2015<br>$ |
| Band 4 (Secretary) | $700,000–$1,100,000 | $1,022,000 | | $729,000 |
| Band 3 (Deputy Secretary) | $400,000–$699,999 | $516,000 | | $543,000 |
| Band 2 (Executive Director) | $300,000–$399,999 | – | | – |
| Band 1 (Director) | $150,000–$299,999 | $159,000 | | – |

0.95 per cent of the university's employee related expenditure in 2015 was related to senior executives, compared to 1.08 per cent in 2014.

## Appendix 7: Multicultural policies and services

UTS values its culturally diverse community and is committed to implementing policies and services that engage with multiculturalism in the broader community.

UTS is required by the New South Wales Government to embed four key principles into core business through its multicultural policies and services plan. The four principles are:

> leadership to encourage and value a culturally diverse society through the establishment of supportive policy, legal and planning frameworks

> community harmony

> access and equity within the framework of social justice obligations

> economic and cultural opportunities.

UTS is committed to supporting and fully engaging all members of its culturally diverse staff and student community. In 2015 the university undertook a wide range of activities directed towards this goal. (Information on the UTS Widening Participation Strategy is available in the students section.)

### Orientation

Orientation at UTS includes multiple events that encourage cultural learning and facilitate connection between students from different cultures. Religious, cultural, political, sporting and social clubs have stalls for new students to find ways to connect with other students.

### UTS Network Cafe

The UTS Network Cafe held weekly meetings throughout the year where new international, study abroad and exchange students had the opportunity to meet experienced local students (peer networkers) who answered questions, shared local culture tips, helped practise new language skills and socialised.

The cafe is a practical way of supporting new international, study abroad and exchange students to settle in to UTS and the Sydney community and to provide them with a ready network. It contributes to cultural exchange and allows local students to gain an international perspective of the challenges of studying in a foreign country. Often, the friendships formed extend beyond the university. There is also an internet chat option for international students pre-arrival.

### UTS Peer Network

The UTS Peer Network is a volunteer program where local and international students help to welcome new UTS students.

During Orientation, peer networkers lead campus tours, staff the Orientation help desk, help students book Orientation events, mingle at official welcomes and answer questions from new students. Throughout the semester, peer networkers are often involved in a range of other student life programs and events and play a key role in improving the UTS experience.

The network is the first place to look for volunteers, as its members continue their volunteer spirit throughout the university year. Peer networkers come from a wide variety of backgrounds, and it is this rich multicultural community formed of friendships that makes the program so welcoming and popular at UTS.

### UTS Residential Life Program

UTS's housing team schedules events and activities that encourage cross-cultural communication. The program offers students a unique opportunity to develop strong friendships with people from diverse backgrounds and cultural exchange experiences that might not be available in other environments. Students

often find that social and interpersonal skills are enhanced when they form friendships and share experiences that come with living in a diverse community. Students are challenged to overcome cultural biases, reassess stereotypical beliefs and develop friendships. The number of Indigenous residents increased again to represent more than three per cent of residents.

In 2015, the program included a themed annual dinner, English conversation classes, language classes offered by residents, and a cooking competition where students produced fare from their home country. This was captured on 360 degree film and uploaded to YouTube so residents and their friends and family could get a taste of the diversity of UTS Housing.

In 2015 the cultures of respect training program was again delivered to resident networkers and a bystander awareness video was launched.

Senior students performed roles that supported the student residence community. These students are selected with a view to having a diversity of cultural backgrounds represented.

### UTS multi-faith chaplaincy

Support offered to students and staff includes the provision of space to carry out activities related to their spirituality, and the provision of a visiting chaplaincy service.

The chaplains have been invited by UTS to assist in the personal and spiritual needs of members of the university community. The chaplaincy service is there for students, faculty and staff of all denominations and all faiths.

The policy of respect for the individual's personal journey and the right to their traditional beliefs is given high value by all participating chaplains. As well as events sponsored by individual faith traditions, there are forums where different perspectives on faith and society are discussed.

In 2015 a part-time multi-faith chaplaincy coordinator position was created.

### English conversation sessions

Throughout 2015 UTS alumni and staff volunteered to run English conversation sessions. These sessions are attended by students from languages other than

English backgrounds; enabling cultural learning as well as the development of English language skills. Information on UTS's Higher Education Language and Presentation Support (HELPS) program is available in the students section.

### Refugee mentoring

First-year students who identified as being current or past holders of a permanent humanitarian visa are invited to join a UTS mentoring program. Tutoring assistance is also available to first-year students from a refugee background.

### Schools' Recommendation Scheme

Information on the Schools' Recommendation Scheme is available in the students section.

## Appendix 8: Access and inclusion

For its fourth disability action plan UTS has taken a significant step change and created an Access and Inclusion Plan 2015–2019. This change in language reflects the commitment UTS has to moving beyond the significant achievements of previous plans in accommodating people with diverse abilities. This plan will further enhance and entrench our culture of truly celebrating the value and contributions our staff and students in all their diversity give to UTS.

This plan was developed in partnership with the various stakeholders across the university. This has resulted in objectives that truly reflect the vision of the units that will be undertaking the work to achieve the goals of the plan.

The plan will be governed by the Equity and Diversity Committee, which is made up of senior leaders across the university giving legitimacy and influence to the plan.

With this plan, UTS will continue to progress its commitment to the principles of equal opportunity and social justice. Beyond ensuring equitable and inclusive access to our academic programs, events and services, we will celebrate the unique contributions people with diverse abilities bring. This will harness the innovation and excellence inclusion brings to our institution.

This plan has been developed in compliance with the Commonwealth *Disability Discrimination Act 1992*.

### Focus areas

#### Learning

UTS will enhance the learning experience of students with diverse abilities, enriching the accessibility and inclusiveness of enrolment, learning and assessment practices.

#### Access

UTS will ensure all services, facilities and amenities are inclusive, accessible and optimise the experience of students, staff and visitors to UTS.

#### Employment

UTS will facilitate a diverse and equitable workforce, removing barriers to employment and career development for people with diverse abilities.

#### Culture

UTS will nurture a culture of inclusiveness and respect, celebrating the value that people with diverse abilities bring to the university.

### Objectives

#### Learning

> ensure all teaching staff at UTS are aware of UTS's commitment to diversity, access and inclusion of students with diverse abilities, and the means of implementing inclusive practice principles

> ensure all teaching staff have an understanding of the needs of students with diverse abilities and how to ensure fair and equitable teaching and assessment for all students

> ensure staff are supported to meet the needs of students with diverse abilities, particularly in light of the impact of learning.futures

> ensure all learning materials are provided in an accessible format and in a timely manner

> monitor the development of learning. futures to ensure it creates additional opportunities for students with diverse abilities, as well as resolving any risks to optimised inclusion

> ensure support services provided by the university are adequately funded and resourced

> ensure staff with accessibility responsibilities in addition to their substantive roles are recognised and rewarded.

## Access

> ensure the UTS digital environment is compliant with World Wide Web Consortium (W3C) standards by undertaking regular accessibility audits and rectifying any accessibility issues identified

> ensure the physical environment is accessible to all UTS students, staff and visitors

> ensure the impact of building works and projects are minimised and accessibility is maintained

> ensure all UTS online publishers are provided with information and training on online accessibility

> ensure UTS recruitment processes are fully accessible to candidates with diverse abilities

> ensure that workplace modifications are accessible, effective and easy to access for all staff.

## Employment

> ensure UTS's attraction and recruitment practices are appealing to candidates with diverse abilities

> ensure hiring managers are aware of the benefits of diverse teams and the contribution people with diverse abilities make to creativity and productivity

> ensure hiring managers and potential candidates are aware of the flexible recruitment processes that are available at UTS

> develop strategic partnerships to support UTS to increase the number of staff with diverse abilities.

## Culture

> incorporate social inclusion, diversity and accessibility into all university-wide strategic planning processes

> raise awareness and knowledge of disability and mental health in the UTS community

> promote a culture of social inclusion which values diversity, highlighting the contributions of people with diverse abilities

> include accessibility criteria into all UTS projects.

## Appendix 9: Consumer response

### Equity and Diversity Unit

In addition to developing and implementing a broad range of equity and social justice programs aimed at promoting a diverse, respectful and inclusive campus, the Equity and Diversity Unit acts as a confidential point of contact for staff and students who may have concerns about discrimination, harassment and unfair treatment. The unit provides information, advice and support for staff and students and, where relevant and appropriate, assists in the resolution of matters.

The unit also provides advice and assistance to staff on handling unlawful discrimination and harassment issues and works with colleagues in the Human Resources Unit, the Student Services Unit, the Governance Support Unit and the Students' Association to address systemic issues.

In accordance with the university's complaint handling policies, unit staff assist complainants and managers to resolve matters at the lowest appropriate level wherever possible. The unit can also provide direct assistance in resolving complaints and, when required, may be involved in investigating more serious or complex cases.

In 2015 the majority of matters that came to the unit's attention were resolved through the provision of information or support to individuals at a local level. This year the unit also managed a number of complex matters that involved some preliminary investigation work, however no matters proceeded to a formal investigation stage.

Overall, the Equity and Diversity Unit handled 32 new student matters and 23 new staff matters this year, a slight increase on the number of cases in 2014. This year the unit also dealt with the first matter specifically related to domestic violence.

The single largest number of inquiries and complaints again concerned disability issues (15 matters), followed by complaints about sexual harassment / sex-based discrimination (eight matters) and race (a category that includes colour, descent, national or ethnic origin or ethno-religious background) (seven matters).

The number of matters involving inquiries about, or allegations of, unfair treatment in relation to family/carer responsibilities doubled from the previous year (six), and, interestingly, half of the matters this year were raised by students. There were four complaints related to unfair treatment based on sexual/gender diversity and 12 matters involved allegations of inappropriate or unfair behaviour, which fell outside the definitions of unlawful harassment or discrimination.

## Appendix 10: Legal change

### 1. Small change to UTS's name

On 1 August 2015, the *Statute Law (Miscellaneous Provisions) Act 2015* No 15 (NSW) amended UTS's long form name by removing the comma to become the 'University of Technology Sydney'. The amendment was welcomed as the comma had resulted in some of the university's research publications not being attributed to UTS.

### 2. Streamlining arrangements for overseas students

The *Education Services for Overseas Students Amendment (Streamlining Regulation) Act 2015* (Cwlth) amended the *Education Services for Overseas Students Act 2000* (Cwlth) (ESOS Act) in order to streamline and reduce the regulatory burden on providers of educational services to overseas students.

From 14 December 2015 the amendments provided for:

> greater flexibility in the payment options for overseas students

> removal of study periods so that UTS fee schedules for overseas students can be aligned with those in place for all other students, and

> removal of five business day reporting requirement for student defaults and refunds for students over 18.

From 1 July 2016, the following amendments will take effect.

> The Tertiary Education Quality and Standards Agency (TEQSA) will be able to use documents or information obtained for UTS's domestic registration for ESOS purposes as well. This will minimise requests for information from UTS. TEQSA can also align the

Commonwealth Register of Institutions and Courses for Overseas Students registration with the domestic registration for UTS so as to allow for the single registration process.

> UTS will be able to apply for an internal review of decisions made by TEQSA. Prior to the amendment, if UTS wanted to appeal a TEQSA decision, even on a minor matter, it was required to appeal to the Commonwealth Administration Appeals Tribunal, which was costly and time consuming.

### 3. Sydney Cricket and Sports Ground Act 1978 (NSW)

A change to Part 5 of Schedule 4 of the *Sydney Cricket and Sports Ground Act 1978* (NSW) was made to permit UTS long-term occupancy rights (a lease not to exceed 75 years) at the Australian Rugby Development Centre. This underpins significant capital and other resources committed by UTS to the Australian Rugby Development Centre on Sydney Cricket and Sports Ground Trust land at Moore Park.

### 4. New data retention regimes applicability to universities

In 2015, the *Telecommunications (Interception and Access) Amendment (Data Retention) Act 2015* (Cwlth) amended the *Telecommunications (Interception and Access) Act 1979* (Cwlth) to establish a data retention regime. Under the regime, service providers (including universities) must retain certain specified information and documents unless an exclusion applies. For example, a service provider must retain the source, date, time, duration, destination of a communication including SMS, email, chat, forum and social media.

For the majority of its activities, UTS will be able to rely on the 'immediate circle' exclusion (telecommunication services provided to persons inherently connected to the functions of the university such as members of the governing body, officers, employees and students) and/or the 'same area' exclusion (where telecommunication services are provided to places in the same area). However, some activities may not fall within UTS's activities (eg telecommunication services to UTS Alumni) and, for those activities,

UTS will need to apply for an exemption from the communications access coordinator, a statutory position within the Commonwealth Attorney-General's Department.

### 5. Environmental Planning and Assessment Act 1979 (NSW)

On 24 July 2015, following submissions made to the Department of Planning and Environment by the New South Wales Vice-Chancellor's Committee, the Environmental Planning and Assessment Amendment (Public Authorities) Regulation 2014 came into force. This amending regulation had the effect of prescribing the university as a 'public authority' for the purposes of the State Environmental Planning Policy (Infrastructure) 2007 (Infrastructure SEPP) in certain circumstances. Public authorities are able to carry out certain types of development without having to apply for development consent or a complying development certificate.

The practical effect of the amending regulation is that generally the university will be able to carry out development permitted without consent on land that it owns including internal fit outs, some refurbishments, demolitions and the other types of development listed to the extent they are in connection with the university as an educational establishment. Previously, the university would have had to obtain a development consent or complying development certificate to carry out such works. This legislative change will enable the university to facilitate and deliver certain works on campus in a more time and cost efficient manner.

### 6. Amendments to Defence Trade Controls Act 2012 come into effect

The amendments to the *Defence Trade Controls Act 2012* (Cwlth) include a number of amendments specifically requested by universities. The key amendments are:

> provision of a 12-month period before offence provisions and record-keeping requirements commence (from April 2016)

> extension of the exceptions to the offence of supplying certain goods and technology listed on the Defence and Strategic Goods List (DSGL) without a permit

> to narrow publication offences to allow academics to publish papers about dual use technology in certain circumstances

> to require the minister to consider specific criteria when deciding whether an activity would prejudice Australia's security, defence or international relations, and

> to provide for reviews of the operation and effect of the Act on universities and others.

Universities collectively devoted significant time and resources in 2015 to understanding the impact of the amendments. UTS conducted training for compliance with the Act and undertook considerable work to be ready for implementation of the Act in April 2016.

### 7. High Court decision distinguishing employees from independent contractors

*Fair Work Ombudsman v Quest South Perth Holdings Pty Ltd & Ors [2015] HCA 45, 2 December 2015*

In a five-nil decision the High Court has emphatically restated that an employee is an employee and does not become an independent contractor just by saying so. The case concerned a triangular contracting arrangement involving two workers being told they were independent contractors. In making its decision the High Court took the opportunity to restate the importance of protecting the employment relationship.

Section 357 of the *Fair Work Act 2009* (Cwlth) provides that an employer must not represent to an individual that the contract of employment under which the individual would be employed is a contract of services and that they work as an independent contractor. In short, if the relationship really is one of employment the employer should not represent it is one of an independent contractor.

The High Court took the opportunity to restate the famous epigram from Re Porter (1989) 34 IR 179 at [184]:

[Parties] cannot create something which has every feature of a rooster, but call it a duck and insist that everybody else recognise it as a duck.

## Appendix 11: Overseas travel

The university paid $7.99 million for staff overseas travel in 2015 (compared with $7.02 million in 2014). These payments supported a wide range of activities, including attendance and presentation of research papers at international conferences, staff development, and research and teaching at affiliated institutions.

## Appendix 12: Privacy

UTS respects the privacy of each individual's personal and health information and is committed to protecting the information it holds and uses about all individuals.

The university is bound by the 12 information protection principles contained within the *Privacy and Personal Information Protection Act 1998* (NSW) (PPIP Act). This Act covers the university in relation to how it manages personal information on or after 1 July 2000, and health information on or after 1 July 2000 until 1 September 2004.

The university is also bound by the 15 health privacy principles contained within the *Health Records and Information Privacy Act 2002* (NSW) (HRIP Act). This Act covers the university in relation to how it manages health information on or after 1 September 2004.

Although UTS is not specifically covered by the *Privacy Act 1988* (Cwlth), its principles may apply in certain circumstances in relation to activities governed by other federal legislation.

The management of personal and health information is governed by the university's Privacy Vice-Chancellor's Directive, which is the university's privacy policy. Privacy is also governed by the university's Privacy Management Plan.

The Privacy Management Plan is required under the PPIP Act and is essentially a statement of how UTS complies with both New South Wales privacy acts. The plan includes provisions for policies and practices to ensure compliance, information and training programs for staff; information on how UTS will comply with information protection and health privacy principles; and details of the university's internal review process.

Both of these policy documents are available on the university's policy website. Where appropriate, privacy requirements are also specifically included in other policies.

### Activities during 2015

The university approved the new Privacy Vice-Chancellor's Directive and the new Privacy Management Plan, with both documents coming into effect in June 2015. These policy documents are companion documents and were developed to provide greater direction and clarification around how personal and health information is managed at UTS. Briefing sessions were held for staff covering existing and new requirements.

Arising from the new policy documents is a greater focus on open collection of information through the development and/or review of privacy notices, which continues from work commenced in 2014, as well as assessing privacy implications associated from activities and system development.

Investigations into online training options for staff also commenced during 2015. The objective of online training is to enhance the existing privacy training program and improve awareness of privacy and accessibility of training to staff. This will continue into 2016.

### Internal reviews during 2015

During 2015, the university received three formal requests for internal review of alleged privacy breaches under section 53 of the PPIP Act. Two of these internal reviews were completed during 2015 in line with the requirements of the PPIP Act and within allocated timeframes.

After an extensive investigation in each case, no breaches of the relevant privacy principles were identified. One of these two decisions is currently under appeal. The third internal review was still being investigated at the end of 2015 and will be completed in 2016.

## Appendix 13: Right to information

### 1. Review of proactive release program

Under section 7 of the *Government Information (Public Access) Act 2009* (NSW) (GIPA Act), agencies must review their programs for the release of government information to identify the kinds of information that can be made publicly available. This review must be undertaken at least once every 12 months.

The university's program for the proactive release of information involves decisions made at the business activity level regarding what information should be made public on the university's website. In addition, a review of proactive release is undertaken annually.

Information relating to ongoing business and key university projects and activities considered of interest to the wider community is proactively released on the UTS website.

> News: The university includes information on its website under the UTS: Newsroom, which includes news stories of interest, including media releases, and informs the public of activities happening across UTS. Members of the public can also search the site to identify the most appropriate person within the university to contact with questions in relation to specific fields of expertise.

> Sustainability: UTS strives to continually improve its sustainability performance. Information is available on the UTS website relating to its targets, sustainability-related activities and performance.

> Campus Master Plan (CMP): This year the university continued its extensive program of building works and improvements. In 2015 this also involved consolidation of the university onto one campus. Information on the CMP is of interest to not only staff and students, but to potential staff and students, as well as the local community.

> Facts, figures and ratings: Information known to be of interest to the public includes information on the university's ratings against other universities, and other facts and figures including information on student numbers, diversity, student performance and completion rates, and graduate employment. This information is released for the benefit of past, present and future students, as well as donors, partners and supporters.

> Governance: The GIPA Act requires certain governance information to be made public, such as policy documents. These are available on the university's policy website. Additional governance information is proactively released to inform staff, students and members of the public about the governance frameworks at UTS and important university decisions. Governance information proactively released includes information about the UTS Council and Academic Board and associated committees, agenda and minute documents, and the Academic Board's newsletter.

A further review of proactive release was undertaken during the reporting period. In addition to the above, the review focused on trends identifiable through requests for information, including applications under the GIPA Act. Any information available regarding informal requests was also considered. No trends in requests were identified. As a result no further information was proactively released.

### 2. Number of access applications received

During the reporting period, UTS received a total of three formal and valid access applications

### 3. Number of refused applications for Schedule 1 information

During the reporting period, UTS refused access to some information covered by one of the applications it received due to a conclusive public interest against disclosure under Schedule 1 to the GIPA Act.

## Appendix 13: Right to information (continued)

### 4. Statistical information about access applications

Table A: Number of applications by type of applicant and outcome[1]

| | Access granted in full | Access granted in part | Access refused in full | Information not held | Information already available | Refuse to deal with application | Refuse to confirm/ deny whether information is held | Application withdrawn |
|---|---|---|---|---|---|---|---|---|
| Media | 1 | 1 | – | – | – | – | – | – |
| Members of parliament | – | – | – | – | – | – | – | – |
| Private sector business | – | – | – | – | – | – | – | – |
| Not-for-profit organisations or community groups | – | – | – | – | – | – | – | – |
| Members of the public (application by legal representative) | – | – | – | – | – | – | – | – |
| Members of the public (other) | – | 1 | – | – | – | – | – | – |

1. More than one decision can be made in respect of a particular access application.

Table B: Number of applications by type of application and outcome[1]

| | Access granted in full | Access granted in part | Access refused in full | Information not held | Information already available | Refuse to deal with application | Refuse to confirm/ deny whether information is held | Application withdrawn |
|---|---|---|---|---|---|---|---|---|
| Personal information applications | – | 1 | – | – | – | – | – | – |
| Access applications (other than personal information applications) | 1 | 1 | – | – | – | – | – | – |
| Access applications that are partly personal information applications and partly other | – | – | – | – | – | – | – | – |

1. More than one decision can be made in respect of a particular access application.

Table C: Invalid applications

| Reason for invalidity | Number |
|---|---|
| Application does not comply with formal requirements (s 41) | 1 |
| Application is for excluded information of the agency (s 43) | – |
| Application contravenes restraint order (s 110) | – |
| Total number of invalid applications received | 1 |
| Invalid applications that subsequently became valid applications | 1 |

## Table D: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 to the Act[1]

| Overriding public interest against disclosure | Number of times consideration used |
|---|---|
| Overriding secrecy laws | – |
| Cabinet information | – |
| Executive Council information | – |
| Contempt | – |
| Legal professional privilege | 1 |
| Excluded information | – |
| Documents affecting law enforcement and public safety | – |
| Transport safety | – |
| Adoption | – |
| Care and protection of children | – |
| Ministerial code of conduct | – |
| Aboriginal and environmental heritage | – |

1. More than one public interest consideration may apply in relation to a particular access application and, if so, each such consideration is to be recorded (but only once per application).

## Table E: Other public interest considerations against disclosure: matters listed in table to section 14 of the Act[1]

| Public interest considerations against disclosure | Number of occasions when application not successful |
|---|---|
| Responsible and effective government | 2 |
| Law enforcement and security | – |
| Individual rights, judicial processes and natural justice | 2 |
| Business interests of agencies and other persons | – |
| Environment, culture, economy and general matters | – |
| Secrecy provisions | – |
| Exempt documents under interstate freedom of information legislation | – |

1. More than one public interest consideration may apply in relation to a particular access application and, if so, each such consideration is to be recorded (but only once per application).

## Table F: Timeliness

| | Number of applications |
|---|---|
| Decided within the statutory timeframe (20 days plus any extensions) | 3 |
| Decided after 35 days (by agreement with applicant) | – |
| Not decided within time (deemed refusal) | – |
| **Total** | **3** |

## Appendix 13: Right to information (continued)

### Table G: Number of applications reviewed under Part 5 of the Act (by type of review and outcome)

| Type of review | Decision varied | Decision upheld | Total |
|---|---|---|---|
| Internal review | – | – | – |
| Review by Information Commissioner | – | – | – |
| Internal review following recommendation under section 93 of the Act | – | – | – |
| Review by Administrative Decisions Tribunal | – | – | – |
| Total | – | – | – |

### Table H: Applications for review under Part 5 of the Act (by type of applicant)

| Applicants for review | Number of applications for review |
|---|---|
| Applications by access applicants | 1[a] |
| Applications by persons to whom information the subject of access application relates (s 54) | – |

a. This review was still pending a decision as at the end of 2015 so was not counted in Table G.

## Appendix 14: Internal audit

### Internal audit program 2015

| Audit area | Deputy Vice-Chancellor and Vice-President | High-level indication of scope |
|---|---|---|
| Payroll | DVC (Resources) / DVC (Corporate Services) | Remuneration — allowances, above load, overtime and leave management |
| HR systems (iRecruit) | DVC (Resources) / DVC (Corporate Services) | Recruitment process in terms of authorisation and capturing information into iRecruit, and transferring data to the payroll system |
| Research | DVC (Research) | Governance framework for research data |
| Information management | DVC (Corporate Services) | Research data (IT security) |
| WiFi security | DVC (Corporate Services) | Security of WiFi systems |
| Journal entries | DVC (Resources) | Logic, reasonableness and authorisation of journals process in the general ledger |
| Safety and wellbeing | DVC (Corporate Services) | WHS hazard and risk compliance at operational level |
| Course approval | DVC (Education and Students) | New approvals and accreditation processes |
| Infrastructure management | DVC (Resources) | Long-term maintenance plan for buildings, including new buildings |
| Property leasing | DVC (Resources) | Risk assessments, compliance framework and contract management |
| Sundry accounts receivable | DVC (Resources) | Data entry and processing of debtor tax invoices, collections and credit notes |

## Appendix 15: Risk management

UTS uses a number of strategies to effectively manage and mitigate risk to the university.

Strategic and operational risks are reviewed and assessed twice yearly, and risk assessments are also conducted to manage specific areas of risk, including building projects; environment, health and safety; information technology security and projects; disaster recovery; emergency management; financial risk management; and business continuity planning.

The university's Risk Management Policy and supporting guidelines set out the objectives regarding risk management and outline the approach to managing risk.

The Audit and Risk Committee plays a key role in the oversight of key risks by providing strategic guidance and reviewing the material business risks biannually.

In 2015 the university engaged consultants to undertake a comprehensive review of its risk framework. The objective of the review was to understand the current state of risk management across UTS, ensure that the risk framework aligns with, and supports, the university's strategic plan and to consider opportunities to drive additional value from UTS's investment in risk management

### 2015–2017 strategic and operational risk assessment

While the entire higher education sector is still facing other unprecedented changes as it deals with the impact of technology on learning and teaching methods and, particularly at UTS, increases in research activity, the potential fee deregulation risk, previously reported as a critical risk, has been re-rated to low until 2017 with a mitigation measure of an appropriate pricing strategy complete.

Research performance remains an area of focus for UTS as activity in this area continues to grow. The university will continue to manage this risk through the implementation of the UTS Research Strategy 2016–2020.

Degree relevance and further reduction in government funding among other strategic and operational risks continue to be reported on.

UTS is continuing to position itself well in the new market given our continuing increase in reputation, domestically and internationally.

## Appendix 16: Public interest disclosures

The university has a Fraud and Corruption Prevention and Public Interest Disclosures Policy and Guidelines, which address the university's legal and ethical obligations to prevent, monitor and report fraud and corrupt conduct.

These documents also describe the framework for dealing with fraud and corruption risks faced by UTS; and provide a system within UTS for reporting disclosures of corrupt conduct, maladministration, serious and substantial waste and failure to publicly disclose certain government information as required by law.

The policy and guidelines are available on the UTS website and as PDF documents.

In 2015, the university reported no public interest disclosures to the NSW Ombudsman as part of the required reporting process.

## Appendix 17: Consultants

The university paid $26.25 million for external consulting services in 2015, of which $9.92 million was for capital works. A total of $7.76 million was paid for consultancies consisting individually of less than $50,000.

Payments in excess of $50,000 totalled $18,491,651.56 and are listed below.

| Company | Category | Project | $ |
| --- | --- | --- | --- |
| LTC Language & Testing Consultants Pty Ltd | language testing | language proficiency tests | 1,019,667.33 |
| Francis-Jones Morehen Thorp Pty Ltd | architect | UTS Central Precinct | 897,898.64 |
| Nous Group Pty Ltd | strategy and business planning | international students pricing strategy, review of FEIT coursework portfolio | 688,797.12 |
| Robert Walters Pty Ltd t/a Robert Walters Consulting | project management | 15CTI-15 storage replacement, ITD governance and compliance, 15CTI-13 leveraging MS Cloud platform / Office 365, 15CTI-16 core infrastructure growth 2015 | 664,430.13 |
| BVN Architecture Pty t/a Bligh Voller Nield | architect/design | Thomas Street Building initial design, Building 4 science precinct | 502,276.12 |
| Ernst & Young | strategy and business planning | CRM strategy development, evaluating options for future growth of pathway programs at UTS | 467,888.63 |
| Nathan Baird Pty Ltd | project management | CommBank — DT delivery contract 2, pre-incubator program — Hatchery, Creative Intelligence Labs (CI Labs) | 425,727.24 |
| The Trustee for Daryl Jackson Robin Dyke Unit Trust | architect | Dr Chau Chak Wing Building, Building 1 FSU and HRU move, Blackfriars Childcare Centre — detailed documentation phase | 395,193.30 |
| Steensen Varming (Australia) Pty Ltd | mechanical engineer | Thomas Street Building initial design, Building 4 science precinct, re-numbering of CB04, UTS Central Precinct, Leonardo da Vinci collection — display project | 386,378.32 |
| Burtenshaw Scoufis Architecture Pty Ltd | architect | additional teaching spaces B11, reative industries centre — B15 L2 pre-incubator knowledge hub — B15 L1, consultancy seed funding — additional teaching spaces CB11 (cold shell), knowledge hub stage 2: B15 L1 including major maintenance works | 385,074.55 |
| Enterprise IT Resources Pty Ltd | project management | 14CTI-07 integration architecture review, 15CTI-08 identity management phase 2, 14EAS-39 Oracle projects phase 2, 14CTI-08 mobile apps | 379,777.98 |
| Aecom Australia Pty Ltd | structural engineer | UTS Central Precinct, Dr Chau Chak Wing Building, Broadway Building initial design | 360,809.61 |
| The Trustee for Gardner Wetherill Unit Trust t/a Gardner Wetherill & Associates Pty Limited | architect | Faculty of Arts and Social Sciences B10 refurbishment, CB02 decant, Orthoptics facility for Graduate School of Health CB01 L13, 02790-S-15 relocation of UTS International, Advancement and ACELG and shared meeting spaces to B1 L20 and 21 | 342,770.00 |
| Gehry Partners LLP | architect | Dr Chau Chak Wing Building | 309,233.70 |
| AMR Interactive Pty Ltd t/a Australia Market Research Pty Ltd | organisational surveying | UTS brand refresh research and competitor review, UTS reputation survey | 306,545.00 |
| Lahz Nimmo Architects Pty Ltd t/a Lahz Nimmo Architects | architect | ITD/SAU relocation, library modifications | 305,067.50 |
| DVE Business Solutions Pty Ltd | business consulting | science and SAU business process improvements | 279,015.02 |
| MIP (Aust) Pty Ltd | software consulting | 11EAS-01 smart cards, 14CTI-07 integration architecture review, BTP project, 13EAS-43 student placement system | 274,471.12 |
| UXC Consulting Pty Ltd | software consulting | 15EAS-34 BI data mart phase 3, 15NWK-10 consolidation of PABX, 14EAS-39 Oracle projects phase 2, 15CTI-28 upgrade SharePoint environment | 272,298.75 |

| Company | Category | Project | $ |
|---|---|---|---|
| M-Power Solutions Pty Ltd | software consulting | 14EAS-34 financial resource mgt — report and planning | 255,368.75 |
| Hays Specialist Recruitment (Australia) Pty Limited | project management | people-counting image sensor supply and installation, space planning — UTS Central project | 248,413.92 |
| The Leading Partnership Pty Ltd | strategic planning | Faculty of Science change implementation and strategy | 242,192.05 |
| The Trustee for Ionita Family Trust & The Trustee for Skinner Family Trust t/a Lean Six Sigma and Business Excellence Institute | course facilitation | UTS Business School various short courses | 236,810.07 |
| Wilde & Woollard Pacific Pty Limited t/a Wilde and Woollard Pacific Pty Ltd | quantity surveyor | UTS Central Precinct, CB02 decant | 228,600.00 |
| accessUTS Pty Limited | course facilitation | various short courses eg CBA — contract 3 analytics, Benjamin Johnston — CBA data analytics project, Mary-Anne Williams — CBA data analytics project | 228,181.68 |
| Foran Design Pty Ltd | architect | CB02 decant, forensic taphonomy research facility Yarrawood, UTS Central Precinct, Harris St bridge corrosion repairs | 226,085.36 |
| Skilled Group Limited | software consulting | 15EAS-34 BI data mart phase 3 | 209,388.32 |
| Trida Co Pty Limited | contractor | financial services strategic projects | 205,045.70 |
| Woods Bagot Pty Ltd | interior design | Chancellery refurbishments CB01 Levels 4A & 4B | 202,142.00 |
| Houston Group Pty Ltd | brand refresh | UTS brand strategy review | 199,628.67 |
| Davis Langdon Australia Pty Limited t/a Davis Langdon | quantity surveyors | Building 4 science precinct, Thomas Street Building initial design, Broadway Building initial design | 196,192.00 |
| Finite Recruitment Pty Ltd | project management | 15EAS-34 BI data mart phase 3, 14EAS-39 Oracle projects phase 2 | 194,850.00 |
| Commonwealth Scientific and Industrial Research Organisation t/a CSIRO | research | 2013001071 Jacobs — NSW adaptation research hub adaptive communities node, 2013001074 Coupland — maths inside — highlighting the role of mathematics in society and motivation to engage more in mathematical activities | 179,412.97 |
| Greythorn Pty Ltd | software consulting | 15CTI-08 identity management phase 2, 14CTI-07 integration architecture review | 176,481.07 |
| Savills Project Management Pty Ltd | project management | Building 4 science precinct | 173,000.00 |
| Higgs, Katherine | contractor | FEIT leadership team coaching program | 165,920.00 |
| The Trustee for Kinrite Consulting | project management | smart card upgrade — existing buildings, renumbering of CB04, forensic taphonomic research facility Yarrawood, Tower EDB upgrade B1 L9 to L27 | 164,191.07 |
| Arup Pty Limited | engineer | UTS Central Precinct, Building 4 science precinct, Dr Chau Chak Wing Building | 159,072.59 |
| Siddiqui Jamshed Ahmed | business consulting | India in-country office VCSF — international development | 154,868.44 |
| Ken Dysart Consulting Pty Ltd | contractor | FEIT finance related services | 147,915.50 |
| Kobayashi, Hael | research | various research projects | 146,250.00 |
| Baker & Mckenzie | legal services | Broadway Building initial design, Thomas Street Building initial design, UTS Central Precinct | 140,862.72 |
| Erbas & Associates Pty Ltd | mechanical engineer | Faculty of Arts and Social Sciences B10 refurbishment, UTS Central Precinct | 131,318.67 |
| Rann, Thomas t/a Australia Quartet | in-house musician | innovative developments in the quartet's expanding education program | 129,709.00 |
| Ruffalocody Australia Pty Ltd | fundraising management | annual appeal calling campaign for UTS Alumni Scholarship Fund | 128,500.00 |

## Appendix 17: Consultants (continued)

| Company | Category | Project | $ |
|---|---|---|---:|
| UXC Keystone Pty Ltd | software consulting | 13EAS-28 service desk replacement | 128,216.91 |
| Hunting, Sallyann t/a Sallyann Hunting | research | 2015000411 Ryan — evaluation of the engagement of OEH planning teams in the planning system OEH-801-2014, 2015001485 online resources to support local government prevent and respond to racism and inter-community conflict | 127,829.44 |
| The Trustee for JHA Consulting Engineers t/a JHA Consulting Engineers | electrical engineer | UTS Central Precinct | 113,700.00 |
| Fyusion Asia Pacific Pty Ltd | business consulting | business process mapping for FASS | 109,994.25 |
| Lee Hecht Harrison Pty Limited | change management | employee assistance program expenses | 109,140.91 |
| Axs-One Inc | software consulting | 15CTI-15 storage replacement, 13CTI-06 email upgrade to exchange 2013 | 102,451.25 |
| AWS Consulting | business consulting | Europe in-country | 102,187.61 |
| Analytics 8 | software consulting | 15EAS-34 BI data mart phase 3, 13EAS-31 research master upgrade | 102,165.38 |
| Zogby Research Services | research | survey re Chinese and Australia relations | 100,543.52 |
| Sydney Harbour Foreshore Authority | project management | project B — for Dr Chau Chak Building | 100,276.00 |
| The University of Queensland | research | 2013000642 Giurco — wealth from waste, other research projects | 100,125.00 |
| iQ3 Pty Ltd | software consulting | 15CTI-15 storage replacement | 98,750.00 |
| Yellowsquares Pty Ltd | research | 2015001471 City of Sydney sustainability research project, 2014001917 Ryan — 2014 stormwater customer engagement study | 98,395.30 |
| Infosys Technologies Limited | software consulting | 15CTI-07 Oracle strategic review | 98,050.00 |
| University of New South Wales | research | 2013000831 Mowbray — the international law library on WorldLii new content and facilities for the leading repository and citator for international law, research grants | 96,746.85 |
| HCM Australia Pty Ltd | software consulting | 14EAS-39 Oracle projects phase 2 | 95,741.80 |
| The Trustee for DCM Trust t/a Denton Corker Marshall Pty Ltd ATF DCM Trust | architect | Broadway Building initial design | 95,158.00 |
| LBH Partners Pty Ltd | project management | software development/enchancement — Planning and Quality Unit | 94,365.00 |
| Braithwaite; Steiner & Pretty Pty Ltd t/a Odgers Berndtson | executive recruitment agency | recruitment fees for Professor of Journalism, Head of School Mathematical and Physical Sciences | 93,735.12 |
| Egan, Dylan Edward t/a Australian Workshop | research | ISF IT and research expenses | 92,671.83 |
| Jones Nicholson Pty Limited | hydraulic engineer | Faculty of Arts and Social Sciences B10 refurbishment | 91,987.50 |
| Global Integration Technology Pty Ltd | software consulting | 13EAS-31 research master upgrade, 13EAS-28 service desk replacement, 13EAS-43 student placement system | 89,495.00 |
| The Hackett Group Australia Pty Limited | change management | implementation of new finance service delivery model | 86,703.40 |
| GD Solutions Holdings Pty Ltd | business consulting | procedure writer — SAU (eg graduations, records management, enrolments etc) | 86,601.25 |
| Prendergast Projects Pty Ltd | project management | trigeneration feasibility study City campus, Building 1 central chiller plant upgrade — new 3000 KW chiller | 86,175.00 |
| UMR Research Pty Limited | research | 2013000931 Barclay — social and economic evaluation of NSW coastal commercial wild-catch fisheries | 85,000.00 |

| Company | Category | Project | $ |
|---|---|---|---|
| Aid-It Solutions Pty Limited | research | 2015001443 Willets J — DFAT Timor M&E Aid — IT solutions (15103), 2014002267 Willetts — deed of standing offer — infrastructure policy and program analysis monitoring and capacity building services (Global) — 14215 | 84,481.38 |
| Alerton Australia Pty Ltd | building management system | campus infrastructure coordination PCG, Dr Chau Chak Wing Building | 80,460.70 |
| UXC Connect Pty Ltd | software consulting | 15CTI-13 leveraging MS Cloud platform / Office 365, 15EAS-34 BI data mart phase 3, 15CTI-19 load balancing as a service, 14EAS-39 Oracle projects phase 2 | 80,397.46 |
| Catalyst Event Solutions Pty Ltd | conference and events management | World Resource Forum, van Rijskwijk Crofts Law Literature and the Humanities Conference 9–12 Dec. 2015, Stoianoff — Global Conference on Environmental Tax 2015 | 79,325.88 |
| SmartGov | course facilitation | PR015-0131 Ryan — Penrith City Council delivery reviews, Penrith council service delivery review, CLG projects | 77,325.06 |
| Deloitte Touche Tohmatsu | business consulting/advise | treatment for investment in Helmedix, preparing separation payments — voluntary redundancy program | 76,301.40 |
| Integreat Consulting Engineers Pty Ltd | mechanical engineer | Building 1 central chiller plant upgrade — new 3000 KW chiller, Creative Industries Centre — B15 L2 pre-incubator knowledge hub — B15 L1, DAB materials research robotics laboratory | 73,145.00 |
| Altus Group Cost Management Pty Limited | quantity surveyor | ITD/SAU relocation, relocation of UTS temporary faculty to the SCG — health research lab (sports and exercise), Chancellery refurbishments CB01 Levels 4A & 4B | 72,200.00 |
| Assurance Pty Ltd | IT security | 11EAS-01 smart cards, 14EAS-34 financial resource management — report and planning, 13EAS-43 student placement system | 70,240.00 |
| Rutovitz, Jacqueline t/a Jay Rutovitz | research | 2015000647 Atherton — facilitating local network charging and virtual net metering (14075), ISF research expenses 2015 | 69,800.01 |
| Civas (Vic) Pty Ltd t/a Colliers International Holdings | asset valuation | property assessment/valuation | 69,700.00 |
| JBA Urban Planning Consultants Pty  Ltd | planning/design consultant | UTS Central Precinct, Faculty of Arts and Social Sciences B10 refurbishment, informal learning space upgrade B11 L1 | 69,251.64 |
| Benny Toolseram | business consulting | Malaysia-in-country consultant | 68,719.09 |
| Rogers, Phoebe | contractor | clinical psychologist — UTS counselling service | 67,284.01 |
| Linda R Scott & Associates Pty Ltd | research | clinical training fund project 2015, HWA CT continuation funding 2014 | 66,570.00 |
| Fastrack Technology Pty Ltd t/a Fastrack Telehealth | software consulting | 15CTI-13 leveraging MS Cloud platform / Office 365 | 65,966.00 |
| Catflap Animation Pty Ltd | graphic artist | graphic designs and animations for various DAB projects | 65,727.50 |
| Liiband Aime Reet | contractor | RIO development programs | 64,358.18 |
| Xerox SAS | research | connected intelligence for analytics education, training and business engagement | 63,996.32 |
| Survey Engine Pty Ltd | research | 2013000370 — Goodall — nanny state or good public policy — do the benefits of mandatory health programs justify the loss of consumer choice?, 2013001581 Viney — valuing health using a new quality of life instrument | 61,675.00 |

## Appendix 17: Consultants (continued)

| Company | Category | Project | $ |
|---|---|---|---|
| Domainex Ltd | science research | 2013001740 Charles — Auspherix research program — antimicrobial drug discovery (variable costs) | 61,220.26 |
| Toni Binstead & Co Pty Ltd | organisation development | managing for performance capability development program — HR | 60,900.00 |
| Global Ed Services Pty Ltd | business consulting | international students recruitment, review | 59,067.21 |
| Dimension Data Australia Pty Ltd | software consulting | 15CTI-08 identity management phase 2, 15CTI-01 whitelisting server applications | 58,702.00 |
| Jo Fisher Executive Pty Ltd | executive recruitment agency | recruitment and management fee — head of school international studies, head of discipline, clinical psychology | 57,834.00 |
| Zarzov Brothers Pty Ltd t/a Northedge Consulting | facilities management | probity advisory services for cleaning - DAB materials research robotics laboratory, UTS wayfinding signage return brief | 57,650.00 |
| Aspect Studios Pty Ltd | landscape architect | Blackfriars research building — stage 1 development application, project B — for Dr Chau Chak Wing Building, Alumni Green Design | 57,009.92 |
| Howard, Michael J | research | spark self and peer assement R Kit UTS000112 T10768, Universities SparkPLUS | 56,400.00 |
| Batyr Australia Limited | counselling service | programs for mental health and crisis intervention | 56,083.00 |
| Cevo (NSW) Pty Ltd | software consulting | 15CTI-20 server configuration management discovery | 54,950.00 |
| Cadogan, Alan Keith | planning/design consultant | Blackfriars research building — stage 1 development application, storage of shipping container laboratory Yarrawood, Gumal Ngurang fire safety upgrading works | 53,950.30 |
| NDY Management Pty Ltd t/a Norman Disney & Young | sustainability engineer | Dr Chau Chak Wing Building, Broadway Building initial design, UTS Central Precinct | 53,862.50 |
| Loaded Digital Pty Limited | website design | FOH int. res. block grant RIB, undergraduate course guide | 53,184.81 |
| ICAD Consultants Pty Ltd | software consulting | 15EAS-33 Archibus personnel and occupancy module, 13EAS-08 Archibus project | 52,150.00 |
| University of South Australia | research | 2011001713 — Prior — societal perceptions, ACELG research | 51,836.00 |
| Heidrick & Struggles Australia Pty Ltd | executive recruitment agency | professional fees for International and Advancement Office — Director, Corporate Relations | 50,000.00 |
| Independent Corporate Property Oceania Pty Ltd | property management | new building at Sydney Cricket Ground, human movement sport and exercise | 50,000.00 |
| Total | | | 18,491,651.56 |

## Appendix 18: Land register

| Property/building | Campus | Use | Building/ infrastructure valuation $'000 | Land valuation $'000 |
|---|---|---|---|---|
| **Broadway** | | | | |
| Building 1 (Tower) | city | educational | | |
| Building 2 (annex to Tower) | city | educational | | |
| Building 3 (Bon Marche) | city | educational | | |
| Building 4 | city | educational | | |
| Building 6 (Faculty of Design, Architecture and Building) | city | educational | | |
| Building 7 | city | educational | | |
| The Terraces (9–13 Broadway) | city | educational | | |
| The Loft (rear of the Terraces) | city | educational | | |
| Building 10 | city | educational | | |
| Building 11 | city | educational | | |
| **Broadway sub-total** | | | 861,836 | 242,447 |
| **Haymarket** | | | | |
| Building 5 | city | educational | | |
| Building 8 | city | educational | | |
| Building 14 | city | educational | | |
| 632–642 Harris St | city | educational | | |
| 644 Harris St | city | educational | | |
| **Haymarket sub-total** | | | 214,773 | 146,666 |
| **Other buildings** | | | | |
| Blackfriars campus | city | educational/childcare | 3,528 | 18,107 |
| Bulga Ngurra Student Housing | city | student housing | 8,499 | 6,840 |
| Geegal Student Housing | city | student housing | 4,274 | 6,744 |
| Gumal Ngurang Student Housing | city | student housing | 28,800 | 22,296 |
| Stroud Research Field Station | NSW | research station | 291 | 270 |
| Yarrawood Conference Centre | NSW | educational/research | 1,081 | 1,777 |
| **Total land and buildings** | | | 1,123,081 | 445,147 |

Notes:
Values are based on Collier's valuation dated 31 December 2015.
Yura Mudang student housing component is included in Building 6 (Broadway).

## Appendix 19: Works in progress and completed

| Building/property | Project | $'000 |
|---|---|---:|
| B1 | Building 1 upgrade works | 5,740 |
| B2 | UTS Central Precinct | 5,952 |
| B4 | Science precinct upgrade | 2,831 |
| B11 | additional teaching spaces | 2,028 |
| All sites | project finance management information for researchers | 488 |
| All sites | eResearch infrastructure growth | 451 |
| All sites | load balancing as a service | 328 |
| B1 | Chancellrey refurbishments levels 4A & 4B | 288 |
| All sites | MS Cloud Platform — Office 365 | 253 |
| All sites | Archibus software upgrade | 239 |
| B1 | printer replacements | 237 |
| All sites | staff intranet upgrade works | 235 |
| Blackfriars | Blackfriars research building | 214 |
| All sites | other miscellaneous projects | 1,905 |
| Total | | 21,189 |

## Appendix 20: Land disposals

The university disposed of no land in 2015.

# Glossary

| | |
|---|---|
| AHEGS | Australian Higher Education Graduation Statement |
| ATAR | Australian Tertiary Admission Rank |
| ARC | Australian Research Council |
| ATN | Australian Technology Network of universities |
| BCII | Bachelor of Creative Intelligence and Innovation |
| BUiLD | beyond UTS international leadership development program |
| 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 |
| HDR | higher degree by research |
| HELPS | Higher Education Language and Presentation Support |
| HEPPP | Higher Education Participation and Partnerships Program |
| HERDC | Higher Education Research Data Collection |
| HSC | higher school certificate |
| KPI | key performance indicator |
| KTP | key technology partnerships |
| learning.futures | initiative aligning future-focused curriculum with informed technology use |
| Managing for Performance | leadership program designed to support academic leaders to drive individual, faculty/unit and university performance |
| 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 |
| TEQSA | Tertiary Education Quality and Standards Agency |
| UAC | Universities Admissions Centre |
| UA | Universities Australia |
| UTS Model of Learning | a framework for practice-oriented learning and teaching at UTS |
| WPS | widening participation strategy |

# 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 2015 (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:

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## Cover image

Left-hand image: UTS Data Arena. Toby Grime, artistic director, Animal Logic, with Professor Glenn Wightwick, UTS Deputy Vice-Chancellor and Vice-President (Research).

Photographer: Joanne Saad

Right-hand image: UTS students in the U.lab.

Photographer: Toby Burrows

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## 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 2015 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.