



BEAUTIFUL  
MINDS.

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## Letter of submission

The Hon. John Della Bosca, MLC  
NSW Minister for Education and Training  
Level 30  
Governor Macquarie Tower  
1 Farrer Place  
Sydney NSW 2000

Dear Minister

On behalf of the Council of the University of Technology, Sydney, we present a report of the operations and finances of the University for the year ended 31 December 2007, for tabling in Parliament.

This has been prepared in accordance with the *Annual Reports (Statutory Bodies) Act 1984* (NSW). The UTS Council endorsed the Financial Statements of the University, published as part of the Annual Report, at its April 2008 meeting.

The University celebrated many successes during the year, including hosting the centennial exhibition of the Nobel Prizes and achieving top ranking in all discipline bands of the Learning and Teaching Performance Fund 2008. Significant reviews of our courses, academic structure and research strengths resulted in substantial changes across UTS to underpin a bold new vision as we enter our third decade.

Yours faithfully



Professor Vicki Sara  
Chancellor



Professor Ross Milbourne  
Vice-Chancellor and President

April 2008



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# Profile of UTS

In the 20 years since it was created, the University of Technology, Sydney, has earned a strong reputation for innovative research and teaching for vocational relevance, for its international perspective, and for the practical and beneficial outcomes of the work of our students and staff.

Our central focus is to prepare graduates for global careers and research that benefits humanity by offering challenging professionally-oriented higher education. This is enhanced by our effective engagement with professions, industry and the community, and our strong international culture, global partnerships and activities.

Equally importantly, we continue to develop an ethical, friendly, collaborative, egalitarian and progressive university culture, to make studying and working at UTS a fulfilling experience for our students and staff.

The University was created in 1988 from the former New South Wales Institute of Technology and the Sydney College of the Arts' School of Design, and was extended in 1990 when we merged with the Kuring-gai College of Advanced Education and the Institute of Technical and Adult Teacher Education.

The purpose of the University is outlined in the *University of Technology, Sydney Act, 1989*, and in the constitutions of our controlled entities.

We are the only member of the World City Universities network in the Sydney metropolitan area, with a large campus in the vibrant inner city. Our Kuring-gai campus is in Sydney's Upper North Shore suburb of Lindfield.

In the mid-1990s we increased our focus on building the international profile and market of UTS, particularly with the establishment of the Institute for International Studies and through offering international language programs and experience to our students.

Today, with more than 2000 continuing and fixed-term staff and 32,200 enrolled students (36 per cent from a non-English-speaking background), we are a richly diverse city-based university with high student demand. We have developed an international reputation and excellent research performance in key areas of technology, science and health, business, and the arts and social sciences; and in 2007 our research income grew by 16 per cent.

# Chancellor's message

Early in 2007 the UTS Council spent two days deliberating on strategies to fulfil the University's objective to become Australia's premier university for business, industry and the professions.

During the next strategic planning cycle UTS will focus on enhancing the University's excellent teaching and learning performance. There are three elements in our plan to achieve this: strengthening teaching and learning, improving research performance, and making external engagement a priority in these areas.

The recognition and funding UTS has received through its success in the Learning and Teaching Performance Fund 2008 will enable the University to continue to invest in innovative approaches to teaching and learning.

UTS is also committed to strengthening its profile and performance in research. To guide this the University will implement a strategy that recognises UTS's mission as a research technology university, a city university that has strong links to industry and the professions, and a university that integrates teaching and research.

The integration of an external focus and activity in teaching and research is equally important. Through research that promotes innovation in key industries, the education of employment-ready graduates to be next-generation leaders, and a dialogue with industry that informs UTS of real-world challenges it can help solve, UTS will be well placed to fulfil its objective.

The opening of 'Beautiful Minds: the Centennial Exhibition of the Nobel Prizes' in April gave the University an opportunity to celebrate its distinctiveness. Our city campus was the only Australian venue in the world tour of this exhibition, which featured a variety of displays of the Nobel laureates and the process surrounding the awarding of the prizes.

Among the laureates are some of the most brilliant researchers of the 20th century, including French chemists Frédéric and Irène Joliot-Curie, whose achievements led to the discovery of the neutron; Albert Einstein, who made important and well-known discoveries in physics; and Sir Howard Walter Florey,

the Australian who developed penicillin into a medically recognised product.

Many UTS staff and students were involved in the exhibition, which was a focal point for the UTS community from April to June. To the staff that organised the logistics and set-up of the exhibition, those who participated in the public program accompanying it, and the students who acted as tour guides, I express my thanks for their committed involvement, which ensured the exhibition's success.

Beautiful Minds was also a focal point for the wider Sydney community: with 25,000 visitors attending throughout its duration, the exhibition attracted people from government, higher education, business and the general public. It reinforced our research-oriented positioning to this diverse community and strengthened our profile as an accessible city-based university.

The exhibition also reinforced our international focus, which was a dominant theme throughout 2007, being integral to the review of UTS's academic profile and the development of international strategic partnerships.

For their achievements this year in shaping the vision of UTS and reviewing its profile I thank the various members of the University's Council for their effective contribution. I also extend my congratulations to our two Honorary Award recipients this year: our former Deputy Chancellor Ken Rennie and former Registrar Dr Jeff FitzGerald, who both made significant contributions to UTS over the years.

The resourcing and strengthening of UTS's research will be a challenge during the next few years, as will the shaping and development of the campus to meet the University's future needs. Looking back on the progress we have made to date, I am confident these goals will be met and surpassed in the years ahead.



Professor Vicki Sara  
Chancellor



UTS Chancellor Professor Vicki Sara

Photo: Chris Bennett

# Organisational charts

## Structure of UTS



## Committees of UTS

<b>Council</b>	<b>Academic Board</b>	<b>Committees of Academic Board</b>
	<b>Senior University Committees</b>	Academic Administration
<b>Council Committees and Reference/Liaison Groups</b>	<b>Vice-Chancellor and President</b>	Appeals:
Audit and Review	Vice-Chancellor's Committee	> Coursework Students
Commercial Activities	<b>Senior Deputy Vice-Chancellor and Senior Vice-President</b>	> Graduate Research Students
Equity Reference	Academic Management	> Professional Experience
Finance	Emerging Fields Advisory	> Non-disclosure
Governance	Environment, Health and Safety Advisory	Courses Accreditation
Honorary Awards	Planning and Quality	Executive
Nominations	Wingara Management	Research and Research Training
Physical Infrastructure	<b>Deputy Vice-Chancellor and Vice-President (International)</b>	Teaching and Learning
Student/Council Liaison	UTS International	<b>Boards of Studies</b>
<b>Boards associated with UTS</b>	UTS Art Advisory	Indigenous Education
accessUTS Pty Ltd	<b>Deputy Vice-Chancellor and Vice-President (Research)</b>	Institute for International Studies
INSEARCH Ltd	Animal Care and Ethics	Institute for Sustainable Futures
Sydney Educational Broadcasting Ltd	Human Research Ethics	University Graduate School
UTS Child Care Inc.	Research Commercialisation	<b>Faculty Boards</b>
UTS Union Ltd	UTS Biosafety	Business
	<b>Deputy Vice-Chancellor and Vice-President (Teaching, Learning and Equity)</b>	Design, Architecture and Building
	Courses Planning	Education
	Student Residences Management	Engineering
	UTS Learning and Teaching Awards	Humanities and Social Sciences
	<b>Deputy Vice-Chancellor and Vice-President (Resources)</b>	Information Technology
	Facility Advisory	Law
	Fee Policy and Management	Nursing, Midwifery and Health
	<b>Deputy Vice-Chancellor and Vice-President (Corporate Services)</b>	Science
	Human Resources	
	Information Technology	



# Performance report

## Strategic plan achievements and outcomes

The Strategic Plan 2006-2009 is the principal statement of our goals. It is divided into three themes that have several objectives each. In 2007 the University made progress with these objectives in the following ways; more detail can be found on the indicated page in this volume of the Annual Report.

THEMES AND OBJECTIVES	SELECTED 2007 ACHIEVEMENTS AND OUTCOMES	PAGE
<b>Theme 1: UTS is distinguished by its imaginative and collaborative approaches to practice-oriented teaching and learning, and outcomes-oriented research and creative practice</b>		
<b>Objective 1</b> Increase graduate preparedness to pursue successful careers in a changing professional workplace	> Major curriculum renewals in most faculties	26-32
	> Increase of outgoing exchange students from 267 in 2006 to 336 in 2007	34-35
	> Institute for International Studies awarded the Australia Latin America Business Council Education Award	33
	> First Bachelor of Midwifery students completed their course (eligible for registration)	31
<b>Objective 2</b> Generate research outcomes that benefit society, particularly through research strengths that have impact nationally and internationally	> Increase to 3.6% of national share of total ARC Linkage Projects funding (round one)	48-49
	> Update of research focus with new research structure based on 25 research strengths	42-43
	> 'Gluing it Together' study completed by the Faculty of Nursing, Midwifery and Health	46
	> Adoption of 'National Framework for Women in Local Government' (researched by UTS) by the Commonwealth Pacific Local Government Program	-
	> Range of industry-linked Faculty of Engineering research projects	55
<b>Theme 2: UTS is international, intellectually challenging and nurtures both student and staff capabilities</b>		
<b>Objective 3</b> Improve the quality of teaching	> Equal top rating in the federal government's 2008 Learning and Teaching Performance Fund	27
	> Increase in graduate satisfaction with teaching quality to 87% (broad agreement)	38
	> Students satisfied with peer-assisted study success program (U:PASS)	39
	> Expansion of Library's information literacy programs for students	39
<b>Objective 4</b> Build researcher capacity, through both staff and research students, and strengthen national and international linkages to increase the impact of UTS research	> Increase in national and international collaborative research projects	50
	> Reduced drop-out rates for doctoral students and completion time for doctoral and masters' students	-
	> Jumbunna worked with universities and organisations to deliver resources and research findings of benefit to Indigenous people	48, 65
<b>Objective 5</b> Increase and improve students' capacity and motivation to participate in the university through effective information, advice, service and support and access programs	> Completion of new Student Centres to create one-stop-shops for students' administration and course enquiries	73
	> Commencements through inpUTS access scheme almost reached target of 10% of total	82-83
	> Students satisfied with university administration, and academic and general support	72
<b>Theme 3: UTS has a vibrant social, cultural and physical environment</b>		
<b>Objective 6</b> Increase opportunities for student and staff learning, and social, cultural and intellectual interaction	> 30 community projects completed through Shopfront	62
	> 50% of all staff are now women (40% academic, 57% support)	83
	> Urban Architecture and Studies students were involved with City of Sydney staff on the City of Sydney 2030 metropolitan vision	-
<b>Objective 7</b> Maintain an effective, helpful and sustainable learning environment for all students	> Preparation of University's Environmental Sustainability Initiative	88
	> Upgrade of AV services, IT facilities, computer labs and learning spaces	39, 87
	> Students satisfied with the UTS learning environment	72
<b>Objective 8</b> Develop a dynamic research environment, including the provision of strategic research infrastructure	> Opening of new simulation labs in the Faculty of Nursing, Midwifery and Health, and interactivation studio in the Faculty of Design, Architecture and Building	31, 79
	> Creation of contract team for all research agreements	51
	> Creation of internal fund for grant applications	51



## Five-year summary

	2003	2004	2005	2006	2007
<b>Income (%) (excluding deferred government contributions)</b>					
Government grants	36.3	34.0	35.6	34.9	36.0
Fees and charges	27.7	30.5	32.8	31.7	29.3
HECS	21.0	18.2	18.1	18.9	19.2
Other revenue	15.0	17.3	13.5	14.6	15.5
<b>Expenditure (%)</b>					
Employee benefits	62.0	62.0	62.6	61.5	60.8
Other	26.2	25.7	23.5	23.8	23.7
Depreciation and amortisation	7.5	8.8	10.2	10.7	12.2
Buildings and grounds	3.1	1.9	1.9	2.7	2.1
Bad and doubtful debts	0.3	0.2	0.2	0.1	0.0
Borrowing costs	0.9	1.4	1.5	1.1	1.2
<b>Course completions</b>					
Total number of degrees and diplomas, etc., completed	10,396	8707	11,214	9984	9110
Undergraduate	5474	4425	6131	5491	5427
Postgraduate (by coursework)	4548	4157	4959	4327	3520
PhD and research degrees	116	125	124	166	163
<b>Enrolments</b>					
Total applications for courses	61,297	60,587	61,468	60,969	54,254
Total University enrolments	30,729	31,311	31,601	32,708	32,204
Undergraduate enrolments	18,857	19,139	19,386	21,371	21,664
Postgraduate enrolments	11,872	12,172	12,215	11,337	10,540
Total international students	6867	7419	8113	8952	8106
<b>Finance (\$'000)</b>					
Total assets	943,132	1,010,298	1,070,254	1,111,195	1,199,375
Total revenue from continuing operations	324,600	341,661	373,441	356,506	402,549
Total expenses from continuing operations	315,559	354,146	359,747	332,927	367,523
<b>General</b>					
Number of libraries	3	3	3	2	2
Total loans from libraries	657,281	669,459	646,867	584,199	715,532
Digital Resources Register (views and downloads)	-	-	578,503	566,026	609,919
Non-serial volumes	521,624	624,453	644,970	668,548	668,548
Current serial titles	38,593	41,704	51,482	76,025	73,143
<b>Research</b>					
Cooperative Research Centres (partner in)	6	4	6	6	6
University Research Institutes	4	4	4	5	2
Key University Research Centres	8	8	8	8	-
ARC Centres of Excellence	-	2	2	2	2
Centres of enterprise, research and/or community service	21	24	21	20	-
Research strengths*	-	-	-	-	25
External research funding (\$)	21,950,110	24,745,372	28,738,120	31,240,619	35,627,228
Research income from National Competitive Grants (\$)	8,166,473	9,372,909	12,083,839	12,171,354	14,777,864
<b>Staff</b>					
Full-time equivalent (continuing, casual and fixed term)	2528	2614	2574	2551	2527
Actual persons (continuing and fixed term)	2106	2149	2172	2135	2095

\*Research strengths replaced our structure of research institutes and centres in 2007. See 'Our research focus' on page 42 for more information.

# Vice-Chancellor's message



Photo: Chris Bennett

UTS Vice-Chancellor and President, Professor Ross Milbourne

In 2007 we celebrated 'beautiful minds' at UTS. The hosting of the centennial exhibition of the Nobel Prizes, 'Beautiful Minds', was the catalyst for our reflecting on the commitment, intelligence and integrity of the staff and students who make up our University, and who brought about this year's remarkable achievements.

Perhaps the greatest of these was recognition at the highest level of the excellence of our learning and teaching, most notably in the Learning and Teaching Performance Fund 2008. The Federal Government ranked us top in all discipline bands, awarding the University \$8.4 million. Our success in the Fund in the past two years has provided an additional impetus to instil excellence and innovation in learning and teaching in all faculties and all courses. The Carrick Institute for Learning and Teaching in Further Education honoured Professor David Boud, Dean of the University Graduate School, with one of only two Senior Fellowships; Associate Professor Les Kirkup was awarded an Associate Fellowship. Our Dean of Engineering, Professor Archie Johnston, was named 2007 Entrepreneurial Educator of the Year by the Business-Higher Education Round Table, which stated that under Professor Johnston's entrepreneurial approach to learning and teaching, the Faculty of Engineering at UTS has become one of the most progressive and innovative engineering faculties in the world. Professor Johnston's standing in the profession was evidenced by his being named Australia's Civil Engineer of the year.

In 2008 we will celebrate the 20th anniversary of becoming a University. While our beginnings are found in the forming of the Sydney Mechanics' School of Arts in 1878, we formally became the University of Technology, Sydney, in 1988. I see this as a great opportunity to look towards our third decade and build on our profile as Australia's premier university for industry and the professions.

Consequently, our major research focus for 2007 was to undertake a review of UTS's research strengths. This entailed completion and implementation of the Science and Information Technology reviews commenced in 2006, using panels of distinguished external researchers; and the review and restructure of research strengths across the remainder of the University. It has resulted in a set of 25 research strengths which position UTS in areas where we can grow our research productivity, impact and reputation. Just a few stand-out research projects were: examining organisational complexity and clinical risk to improve hospital patients' safety, funded with an ARC Discovery Project grant and led by Professor Rick Iedema; a cultural asset mapping for planning and development in regional Australia, funded by an ARC Discovery Project grant, led by Professor Ross Gibson and involving several partners across the university and government sectors; and a project to research efficient strategies for coordinating autonomous vehicles for maximising Australia's waterfront productivity, in conjunction with Patrick Stevedores Holdings, funded under the ARC Linkage Project scheme, and led by Dr Dikai Liu.

**"In 2008 we will celebrate our 20th anniversary of becoming a University."**

It is also vitally important that our academic profile is optimised to continue to deliver relevancy to our students and to industry. Reviews conducted in 2007 have resulted in a revised academic structure to carry us into our third decade. On 1 July 2008 the Faculties of Engineering and Information Technology will combine to become the Faculty of Engineering and Information Technology, to be headed by Professor Archie Johnston; and the Faculties of Humanities and Social Sciences, and Education, will join forces with the Institute for International Studies to become the Faculty of Arts and Social Sciences, headed by Professor Theo van Leeuwen.

As part of our focus on the future, and with the 'Beautiful Minds' exhibition as an impetus, we created a dynamic exhibition space in the foyer of our Tower building. Our inaugural student exhibition in the space was Design 07, where 165 Design graduates showcased their talents. This stellar exhibition attracted more than 30 sponsors and almost 4000 visitors on its opening night.

**"An increasing number of staff joined our Staff Giving Program."**

Our staff and students continued to impress with their achievements and commitment to each other and to the 'bigger picture'. An increasing number of staff joined our Staff Giving Program, donating part of their salaries to support talented students struggling to complete their studies due to financial hardship. On Sunday 12 August, 300 students and staff ran 14 kilometres to raise money for charity in the annual City2Surf fun run. Led by Dr Kevan Heathcote and Gregory Moor, 28 of our students travelled to Fiji, where they completed a construction project for Habitat for Humanity. A similar trip to Thailand is planned for 2008. And the Personal Health Monitor, developed by Dr Valerie Gay and Dr Peter Leijdekkers from the Faculty of Information Technology, was judged among the top five inventions of the year on ABC TV's *The New Inventors* and will ultimately save many lives.

Some of our students took their sporting commitment to the world stage. Third-year law student Georgia Woodyard was a member of the 2007 World University Games Basketball Team, making it to the grand final. UTS Fencing was named 2007 Club of the Year, with nine Australian representatives and four club members in the shadow Olympic team for Beijing. Our sportswoman of the year, rower Katelyn Gray, qualified for Beijing, and our sportsman of the year, swimmer James Stacey, won two gold medals representing Australia at the Junior Pan Pacific tournament in Hawaii.

Our Council unanimously adopted the UTS Reconciliation Statement in November 1998, and in 2007 we celebrated Ten Years of Reconciliation at UTS. We vigorously maintain our ongoing commitment to improving access to education and employment for Indigenous Australians.

We were recognised again by the Equal Opportunity for Women in the Workplace Agency (EOWA), which named us a Finalist in their Business Achievement Awards in 2007. We currently hold a citation from EOWA as an Employer of Choice for Women, as a women-friendly organisation with Equal Opportunity programs that recognise and advance women employees.

I look forward to building on these successes in 2008. Highlights of the year promise to include our hosting of the inaugural Congress of the World City Universities network, themed around 'Sustainability', and our 20th anniversary celebrations. We will enter our third decade well positioned to continue our excellence in learning and teaching, and build on our research strengths, cementing our position as an international University in a vibrant world city.

*Ross Milbourne*

Professor Ross Milbourne  
Vice-Chancellor and President

# Governance and strategy



Photo: Sherran Evans

Significant changes in the University's external environment were matched by significant internal preparations made this year for the future of UTS.

As explained in this chapter, changes in the student market and increasing regulation from the federal government created some operational challenges for us in 2007.

But the change of government in November 2007 brought in new policies and a new approach to universities, which will create a different environment for us to work in.

As for the student market, the following pages reveal how we are approaching this situation: a combination of promotion in key student groups and a strategy to make UTS a more appealing destination internationally and domestically.

We have taken a proactive approach in preparing for what we expect to be a more competitive market in the years ahead.

This year we reviewed a number of our leading strategies, plans and practices, as well as our teaching and research disciplines, to make sure we are well prepared for the future.

The most significant of these reviews was of our academic structure. In a year-long process of investigating options to rearrange our academic focus, and the impact this would have, we made a decision that will affect four of our faculties and one of our academic institutes.

From these five we will create two larger faculties. The difficulty of this short-term change will be exceeded by the long-term gains we expect in our enhanced profile and presence in key disciplines.

We reviewed our Strategic Plan, as we do every year, and decided some changes were needed to keep it up to date with our current direction from 2007 onwards.

To that end, with the approval of the University's Council, we added a strategy for external engagement and extended the plan for another year, to 2009.

Council, as the University's ruling body, made all key decisions regarding our preparations this year (these are listed in 'The UTS Council in 2007' section in this chapter).

Among its many duties is oversight of our risk management, which is supervised by Deputy Vice-Chancellor and Vice-President (Corporate Services) Anne Dwyer.

There were several key risks we faced this year, but as 2007 progressed issues we considered high risk were settled, with no risk factor regarded as unacceptable by the year's end.

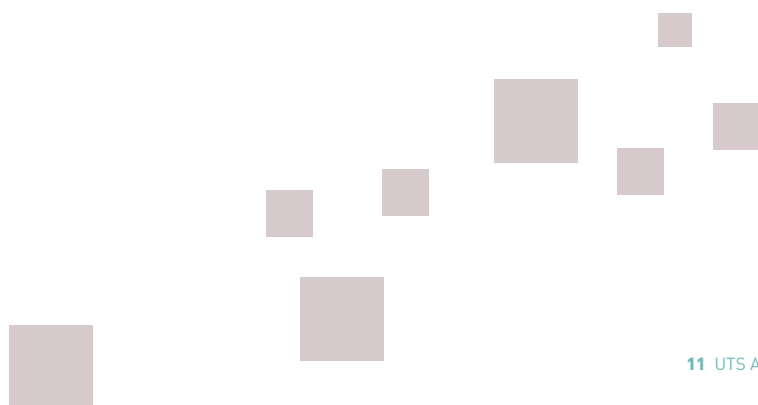
**"We have taken a proactive approach in preparing for a more competitive market."**

One of these high risks was the governance of INSEARCH, one of our controlled entities. As can be read in the 'Risk management' section of this chapter, UTS and INSEARCH worked together to effectively resolve these concerns.

We similarly expect many of this year's reviews and plans to bear fruit next year – the restructuring of faculties, launch of environmental projects, improvement of buildings and development of a new strategic plan – as we aim to become the premier university for industry and professions.

**"UTS's aim over the next decade is to be Australia's premier university for industry and the professions."**

Vice-Chancellor  
Professor Ross Milbourne



## Our operating environment



Photo: Garth Knight

The two biggest external factors affecting the University's operating environment are government policy and fluctuations in the student market.

On both these fronts there were several changes in 2007, some of which we expect will strengthen our operations as they begin to change the higher education environment in 2008.

Perhaps the most obvious of these was the change of federal government in November 2007.

Any change of federal government has a major effect on higher education and therefore on the UTS operating environment. With some strong differences between the newly elected Labor government and the previous government, we expect these differences to be foremost in shaping our business environment for 2008.

One of the platforms on which the Australian Labor Party was elected into government was its 'education revolution'.

### "These policy directions represent new changes for UTS."

While much of this 'revolution' related to secondary school education, proposed Labor policies that would most affect UTS were doubling the number of Commonwealth scholarships for undergraduate and postgraduate students; creating fellowships for mid-career researchers; halving the Higher Education Contribution Scheme for maths and science students; and offering more Commonwealth-supported places in compensation for phasing out undergraduate full-fee-paying degrees from 2009.

Labor has previously committed to reducing the impost on students, increasing the operating grants of universities and increasing both competitive and block research funding.

Immediately upon its election Labor reinforced its commitment to removing domestic full-fee undergraduate places from 2009, and announced it would replace the Research Quality Framework.

These policy directions represent some significant new changes for UTS and higher education in general.

The previous government's creation of the perpetual Higher Education Endowment Fund with an initial investment of \$5 billion from the 2006–07 Budget surplus was the most significant development in higher education funding during 2007. (A further \$1 billion was added later in the year.)

The fund will support capital works and research facilities among higher education providers. It is expected to provide a dividend of around \$300 million a year from financial year 2008–09, which will be distributed to universities on a competitive basis.

Exactly how this funding will be distributed is not yet clear, but the fund is a welcome improvement to the resourcing of our facilities.

Other 2006–07 Budget initiatives, such as the relaxation of caps on student numbers, and extra funding of student places in courses that impart in-demand skills, further change our operating environment.

Another federal government initiative was the passing of the *Social Security Legislation Amendment (2007 Budget Measures for Students) Bill 2007*, making Austudy available to some Master’s students, and rent assistance available to Austudy recipients.

The effect of all these initiatives will begin to be felt in 2008, creating change for us in a tightening market.

Of more immediate impact in 2007 was the effect of government reforms – those passed and those that were in development – which we had to deal with during the year.

These were Voluntary Student Unionism (VSU), which will remain under the new Labor government, and the planned Research Quality Framework (RQF), which won’t.

The new federal government will develop a research assessment structure to the RQF, which will also have the potential to change research-funding arrangements between universities. Much of our preparation for the RQF will be of benefit in the new scheme.

While the change in government will somewhat change its approach to research and is expected to improve funding for higher education, there was no such turnaround for VSU.

The new federal government has clearly stated that it would not return to compulsory student unionism. This leaves us with continuing reduced funding for student activities.

The VSU legislation came into effect in mid-2006 but was fully felt this year. Previously, all students had to pay an annual fee to make use of a number of student services and activities that their fees funded. Now a far smaller number of students are paying fees to join the Union, so a University contribution became necessary to help the Union continue to provide access to services and facilities on campus. For 2007 we contributed \$1.3 million to the Union.

The University also provided funds for the Students’ Association, which has its own membership program. For 2007 this funding was in excess of \$200,000.

The various demands that government policy such as VSU make on the University, and the funding it supplies to us, effect our operational environment.

Another force affecting our operating environment is student demand for undergraduate and postgraduate courses, across both the domestic and international markets.

While undergraduate students are largely funded by the federal government through the Higher Education Loan Programme, postgraduate and international students are generally full-fee-paying, and a crucial part of our revenue.

There was a downward trend in the international and local postgraduate full-fee-paying student market during the year. In our planning for the year, considering the widespread pattern of this trend, there was no forecast for recovery, especially for metropolitan universities.

Total domestic postgraduate student enrolment fell to 7233 in 2007, approximately a 5.5 per cent decline from 7652 in 2006.

The international market, now in its second year of decline for undergraduate students, was the most serious situation. In 2006, 8952 international students were enrolled at UTS; this year that figure fell to 8106.

Much of this was due to declining student enrolments from China, Thailand

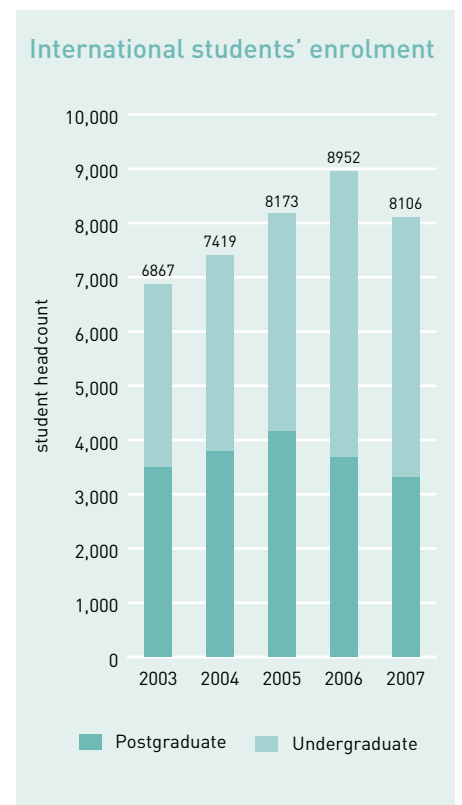
and Indonesia, and the fact that more international students are enrolling in non-university education and in universities outside New South Wales.

Part of the reason for declining numbers was the considerable rise in the value of the Australian dollar against the United States dollar, making it more expensive for potential students to study here.

“Another force affecting our operating environment is student demand.”

The Australian dollar also increased against the yuan (China’s currency). As Chinese students are our biggest international market, the effect of this is expected in next year’s enrolments. Study-abroad students from the US were obviously affected in 2007.

Other factors affecting enrolments at UTS were competition in the Sydney market and government incentives for students to study at non-metropolitan universities.





## Strategy and performance

The essential aim of the University's future planning is to achieve our aim of becoming the university of choice for industry, business and the professions.

This positioning statement was arrived at this year following substantive discussions within Council and the Vice-Chancellor's Committee to reposition the University for its third decade.

To become the university with the strongest reputation for professional industry-ready graduates with a strong practical knowledge is a position we are already some way to achieving and is one which plays to our existing strengths, has proven appeal in the market and will give us even greater distinctiveness.

This positioning underlies our existing Strategic Plan 2006–2009, which has specific objectives to prepare students for the workplace.

The basis of the University's strategic planning for the decade to 2010 was set in 2000 in *Setting the Pace: Statement of Strategic Directions*, which set out the UTS mission, guiding principles and 10-year vision.

In *Setting the Pace* we established four major themes for strategic development over the decade: enhancements to teaching and learning; enhancement of student experience and upgrade of the University's physical facilities; emphasis on research with the establishment of four additional research institutes; and an entrepreneurial focus for the University in the financially challenged environment in which universities are placed.

The current Strategic Plan covers the four-year period 2006–2009 and sets the guiding themes and objectives for the University, with all of our operations directed towards achieving them (see 'Strategic Plan achievements and outcomes' on page 6).

Every year, as part of the UTS Planning and Quality Management Framework, the Strategic Plan is reviewed.

Any required changes are submitted to Council for approval before the following year's budget process is commenced,

so that any revisions can appropriately inform the planning cycle.

Amendments made in 2007 included some minor changes to clarify some objectives, and inclusion of a new strategy for external engagement (discussed in Chapter 4).

The inclusion of the new strategy on creation of an external engagement framework is consistent with all the themes and objectives of the Strategic Plan 2006–2009.

We progress in the fulfilment of our Strategic Plan through annual target setting as part of our yearly business plan comprising our budget, priorities and performance targets.

### “The Strategic Plan sets themes and objectives for all of our operations.”

Priorities are set by the Vice-Chancellor to provide specific objectives to progress the fulfilment of the Strategic Plan. For example, to develop the international impact of our research, one of our 2007 priorities was to set up a scheme to send researchers on visits to our international partner universities.

Progress against our objectives is tracked through Key Performance Indicators (KPIs), which appear throughout this Annual Report.

The Planning and Quality Unit, which monitors our KPIs, continued a process of improving our KPI suite. Indicators developed in 2007 included staff capability (percentage of academic staff classified as research-active); research student contribution (percentage of UTS publications reported to the Department of Education, Employment and Workplace Relations with a research student as author); staff engagement (percentage of staff positively rating organisational commitment, job satisfaction and intention to stay).

Aside from the objectives listed on page 6, our annual planning must also tackle the realities of the current market.

In planning for 2007 the University highlighted two major issues in its operating environment. The first was the continuation of the Commonwealth Government's higher education reform agenda. The second of these was the declining international and local postgraduate full-fee-paying student market.

The new federal government is taking new policy directions in higher education, which we expect will become clear in 2008. To deal with the changing student market, one strategy was to emphasise the international market.

There were a number of actions we took in 2007 that enhanced UTS as a destination for international students.

These included marketing domestically (for in-Australia applications) and internationally (especially in India and China); strengthening pathway programs and their synchronicity with UTS; developing links with foreign ministries of education; and developing our student accommodation, as is explained in the 'Developing our campuses' section on page 86.

Other actions we took were to provide a globalised curriculum, to maximise the international experience of UTS students and to establish the UTS International division.

In 2007 we developed some specific plans to give effect to our international student recruitment strategy. These included an International Student Recruitment Plan 2006–2009, a scholarship strategy, the previously mentioned pathways strategy, a Middle East and Gulf International Student Recruitment Strategy, and specific faculty and country recruitment strategies.

One example of these plans in action was Institute for International Studies Associate Professor Murray Pratt's visit to India, Nepal and Thailand in March, to explore student recruitment to UTS programs.

Another is relationship building between the Faculty of Design, Architecture and Building's School of Design with design institutions in South Korea, where the faculty is beginning to develop

pathways for South Korean students into UTS programs.

The desired end result of our international recruitment plan is to boost our international onshore student load.

During 2007 we took significant steps to strengthen our position as one of Australia's most internationally focused universities.

UTS is a founding member of the World City Universities network. Established in May, it is an organisation of international city-based universities. UTS will host its first congress in Sydney in 2008.

Such an association will reinforce our 'city university' branding, reflecting our position as a metropolitan university connected to and participating in the city environment.

Membership of the World City Universities network will also give us access to a network of potential partner institutions, developing our teaching and research relationships (see 'A world city university' on page 18).

Supporting these international initiatives are our Country and Regional Reference Groups – panels of UTS staff who are experts in particular nations or regions. We began these in 2005 to identify potential areas for collaboration, community activity and partnerships, and to advise on trends. In 2007 two regional groups were created – one for Latin America and another for the Middle East.

We also advanced our International Partner Agreements – comprehensive partnership agreements with foreign universities covering staff interaction, exchange of ideas, and involvement in industry and community internationally.

New agreements were formed with two European universities: the University of Bologna (Italy) and the University of Lyon (France). A third agreement was struck with Universitas Gadjah Mada (Indonesia).

This brings our total number of international partners to eight, as we have existing agreements with institutions in the United States, the United Kingdom, Mexico and China.

## Planning and Quality Management Framework

Our Planning and Quality Management Framework ensures that we set a clear strategic direction for the university and have mechanisms in place to deliver our objectives. The framework maps how our various plans inform each other and link to our Key Performance Indicators and our annual planning, budget and target-setting cycle. Components of the framework include the following.

**Setting the Pace: Statement of Strategic Directions** sets out our mission, guiding principles and 10- year vision.

**Strategic Plan 2006–2009** is our most important plan, expressed as three themes, each with several objectives and supporting strategies (the guiding themes and objectives for the University listed on page 6).

**Key Performance Indicators** are the critical measures of our performance against the objectives of our strategic plan.

**KPI Scorecard Framework** is our management and reporting structure for tracking institutional performance across four interdependent areas: teaching and learning, research, student experience, and organisational sustainability.

**Enabling Plans** contain support strategies to fulfil the Strategic Plan. Examples of these plans are the International Enabling Plan and the External Engagement Enabling Plan.

**Action Plans** present faculty and unit-level projects and ongoing initiatives to support delivery of the Strategic Plan and Enabling Plans over the coming year.

**Plan, Do, Review, Improve** is our quality management cycle that underpins our approach to continuous improvement in planning and quality management and informs the day-to-day work practices of our staff.



## A new academic structure for UTS

One of the University's major initiatives of the year was working out how the academic units of the University should be organised to best position UTS in a changing market.

In March we began an official review of our academic structures – principally the nine faculties and the Institute for International Studies.

The Vice-Chancellor established an Academic Structures Review Working Group consisting of Senior Deputy Vice-Chancellor and Senior Vice-President Professor Peter Booth; Deputy Vice-Chancellor and Vice-President (Resources) Patrick Woods; and Chair of Academic Board Professor Tony Baker.

The review was initiated to consider how we could strengthen our academic position for the next decade, taking into account competitor universities and our need for differentiation. The premise of this was that a stronger academic structure would help us face increasing competition in higher education, further engage with industry and community, achieve greater efficiency in operations and best address the needs of students.

From the beginning of the review the Vice-Chancellor created channels for staff input through faculty visits, staff forums, online surveys and ongoing electronic communications to all staff regarding the review.

The working group's final report was submitted to the Vice-Chancellor in August. Its most significant recommendations were to disband the Faculties of Humanities and Social Sciences, and Education, and the Institute for International Studies, replacing them with a Faculty of Arts and Social Sciences; and to disband the Faculties of Engineering, and Information Technology, replacing

them with a single Faculty of Engineering and Information Technology.

Accepting these changes, the Vice-Chancellor then organised an Impact Assessment Working Group, led by Professor Peter Booth, to assess implementation issues of the restructure such as staff impact, accommodation and communication issues. That group delivered its final report in October. (This report, and the one written by the Academic Structures Review Working Group, are available to all staff on our website.)

In terms of staff, the restructure's impact will mainly be at top-level management, reducing five Dean/Director positions to two, nine Associate Deans to between five and seven, and four Faculty Managers to two, among other affected positions. The Impact Assessment Working Group concluded that as budgets will not change, impact should be minimal in other areas.

Late in October the Vice-Chancellor submitted the restructure to Council (which has authority to establish faculties), proposing that it would be implemented in 2008. At its 22 October meeting, Council accepted the recommended restructures.

At the end of the review process, in his communication to staff, the Vice-Chancellor concluded that "these changes will provide the platform for the development of significant international standing in these areas (social sciences and humanities; and science, engineering and technology) of UTS's academic profile and support UTS's aim over the next decade of being Australia's premier university for industry and the professions".

(See also 'Developing our academic environment' on page 39.)



## Risk management

Each year the senior executive undertakes an assessment of the major strategic risks facing the University as a result of the risks in the environment in which the university operates and those particular to our current position. Two major issues affected our operating environment in 2007: the Commonwealth Government's higher education reforms and the international and postgraduate full-fee student market. The following table shows the assessment of significant risks we faced at the beginning of 2007. Some are well-understood issues we have been managing for some time and others were emerging challenges.

All identified strategic risks are subject to frequent review by senior management and many are also subject to regular review by Council committees or included in the Vice-Chancellor's reports to Council. Operating result risks were fully mitigated and all other areas were managed to acceptable risk levels by year-end.

### UTS key strategic risks 2007

Risk	Inherent Risk	Residual Risk Assessment		Major Risk Categories					
		2007	2008 →	Strategy & Governance	Financial	Compliance, Legal & Insurance	People	Operational & Infrastructure	Reputation & Image
<b>Achieving operating results</b>	Med	Med	Med	✓	✓				✓
> Meeting income projections	Med	Med	Med	✓	✓				
> Controlling expenditure	Med	Med	Med	✓	✓		✓	✓	✓
> International student load	High	High	High	✓	✓			✓	
<b>Commercial activity</b>				✓	✓	✓			✓
> Offshore programs	High	Med	Med	✓	✓	✓			✓
> INSEARCH	High	High	Med	✓	✓	✓			✓
> IP commercialisation	High	Med	Med	✓	✓	✓	✓		✓
Campus development planning	High	Med	Med	✓	✓		✓	✓	✓
VSU implementation	High	Med	Med	✓	✓	✓			✓
Market relevance	Med	Med	Med	✓	✓		✓	✓	✓
Impact of Research Quality Framework	High	Med	High	✓	✓		✓	✓	✓
Organisational change capability	High	High	High	✓	✓		✓	✓	✓

## Improving governance at INSEARCH

INSEARCH Limited, one of UTS's two controlled entities, offers English language and university pathway courses across a range of our disciplines to prepare international students for entry to UTS degrees.

It has operations in Asia and a branch in England, with agency agreements worldwide to enrol students from various countries, including Australia, into its courses. As UTS's primary provider of pathway programs, INSEARCH channels approximately 1000 full-fee-paying students to the University annually.

During 2007, UTS and INSEARCH worked together on a comprehensive revision of INSEARCH's constitution and board composition to ensure that its objectives were in line with the University's.

The aims of the review were to align risk management frameworks between INSEARCH and UTS to ensure INSEARCH activities complied with all offshore legislative requirements.

During 2007 INSEARCH commissioned legal experts to review the business structure of INSEARCH Shanghai Limited (ISL), its compliance with Chinese laws, and whether the current structure of ISL posed potential legal risks in the future. The review confirmed that the business structure of ISL complies with Chinese laws and regulations, and that ISL is operating within its scope.

In the *Auditor-General's Report to Parliament 2007*, the Audit Office concluded that the restructure of INSEARCH processes should minimise risks.

By the end of the year the following initiatives had been implemented: revision of the INSEARCH constitution; a plan for reconstitution and renewal of board membership; the allocation of portfolio responsibility for the University's relations with INSEARCH to Senior Deputy Vice-Chancellor, Professor Peter Booth; and the introduction of strengthened communication mechanisms.

## The UTS Council in 2007

The UTS Council is the governing authority of the University and has the control and management of our affairs and concerns.

Council's functions and primary responsibilities include overseeing University performance; approving our mission, strategic direction, annual budget and business plan; and approving significant commercial activities.

Council comprises 20 members as follows:

- > three official members (Chancellor, Vice-Chancellor and Chair of the Academic Board)
- > six external members appointed by the New South Wales Minister for Education on the recommendation of Council
- > six members appointed by Council, including two members of Convocation
- > five elected positions: two academic staff members, one non-academic staff member, one undergraduate student and one postgraduate student.

In 2000 Council set the mission, values and 10-year vision for the University. It established four major strategic development themes: enhancement to teaching and learning; renewed emphasis on enhancing the student experience and a major upgrade of

our physical facilities; a major emphasis on research; and an entrepreneurial focus for the University in a challenging environment.

In June 2007 Council received the second annual report on UTS's performance, covering progress in 2006 against the Strategic Plan 2006–2009 and the Key Performance Indicators and targets (which are highlighted throughout this Annual Report).

### “Council strengthened strategies for external engagement.”

Council also approved a rollover of our four-year Strategic Plan, from 2005–2008 to 2006–2009; at the same time it strengthened strategies in the Plan for external engagement.

In its strategic planning Council also considered strategic risks for 2007 and likely developments into 2008.

Significant Council resolutions during 2007 related to:

- > exploration of the key issues in our positioning as a major city-based professional research technology university in its third decade
- > a review of our academic profile and structure to make teaching and research more synergistic, promote industry and community

engagement, and encourage innovative course design

- > finalisation of the External Engagement Enabling Plan and ways to measure and communicate associated performance
- > maintenance and enhancement of the University's teaching and learning performance through projects supported by the Learning and Teaching Development Fund
- > review of research strengths and performance
- > new strategies for international student recruitment
- > a University-wide staff survey
- > membership of the newly created World City Universities network.

In other work, Council developed and approved the Policy on University Honours. It also participated in a self-evaluation survey at the end of 2007, with a subsequent action plan to be developed early in 2008. This was part of its biennial formal review and assessment process.

This follows a commendation from the Australian Universities Quality Agency for Council's engagement in critical self-review, when it audited UTS in 2006.

## A world city university

In May UTS joined the World City Universities network as a founding member, along with Pace University (New York), the University of Westminster (London), Ryerson University (Toronto), Beijing Union University, Shanghai University, Hong Kong Baptist University and Tecnológico de Monterrey (Mexico).

This network is designed to bring together cities and universities in the world's leading cosmopolitan centres to encourage cooperation and examine issues of mutual concern (cultural, environmental, economic and political).

We began discussions with the University of Westminster in 2005 about such a network to reinforce the positioning

of the universities involved and to develop international partnerships. The network was officially launched in May at Pace University in New York, and UTS will host its first annual congress in May 2008.

Other cities from which the network is seeking universities to join are Tokyo, Los Angeles, Paris, Berlin and Singapore. Our Vice-Chancellor and President, Professor Ross Milbourne, is one of the three members of the World City Universities Network steering committee.

## Council members

### Chancellor



Professor Vicki Sara, BA(Hons), PhD (Syd), DOC (Karolinska Institute), HonDSc (USQ), HonDSc (VU), HonDUniv (QUT), FAA, FTSE (15 December 2004 to 14 December 2008)

### Vice-Chancellor and President



Professor Ross Milbourne, BCom, MCom (UNSW), PhD (Calif), FASSA, FAICD

### Chair of Academic Board



Professor Anthony Baker, BSc(Hons), PhD (UNSW), HonPhD (PNRU) FRACI, FAICD (14 March 2003 to 31 October 2009)

### Members appointed by the Minister



Ross Fowler, BE; MBA (NSWIT); Managing Director, Cisco Systems Australia (1 November 2006 to 1 June 2007)



Dianne Leckie, BBus (KCAE), MEcon (Macq), FCPA, MAICD (reappointed 1 November 2006 to 31 October 2010)



Anthony Stewart MP; BA, DipEd (UNSW); Member for Bankstown, Legislative Assembly of NSW (reappointed 1 February 2006 to 31 October 2008)



Russell Taylor, MBA, GradDipPSM (UTS); GradDipArts (ANU); Chief Executive Officer, NSW Aboriginal Housing Office (1 November 2006 to 31 October 2008)



Warwick Watkins, Deputy Chancellor, JP, AMP:ISMP (Harv), MNatRes, DipScAg (UNE), HDA (Hawks), FAPI, Hon FISA, Director General NSW Department of Lands, Surveyor General of NSW, Registrar General of NSW (reappointed 1 November 2006 to 31 October 2010)



Brian Wilson, Pro-Chancellor; MCom(Hons) (Auck); Managing Director, Lazard (1 November 2006 to 31 October 2010)

### Members appointed by Council



Megan Cornelius, AM, BA (Syd), FAICD, FAIM, FACS; Harvard Leadership Program, CDC Diploma (AICD) (reappointed 1 November 2006 to 31 October 2008)



Robert Kelly, BCom (UNSW), LLB, LLM (Syd), MBA (UNSW), FCIS, FAICD, Barrister (1 November 2006 to 31 October 2010)



Michael G Sexton SC, LLB(Hons) (Melb), LLM (Virginia), Solicitor General for NSW (12 December 2005 to 31 October 2008)



Dr Katherine Woodthorpe, BSc(Hons) (UMIST), PhD (Leic), FAICD (1 November 2006 to 31 October 2010)

### Members of academic staff



Professor Jenny Onyx, MA (Well), PhD (Macq), Professor of Management, Faculty of Business (1 November 2006 to 31 October 2008)



Professor Greg Skilbeck, BSc(Hons), PhD (Syd), Associate Dean (Research), Professor of Earth Sciences, Faculty of Science (1 November 2006 to 31 October 2008)

### Member of non-academic staff



Christopher Cahill, GradDipInfSys (CSturt), Director, Information Technology (re-elected 1 November 2006 to 31 October 2008)

### Undergraduate student



Michael Nguyen (1 November 2006 to 31 October 2008)

### Postgraduate student



Duha Zaater, BBA (AAST), MBA (UTS) (1 November 2006 to 28 March 2007)



Peter Brady, BE DipEngPrac (UTS), MIEAust, APESMA (12 June 2007 to 31 October 2008)

### Members of Convocation



Patricia Kelly, BA (NSWIT), Deputy Secretary, Federal Department of Innovation, Industry, Science and Research (renominated 1 November 2006 to 31 October 2010)



Dr Valerie Levy, Pro-Chancellor, BA (Columbia), MA (Penn), PhD (Claremont) (renominated 1 November 2006 to 31 October 2008)

### Secretary to Council



Dr Rosalind Dubs, BSc(Hons) (ANU), Dr ès Sc (Lausanne), FAICD

Photos: Vatché Evanian

## Senior executive

The eight members of the senior executive manage the operations of the University. This includes the Vice-Chancellor and President, who has overall responsibility for the University, with the other members of the senior executive overseeing the operations of one of the University's administrative divisions as described below.

### Vice-Chancellor and President



Professor Ross Milbourne, BCom, MCom (UNSW), PhD (Calif), FASSA, FAICD

The Vice-Chancellor is the University's chief executive officer.

He is responsible to Council for the effective management of the University. Professor Milbourne's role includes strategy, external relations, planning, oversight of senior executive, establishing of annual priorities and the overall performance of UTS.

Professor Milbourne received his Bachelor's and Master's degrees from the University of New South Wales, and his PhD from the University of California, Berkeley. His research interests have been in the general area of macroeconomics and, in particular, the mathematical modelling and statistical testing of macroeconomic theories. During the past decade his research has focused on economic growth in open economies (those that allow free international movement of goods and capital). This work has led to an interest in technology diffusion and transfer. His most recent work has related this to higher education policy in Australia, by estimating the effect of government funding reductions on human capital.

His previous appointments include Pro-Vice-Chancellor (Research) at the University of New South Wales, Deputy Vice-Chancellor (Research) at the University of Adelaide and Chair of the Research Grants Committee of the Australian Research Council.

### Senior Deputy Vice-Chancellor and Senior Vice-President



Professor Peter Booth, BEc (Syd), GradDipEd (Syd Teach Coll), MEc (UNE), PhD (Griff), FCPA, CA

The Senior Deputy Vice-Chancellor and

Senior Vice-President is accountable to the Vice-Chancellor for the academic operations of the University and is a member of several committees and Academic Board. Professor Booth is responsible for strategic planning, target setting, quality assurance, performance reporting and review. His portfolio includes dealings with Commonwealth funding, resource allocation and Indigenous education.

Professor Booth's research field is the behavioural and organisational impacts of management accounting and control systems. His major areas of interest are the impact of information technology on management accounting practices, the role of accounting in collaboration in organisational networks, the development and adoption of management accounting innovations, and how decision-makers form judgments.

### Deputy Vice-Chancellor and Vice-President (International)



Professor David Goodman, BA(Hons) (Manc), DipEcon (Peking), PhD (Lond), FASSA

The Deputy Vice-Chancellor and

Vice-President (International) leads our international activities and developments to build the University's global reach, cultural diversity and international capability.

Professor Goodman's research concerns social and political change in China. His recent studies include provincialism and democracy in China under reform, and colonial Germany in China during the late 19th and early 20th centuries. He founded and developed the Institute for International Studies, where he remains a Professor.

### Deputy Vice-Chancellor and Vice-President (Research)



Professor Susan Rowley, BA, DipEd (Monash), BCA, PhD (W'gong), FAICD

The Deputy Vice-Chancellor and Vice-President (Research)

has responsibility for research policy development and oversight of our research activities, postgraduate education, industry liaison, intellectual property and commercialisation.

Prior to her appointment in June 2004, Professor Rowley was Executive Director for Humanities and Creative Arts at the Australian Research Council. She served on the humanities discipline panel from 1999–2000. Professor Rowley has previously served as Foundation Professor of Contemporary Australian Art History and Head of the School of Art History and Theory at the University of New South Wales; President of the Australian Council of University Art and Design Schools; Chair of the Board of Object: Australian Centre for Craft and Design; and as a member of the Australia Council's Visual Arts and Craft Board National Infrastructure Committee. Professor Rowley's research in contemporary art, craft and design resulted in both publications and curatorship of international exhibitions.

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



Professor Shirley Alexander, BSc, MAppStats (Macq), GradDipEd (SCAE)

The Deputy Vice-Chancellor and Vice-President (Teaching,

Learning and Equity) is responsible for leading the achievement of our key priorities in teaching and learning, student focus, and equity and diversity.

Professor Alexander's major responsibilities include enhancing teaching quality; teaching environment improvement; maintaining an effective learning environment for all students; developing a strong student focus across the University; and promoting equity and the elimination of discrimination among students and staff.

Professor Alexander is Professor of Learning Technologies and has worked at UTS for the past 14 years. She previously held the positions of Director of the Institute for Interactive Media and Learning, and Dean of the Faculty of Education.

Professor Alexander has an international reputation for research in the use of technologies in education. She was a member of the Committee for University Teaching and Staff Development (CUTSD) from 1997–1999, and of the Australian Universities Teaching Committee from 2000–2004.

### Deputy Vice-Chancellor and Vice-President (External Relations) and Registrar



Dr Rosalind Dubs, BSc(Hons) (ANU), Dr ès Sc (Lausanne), FAICD

The Deputy Vice-Chancellor and Vice-President (External

Relations) and Registrar is responsible for the University's engagement with industry, government, alumni and community; our enterprise development program; student administration and graduation; governance support,

including Council and Academic Board secretariats, regulatory and legal compliance, and approvals to use the University's name and symbols; University Rules and their administration; official publications; and corporate records and archives.

Joining UTS in January 2007, Dr Dubs has wide-ranging commercial and international experience in the private and public sectors. As part of multinational electronics company Thales, Dr Dubs was the Paris-based Operations Vice-President of its air traffic management business; prior to that she was Managing Director of its navairs business line in Stuttgart, Germany. Most recently she was Director of Electronic Systems with Thales's joint venture company ADI Limited. Her earlier career included senior positions in the Commonwealth Scientific and Industrial Research Organisation, as Registrar of the Australian National University, and as Director of Operations Support for Airservices Australia.

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



Anne Dwyer, BBus (CSturt)

The Deputy Vice-Chancellor and Vice-President (Corporate Services) is accountable

for building the profile and brand of UTS in the community, shaping and developing a high-performance culture, and the University's organisational and technological capability.

Key responsibilities include human resource management, IT, marketing and communication; providing effective support for the University to achieve its objectives; supporting major change programs; developing organisation capabilities; shaping culture, particularly in relation to the UTS brand, and creating an inspiring place to work; and risk management.

### Deputy Vice-Chancellor and Vice-President (Resources)



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

The Deputy Vice-Chancellor and Vice-President (Resources) is accountable for

financial services, commercial services and facilities management. Mr Woods is responsible for ensuring the efficient and effective use of our resources to achieve our key strategic priorities. His portfolio includes budgeting and financial planning and reporting, property development, commercial services, campus development, facilities management, internal management reporting, crisis management, security and building services.

Mr Woods has leadership experience and understanding of the higher education sector, having spent three years as Director, Financial Operations and Systems at the University of Sydney. Previously he was the Chief Financial Officer/Chief Operating Officer with TMP Worldwide AsiaPac, worked for a period as a management consultant, and was the Managing Director of computer hardware and software distributor Merisel.



## Deans of faculties and directors of institutes

### Faculty of Business

Professor Rob Lynch  
BEd(Hons), MEd (UWA), PhD (Ill)

### Faculty of Design, Architecture and Building

Professor Desley Luscombe, BSc (Arch), BArch(Hons), MArch, PhD (UNSW), FRAIA

### Faculty of Education

Professor Mark Tennant, BA(Hons), DipEd (Syd), PhD (Macq)

### Faculty of Engineering

Professor Archie Johnston, BSc(Hons), PhD (Heriot-Watt), FIEAust, CPEng, MICE

### Faculty of Humanities and Social Sciences

Professor Theo van Leeuwen, Dip Film/TV (Amsterdam), MA (Macq), PhD (Syd)

### Faculty of Information Technology

Professor Tom Hintz, BSc(EE) (Texas), MSc(EE), DSc(EE) (NMSU), MACM, MIEEE

### Faculty of Law

Professor Jill McKeough, BA LLB (UNSW), LLM(Hons) (Syd), Barrister of the Supreme Court of New South Wales

### University Graduate School

Professor David Boud, BSc(Hons), PhD (Sur), Cphys, FSRHE, FRSA, MIstP

### Faculty of Nursing, Midwifery and Health

Professor Jill White, RN, RM, AssocDipNEd (Cumb), BEd (SCAE), MEd (Syd), PhD (Adel)  
(on leave from July to December 2007)

Professor Denise Dignam, RN, BA, DipSocSci, PhD (Massey) (acting from July 2007)

### Faculty of Science

Professor John Rice, BSc, PhD (UNSW)

### Institute for International Studies

Professor Stephanie Hemelryk Donald, BA(Hons) (Oxf), MA (S'ton), DPhil (Sus)

## Women match men in top roles



With the January 2007 appointments of Dr Rosalind Dubs and Professor Shirley Alexander, for the first time there was equal representation of men and women in our top-level roles.

Dr Dubs was appointed Deputy Vice-Chancellor and Vice-President (External Relations) and Registrar, while Professor Alexander moved from Dean of Education to Deputy Vice-Chancellor and Vice-President (Teaching, Learning and Equity).

This means four of our eight senior executive positions are filled by women, along with that of the UTS Chancellor.

Dr Dubs came to UTS with wide-ranging experience in the private and public sectors. In Europe she worked in senior roles for French electronics company Thales; in Australia she worked for its local operation, Thales Australia (then ADI). Earlier, her career included senior positions in the CSIRO, Australian National University and Airservices Australia.

Professor Alexander has worked at UTS for the past 14 years, previously holding the positions of Director of the Institute for Interactive Media and Learning, and Dean of the Faculty of Education. With a reputation for research on the use of information and communication technologies in education, she was a member of the Committee for University Teaching

and Staff Development and of the Australian Universities Teaching Committee.

These appointments are an example of our equal opportunity culture at work, particularly in relation to female staff.

Every year since the Employer of Choice for Women award was launched in 2001 we have earned an Equal Opportunity for Women in the Workplace Agency citation and have been rated as a best practice organisation by the agency for more than 10 years.

(Chapter 5 outlines our equal opportunity activities in 2007, with supplementary information in appendices D and M in Volume 2.)

### Female executive officers

Year	2003	2004	2005	2006	2007
Women as % of senior executive	14	25	22	25	50
Number of female senior executives	1	2	2	2	4
Total number of senior executives	7	8	9	8	8

Photo: Terry Clinton

## Our boards, committees and groups

A number of committees, groups and boards provide advice to Council on particular areas of the University's operations.

The **Audit and Review Committee** assists Council to discharge its responsibility in relation to internal control systems; financial information; business policies and processes; compliance with applicable laws, rules and regulations; and systems for the prevention and management of corrupt conduct, maladministration and waste. The Committee advises Council on the annual internal audit plan; effectiveness of the internal audit function; and liaison with the New South Wales Auditor-General. It also reviews and passes comments to Council and the Finance Committee on our annual financial statements and other relevant documents.

The **Commercial Activities Committee** advises Council on matters relating to University commercial activity under the University's governing Act, including policy and governance frameworks.

The **Equity Reference Group** annually considers the University's equity and diversity program for the following year, reviews performance for the current year, and reports to Council on these, including recommending policy initiatives Council might undertake.

The **Finance Committee** advises Council on matters relating to the allocation and reporting of the University's finances, and acts on behalf of Council in areas of delegated authority.

The **Governance Committee** advises Council on matters relating to governance, in particular the knowledge and skills required for Council membership, and the induction and professional development programs provided to Council members. It also advises Council annually on the University's conformance with the federal government's National Governance Protocols.

The **Honorary Awards Committee** advises Council on policy relating to all types of honorary awards and recommends nominations for honorary awards.

The **Nominations Committee** identifies for Council's consideration individuals who are suitable for appointment as members of Council.

The **Physical Infrastructure Committee** is responsible to Council for the provision of advice on capital development and management matters within the context of the capital works budget as approved by Council.

The **Student/Council Liaison Group** is a forum for Council members and senior management to interact with students and discuss matters of interest to the student body.

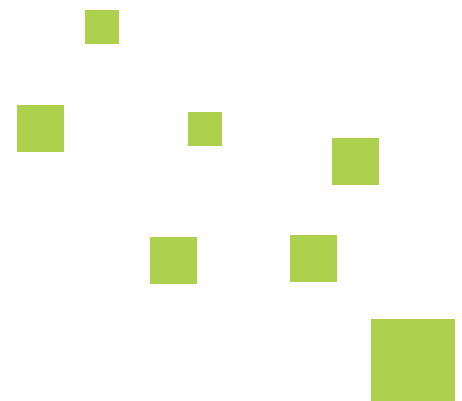
The **Academic Board**, which is the University's principal body of academic governance, has its own standing committees and boards that advise it on matters pertaining to academic programs. These are Academic Administration; Appeals; Courses Accreditation; Executive; Teaching and Learning; and Research and Research Training. The Faculty Boards and Boards of Studies also offer advice to Academic Board.

In 2007, as in previous years, there were nine **Faculty Boards**: Business; Design, Architecture and Building; Education; Engineering; Humanities and Social Sciences; Information Technology; Law; Nursing, Midwifery and Health; and Science. The role of these boards is to advise the Academic Board and relevant Deans and Directors on educational matters.

There are also four **Boards of Studies**, one each for Indigenous Education, the Institute for Sustainable Futures, the Institute for International Studies and the University Graduate School.



Photo: Chris Bennett



# The teaching year



Photo: Chris Bennett

In 2007 UTS was recognised as one of Australia's best practice-based teaching institutions.

We were rated in the top band in all disciplines in the federal government's 2008 Learning and Teaching Performance Fund. Only one other university equalled this rating.

This was an improvement on our result for 2007 when we rated in the top six Australian universities for teaching.

Ratings are based on analysis of student satisfaction, student outcomes and student success. Our performance is a result of our strategies to improve teaching and curriculum quality, and to enhance support services as well as the whole student experience at UTS. (For further explanation see 'Developing our academic environment' and 'Faculty reports' in this chapter.)

This news coincided with the conclusion of substantive discussions with Council and the Vice-Chancellor's Committee to reposition the University for its third decade.

We were driven to this re-consideration through various reviews of our teaching profile (discussed below).

**“Our strong international focus played heavily in our curriculum review.”**

The end result was a decision to firmly position UTS as a university known for producing the best-prepared graduates for industry and the professions.

To achieve this we have made and continue to make extensive changes to our course offerings, enhancing our relevance to the professions and international perspective. We have also developed plans to realign our curriculum and academic units.

The most substantial curriculum changes in 2007 were in the Faculties of Law, Education, Information Technology, and Science.

Of particular note were the redesign of our Bachelor of Science and Bachelor of Arts in Communication degrees, and our preparation for a Bachelor of Global Studies (see 'Teaching advancements' on the following page).

Our strong international focus played heavily in our curriculum review. This emphasis was also key to continued progress of our International Studies Subject Bank (encouraging students to include international content in their studies), and development of our leading student exchange and International Studies programs.

In recognition of those programs the Institute for International Studies received the Education Award from the Australia-Latin America Business Council and the Council on Australia Latin America Relations.

We also received a range of fellowships and citations from the Carrick Institute for Learning and Teaching in Higher Education (detailed in the 'Faculty reports' and 'Developing our academic environment' sections in this chapter).

We appointed a new Deputy Vice-Chancellor and Vice-President (Teaching, Learning and Equity) at the beginning of the year, Professor Shirley Alexander, who was previously Dean of the Faculty of Education.

Professor Alexander is leading our efforts to equip students for an increasingly internationalised society that is moving towards a sustainable future.

Employers value relevant knowledge, generic skills such as problem solving, and the ability to work productively in teams. Therefore our teaching aims to produce graduates who are robust, resilient professionals capable of creative, innovative and imaginative work.

**“We strive to equip students to pursue successful careers in a changing professional workplace.”**

Deputy Vice-Chancellor  
(Teaching, Learning and Equity)  
Professor Shirley Alexander

## Teaching advancements

In 2007, enhancements to teaching came from several University-wide strategic reviews: the Courses and Subjects Profile Review, the Academic Profile Review and the Academic Structures Review.

Our first major review to affect teaching – the Courses and Subjects Profile Review – was a review of the strengths and weaknesses of each of our coursework programs. Completed in 2005, the results were implemented during 2006 and 2007, resulting in some courses being discontinued, others modified and new ones launched for the 2007 and 2008 academic years (see ‘Faculty reports’ in this chapter).

This resulted in a substantial reduction in the number of courses and subjects offered – at the beginning of the 2008 academic year we will offer approximately 370 courses.

“Our aim is to shape our education offering by keeping abreast of industry changes.”

Our Academic Profile Review, which began in 2006, continued this year and will be fully implemented in 2008. The purpose of the review is to guide our approach to a dynamic student market and professional landscape.

In 2007 the review highlighted our strategically important academic areas and stated where performance needs to be improved. It also highlighted our potential to build on existing capabilities through proposed new courses in the broad areas of environmental studies, digital industries, city studies and global studies.

The Academic Structures Review (see ‘A new academic structure for UTS’ on page 16) was completed late in the year with the decision to create a Faculty of Arts and Social Sciences, and a Faculty of Engineering and Information Technology.

While these reviews broadly assessed the academic direction, our curriculum is under constant review and improvement.

In 2007 a working group on curriculum renewal was initiated by the Teaching and Learning Committee and the Deputy Vice-Chancellor and Vice-President (Teaching, Learning and Equity), Professor Shirley Alexander, linked with faculty curriculum renewal projects and funded through the federal government’s 2007 Learning and Teaching Performance Fund. (Two other working groups complemented this: one on infrastructure support for course redesign and another on the design of learning and teaching spaces.)

The curriculum renewal working group provided an interim report to Academic Board in November. The report emphasised the need for a greater focus on authentic, practice-oriented learning experiences.

We aim to achieve this by keeping abreast of industry changes and new approaches to teaching, to maintain our position as a leading university for industry and the professions.

There are several ways in which industry informs teaching at UTS, the most obvious being the role of experts on faculty advisory boards. With faculties extensively reviewing their courses this year, industry was engaged to ensure the relevance of our curriculum to the marketplace (see ‘Faculty reports’ in this chapter).

Another way we maintain quality across our courses is through our annual Course Performance Report, which provides annual tracking of the performance of degree courses against a wide range of benchmarks and targets. The aim of the report is to improve course quality. It also assists us in our academic profile planning.

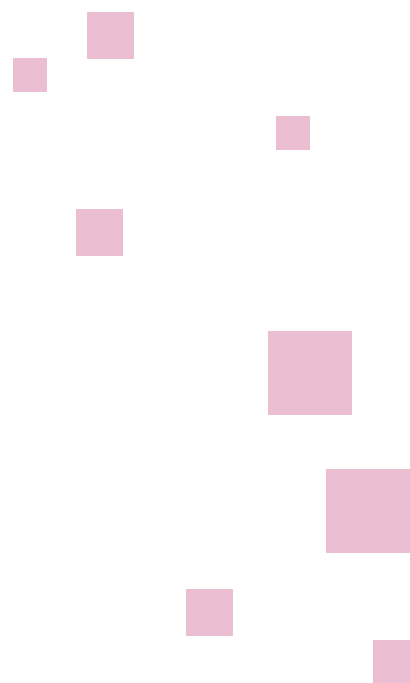
Indicators used to assess course performance are student demand, student load, student pass and retention rates, student and graduate survey results, and average salary and employment rates for graduates.

The report classifies courses in each faculty as ‘excellent’, ‘average’ or ‘poor’. Most courses rated as ‘poor’ in 2007 were due to a high student drop-out rate or failure rate.

The Deputy Vice-Chancellor (Teaching, Learning and Equity) works with faculties to identify improvements to courses where necessary.

### Performance of our courses (%)

Rating	2004	2005	2006	2007
Excellent	68	62	71	80
Average	9	11	13	7
Poor	23	27	16	13



## Learning results

One of the University's biggest achievements for the year was being recognised in the federal government's Learning and Teaching Performance Fund as the equal best for teaching and learning, compared to 38 universities across Australia.

Alongside the University of Wollongong, we rated in the top band for all discipline groups: science, computing, engineering, architecture and agriculture; business, law and economics; humanities, arts and education; and health.

For our rating we will receive \$8.4 million in 2008. These funds will go towards a wide range of projects to support and improve teaching and learning across the University.

**“We were recognised as the equal best in teaching and learning of all Australian universities.”**

Another indicator of the quality of our teaching and learning is the results of different student groups, such as Commonwealth-supported students, full-fee-paying and inpUTS Educational Access Scheme students.

In April 2007, Academic Board reported to Council on the potential academic impact of the introduction of domestic full-fee-paying places, using data from the 2006 academic year.

The total number of domestic full-fee-paying entrants for 2006 was very small (145 for first semester 2006) with more than half (85) being current school leavers entering on the basis of their Universities Admissions Index (UAI).

Given that these students entered with a raw UAI, a direct comparison with equivalent Commonwealth-supported students was possible.

The 85 domestic full-fee-paying current school leavers were spread across UTS, with no faculty having more than 20 students; only three faculties had more than 10.

The 2369 Commonwealth-supported current school leavers entering UTS in 2006 had a success rate of 92 per cent; domestic full-fee-paying current school leavers had a success rate of 87 per cent; and the 313 inpUTS current school leavers had a success rate of 86 per cent.

The slightly lower success rate for inpUTS students reflects that these students may have had a UAI up to 10 points below the cut-off for those students not entering through such a scheme. That the domestic full-fee-paying current school leavers' results fall between the Commonwealth-supported students and inpUTS students reflects that they have a UAI up to five points lower than the Universities Admissions Centre cut-off.

(For our other major student group, international students, the success rate for undergraduate onshore students was 81 per cent for commencing students and 87 per cent for continuing students.)

Given that the numbers of domestic full-fee-paying students in 2006 were quite low and spread widely across faculties and courses, it is assumed that domestic full-fee-paying current school leavers had insignificant impact on criteria that would affect teaching quality and the University environment.



Photo: Chris Bennett

## Faculty reports – teaching and learning activity

### University-wide achievements

At its 38th technical symposium the Association for Computing Machinery Special Interest Group on Computer Science Education (SIGCSE) – an international forum for computing-related education – awarded the late Professor John Hughes an SIGCSE Award for Outstanding Contribution to Computer Science Education. Professor Hughes contributed to computing education, and research for 40 years. He was an outstanding mentor and a committed educator. Professor Hughes received a posthumous Doctor of the University, *honoris causa*, from UTS in 2006. He was Dean of the Faculty of Information Technology and worked in a range of senior roles at UTS over several decades.

Receiving one Senior Fellowship and two Associate Fellowships, UTS performed better than any other university in the Carrick Institute for Learning and Teaching in Higher Education 2007 fellowships. The Senior Fellowships went to Professor David Boud, Dean of the University Graduate School. Each Senior Fellow received up to \$330,000 for a 12-month project to improve teaching and education. Associate Professor Les Kirkup from the Faculty of Science, and to two staff from the Faculty of

Information Technology: Dr Raymond Lister and Professor Jenny Edwards (together) were granted Associate Fellowships worth up to \$90,000 each.

For contributing to the academic success and experience of students with special needs through equitable learning and assessment arrangements, several staff across the University were cited at the 2007 Carrick Awards: Marie Flood (Student Services Unit), Dr Mary Coupland and Narelle Woodland (Faculty of Science), Dr Simon Darcy (Faculty of Business), and Fran Rogan (Faculty of Nursing, Midwifery and Health). Fran Rogan received another citation, shared with Caroline San Miguel from the ELSSA Centre, for a communication program in a nursing degree that improves clinical practice outcomes for students from non-English-speaking backgrounds.

Director of the Institute for Interactive Media and Learning Dr Jo McKenzie led a team from the Australian Technology Network of Universities which was awarded a \$178,000 grant from the Carrick Institute to study peer review of learning and teaching in e-learning and blended learning environments.

### Faculty of Business

During the year the faculty researched the work-readiness of its own courses and how other universities develop this focus in teaching and learning.

Following extensive consultation with industry, the faculty revised the Executive Master of Business Administration (EMBA) curriculum to incorporate three themes: business sustainability, running a business, and entrepreneurship and innovation.

In addition, the faculty introduced a Master of Professional Accounting. As with the EMBA, this was in line with its aim to offer courses that increase graduate preparedness to pursue successful careers in a changing professional workplace.

Complementing its review of courses, the faculty was allocated funding from the Learning and Teaching Performance Fund to develop work-ready modules (with the ELSSA Centre, the Faculty of Information Technology and the Careers Service).

The faculty received a number of Carrick Citations for Outstanding Contribution to Student Learning at the 2007 Carrick Awards from the Carrick Institute. Sonya Pearce

from the faculty was cited for leadership of courses, teaching, and student support for Aboriginal and Torres Strait Islander students. Associate Professor Stephen Teo was cited for contributions in practice-based, research-led curriculum and assessment design to provide business graduates with work-ready competencies. Associate Professor Teo and Dr Peter Kandlbinder (from the Institute for Interactive Media and Learning), with others from the Australian Technology Network of Universities, were awarded \$120,000 to embed performance management principles into some business subjects via self and peer-assessment.

Also receiving a Carrick Citation were School of Marketing Professor Louise Young, Lecturer Lynne Freeman and academic staff member Daniela Spanjaard for student inspiration through engagement in a practice-based, research-led group project setting.

Another teaching project focused on engaging staff and students with graduate attribute development. This was awarded a Project Priority Grant of \$203,544 from the Carrick Institute. The project team includes business faculties from UTS and some other universities

## Faculty of Design, Architecture and Building

The Faculty of Design, Architecture and Building developed its curriculum in 2007 to focus on new technologies, to keep its teaching contemporary with professional practice.

Its new Master of Architecture degree focuses on design and practice, and is structured to allow a range of subject options. The Master of Architecture replaces the Bachelor of Architecture as the qualification needed to practise as an architect – it will have its first intake in 2008.

One of the faculty's annual events – the Lancôme Colour Designs Awards Australia (pictured) – was held in April. Lancôme and the faculty selected 12 students to create a fashion collection based on Lancôme's 2007 make-up collection 'Pop Cherub'. The judging panel included Akira Isagowa, Alex Perry and Josh Goot. The winning students were Lee Matthews (Colour and Texture), Laura Prideaux (Innovation), and Robby Tjia (Modern Femininity). All three competed in the international competition.

Property students also performed well, holding their title as Australian Royal Institute of Chartered Surveyors Moot Court champions, defeating the University of Queensland.

The work of architecture students was exhibited across Japan and the United States in the latter part of the year. Another international development was the faculty's agreement to develop a joint higher degree in animation with Fachhochschule Hannover.



Photo: Scott Naadham

## Faculty of Education

The Faculty of Education revised its curriculum, replacing some existing courses with a smaller number of new ones.

It replaced its one-year Graduate Diploma in Education with an 18-month Bachelor of Teaching in Secondary Education, beginning in 2007. The Bachelor degree prepares graduates and mature 'career-change' students to teach in any of 12 specialisations.

Advisors support students of the Bachelor course during practical teaching to maximise on-the-ground learning.

The faculty similarly redeveloped its music therapy program, discontinuing the Graduate Diploma in Music Therapy and replacing it with a two-year Master of Arts in Music Therapy. This follows a national program by the Australian Music Therapy Association to upgrade accredited music therapy training.

Dr Laurence Brady from the faculty was cited at the 2007 Carrick Awards for enhancing understanding of curriculum planning, implementation and evaluation in prospective and practising teachers.



## Faculty of Engineering

The faculty has developed innovative undergraduate and postgraduate programs and strong links with industry. At undergraduate level, the faculty's practice-based education focus requires students to experience the reality of engineering internship from an early stage in their professional formation and it actively relates this experience to their academic program.

In December 2007 the faculty opened the John Heine Suite in Building 2. The refurbished suite houses one of two Engineering Learning and Design Centres and the Women in Engineering unit. (The suite was named in honour of John Heine, an engineer who migrated from

England and founded engineering firm John Heine & Son Pty Ltd in 1886.)

The Learning and Design Centres are spaces where students can expect a variety of learning support services, such as meeting with tutors and using resources.

Master of Engineering Studies student Barsha Karki was one of 10 students to receive the Grace Hopper Celebration of Women in Computing scholarship, beating almost 900 applicants. The scholarship made it possible for Barsha to travel to the United States in October to attend the Grace Hopper Celebration of Women in Computing 2007 conference.

## Faculty of Humanities and Social Sciences

The faculty revamped its foundation course this year – the Bachelor of Arts in Communication – which will re-launch in the 2008 academic year.

This flagship course has six specialisations, which the faculty has traditionally regarded as independent courses. The redesign created a common core of subjects and an emphasis on digital multimedia skills across the six specialisations to keep in line with industry trends. This means the number of subjects has been reduced, which will improve support to students.

The faculty also launched a new variant of its communication course in 2007 – the Bachelor of Arts in Communication (Information and Media). A review in 2005 identified the need to change the previous Information Management course as student numbers had declined steadily. The new course is designed for the increasing convergence of information, media, communication, design and the creative arts.

## Faculty of Information Technology

Following a thorough review of courses offered by the faculty in 2006, this year its curriculum changed significantly.

The faculty's revised undergraduate curriculum included a restructured Bachelor of Science in Information Technology degree for the 2007 intake, creating four new majors and offering five sub-majors.

The faculty also reviewed its postgraduate courses during the year, which will result in changes for the 2008 academic year. This will align degree offerings with changes in the information and communication technologies industry.

This review will result in the discontinuation of a number of IT courses. The remodelling, particularly of undergraduate programs, was done to better fit the current roles of IT professionals in the industry.

The Carrick Institute awarded the faculty's Associate Professor Jie Lu and a team from several universities a \$140,000 grant to research strategies and approaches to teaching and learning cross cultures.

Another Carrick grant (\$220,000) went to a project led by the University of New South Wales in which Faculty of Information Technology academics Andrew Litchfield and Richard Raban are involved. The project is concerned with aligning graduate attributes to criterion-based subject assessments and a student performance portfolio.

## Faculty of Law

A strong example of the interaction between industry and teaching was the review of the faculty's curriculum this year, which was conducted, in part, to add a global perspective to courses.

Several law courses were launched or redesigned for the 2007 and 2008 academic years. These included postgraduate courses, the Juris Doctor and the Master of Legal Studies, undergraduate subjects and modernisation of the Bachelor of Laws.

The Doctor of Juridical Science is a new course for students who have a non-legal degree. It is recognised across much of the Western world. More than one third (more than 200) of students of the Master of Law and Legal Practice degree opted to transfer to the Doctorate in 2008.

The faculty also began preparations for a new Master of Laws in close collaboration with the legal profession. This will launch in 2009.

With the new curriculum, law students can now expect a more technologically developed teaching environment with an emphasis on ethics and Indigenous Australian issues. Law firms, the Law Reform Commission, academics and students were involved in the review. For undergraduate students the curriculum changes have meant that their course is streamlined and more coherent.

During 2007 teaching and learning seminars were held once a month as part of a regular seminar series for staff, with some speakers also conducting workshops with selected groups.



## Faculty of Nursing, Midwifery and Health

The faculty's teaching is strongly linked to professional practice within a culturally inclusive learning environment. It has a reputation in the health care industry for balanced education and quality teachers.

With the opening of three laboratories that simulate hospital wards at the city campus in March (pictured), simulated training was integrated throughout all nursing and midwifery undergraduate programs and in many postgraduate subjects.

In line with its desire to produce industry-ready graduates, the faculty launched a Graduate Certificate in Acute Care Nursing. This allows students to develop skills to deal with patients with acute conditions. Training includes workshops at Royal North Shore Hospital's Sydney Medical Simulation Centre.

The first of the Bachelor of Midwifery students completed their course in 2007, with all students eligible for registration with the Nurses and Midwives Board ready to take up employment in health services in 2008.

Photo: Chris Bennett

## Faculty of Science

The faculty made some major changes to its courses and commenced some innovative teaching projects in 2007.

It restructured its Bachelor of Science to offer a choice of three introductory foundation streams in first year. This allows students to experience a wider variety of science and defer their choice of specialty until second year. It also brought most of its other degrees into alignment with the Bachelor of Science, allowing greater flexibility for students to transfer between them. These changes permit considerable efficiency while improving student choice.

The faculty discontinued around 100 subjects, while one third of its degrees were either discontinued or offered as majors within the Bachelor of Science. The faculty's student load grew by more than 5 per cent in 2007, and it expects continued growth and improvement in quality from these new measures.

During 2007 the faculty embarked on preparations for the delivery of the Basic Clinical Science program of the University of Notre Dame's graduate medical degree. This represents a major expansion into the medical sphere, creating opportunities for collaboration in both teaching

and research. On the strength of this program UTS was awarded \$1.4 million by the federal government to build and equip an anatomy facility, adding a new dimension to the capabilities of the \$106 million Science Building (Building 4).

The faculty received several grants and awards from the Carrick Institute in 2007.

Associate Professor Les Kirkup, in the Physics and Advanced Materials department, was awarded a \$90,000 Carrick Institute Associate Fellowship.

Related to the faculty's work in physics was the award of a \$100,000 Carrick Discipline-Based Initiative Scheme grant led by Associate Professor Kirkup along with Dr Manjula Sharma from the University of Sydney. As part of this grant UTS hosted a national workshop trialling the extension of Australasian Chemistry Enhanced Laboratory Learning to physics. ACELL is a system of quality-controlled educational development and accreditation of undergraduate laboratory experiments currently applying only to chemistry.



## Institute for International Studies

In 2007 the institute began work on what is expected to be a new flagship course for UTS – the Bachelor of Global Studies.

Led by the Institute for International Studies, this degree will be launched for the 2009 academic year. It will focus on activities and interactions at the world level, and will include overseas study.

As part of its development, Institute Director Professor Stephanie Donald visited Southampton, San Diego and Pace Universities in 2007 to discuss exchange opportunities.

As with many of the new courses mentioned here, the Bachelor of Global Studies is about providing practice-oriented and international learning experiences, where students can experience cultural diversity.

The Institute also began preparations for a new Master of Arts in China Studies, which will launch in 2009.

The Australia–Latin America Business Council and the Council on Australia Latin America Relations awarded UTS the Education Award in recognition of our emphasis on creating an international focus in internal development and outreach activities. (The Institute's Spanish program is one of the largest in Australia.)

A team from the Institute – Associate Professor Murray Pratt, Dr Elaine Jeffreys, Dr Paul Allatson, Dr Kate Barclay and Dr Barbara Leigh – received a Carrick Citation for Outstanding Contribution to Student Learning at the 2007 Carrick Awards. The citation was for developing students' international and intercultural competence by providing outstanding preparation and support for students undertaking university study in a non-English-speaking country.

### Students of International Studies by faculty

Faculty	2003	2004	2005	2006	2007
Business	304	332	342	329	300
Design, Architecture and Building	126	141	143	169	168
Education	61	69	84	94	74
Engineering	65	59	76	72	77
Humanities and Social Sciences	307	292	314	340	328
Information Technology	43	39	30	36	31
Law	126	126	121	112	108
Nursing, Midwifery and Health	43	33	32	32.00	34
Science	112	119	129	145	153
Total	1187	1210	1271	1329	1273

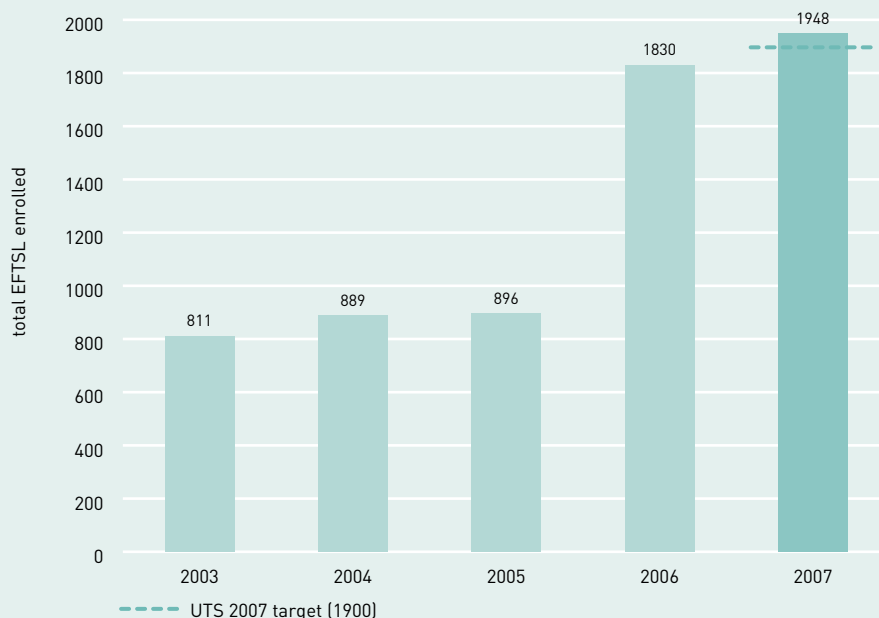
## New courses in 2008

UTS progresses its education offerings to anticipate the demands of potential students and industry. This involves the reworking of current courses and the creation of new ones. The courses listed below will be offered from the beginning of the 2008 academic year.

- > Bachelor of Arts in Communication (Information and Media) (and combined degrees)
- > Bachelor of Arts (Honours) in Architecture
- > Bachelor of Forensic Science in Applied Chemistry (and the Honours course)
- > Bachelor of Midwifery (Honours)
- > Bachelor of Science (relaunched)
- > Bachelor of Teaching in Secondary Education
- > Diploma in Information Technology Professional Practice
- > Executive Master of Business Administration (relaunched)
- > Master of Architecture
- > Master of Business in Operations and Supply Chain Management
- > Master of Professional Accounting (extended)
- > Doctor of Juridical Science
- > Graduate Certificate in Executive Business Administration
- > Graduate Certificate in Development Assessment
- > Graduate Certificate in Media Arts and Production
- > Graduate Certificate in Operations and Supply Chain Management
- > Graduate Certificate in Professional Accounting
- > Graduate Certificate in Property and Planning
- > Graduate Certificate in Research Commercialisation
- > Graduate Diploma in Operations and Supply Chain Management

## International activity

### Student internationalisation (KPI)



The 2007 target of 1900 (equivalent full-time student load) enrolled was exceeded with an enrolment of 1948 EFTSL. Student load for outbound exchange, outbound in-country study and inbound exchange all increased, more than offsetting a slight decline in outbound study abroad. The International Studies Subject Bank load component also increased.

#### Background

Student internationalisation at UTS is focused on providing opportunities for all UTS students to 'internationalise' their UTS educational experience. This KPI aggregates student load (EFTSL) from three 'experience' elements: the International Studies Subject Bank (subjects with an international content), established in 2005; inbound and outbound exchange students; and study abroad schemes.

Reference: UTS KPI TL 3

UTS had several international goals for its teaching activity in 2007, with an overall purpose of positioning itself as a major international university.

We worked towards this by building networks of partner universities, concentrating on teaching relationships. Complementing this activity were our two other main goals of providing a globalised curriculum and maximising the international experience of UTS students.

From our position as a mid-sized Australian university, we have some way to go in achieving our desire to be established as a notable presence in higher education internationally, but increasing our international profile and performing well in the various international rankings of universities will contribute to our long-term sustainability. Building such a profile is important in supporting our research and enhancing our reputation as a desirable employer for quality staff.

We continued to internationalise our curriculum, with international relevance a key part of the faculty course reviews during 2007 (see 'Teaching advancements' in this chapter).

Another approach to this was the promotion of our International Studies Subject Bank. 2007 was the second year this collection of UTS subjects with international content was promoted to students. Enrolments in these subjects increased to 1948 (equivalent full-time student load), surpassing our target of 1900.

**“More students are part of these international programs than at any other university in Australia.”**

In 2007 there were 2020 students enrolled in various language and culture programs offered by the Institute for International Studies. These enrolments ranged from those enrolled in an International Studies degree to students taking a language as an elective.

Our strong focus on internationalisation is best seen in our well-developed International Studies and exchange programs, managed by the Institute for International Studies. At UTS, more students are part of these international programs than at any other university in Australia.

The Institute's Bachelor of Arts in International Studies can be studied in combination with any of 33 degrees and includes a year of in-country study in a society that speaks the language the student has been studying.

There were 191 students who travelled overseas to complete in-country study for their Bachelor of Arts in International Studies in 2007, slightly lower than the 205 who did so in 2006. Almost one third of these students were from the Faculty of Humanities and Social Sciences. The most popular countries were France, Italy and Spain.

Due to changes in funding there was some reworking of our teaching of international language and culture programs in 2007. These new support and teaching arrangements for in-country study programs through the Institute for International Studies received a citation at the 2007 Carrick Awards.

In our International Exchange Students' Scheme, participants spend one or more semesters studying overseas. We have exchange agreements with a large number of universities across Europe, Asia and the Americas (see pages 36-37). There were 451 students who

travelled overseas on our exchange program in 2007. The leading destinations were the United States, Canada and Britain.

We also did well in participation in reciprocal student exchange, with the highest number of full-time-equivalent student exchange movements of any Australian university. Of the 450 inbound students, most came from France, Germany and Japan.

Making our whole approach to course structure internationally compatible was another focus during the year. This is principally due to the Bologna Process, which aims to establish an integrated European Higher Education Area by 2010.

This 'area' is envisaged as an 'open space' that allows students, graduates and staff to benefit from unhampered mobility and equitable access to high-quality higher education. This will be made possible by mutual recognition of degrees, compatible course structures, and transparency and cooperation in quality assurance between European nations.

We established a working party that has been considering the implications of the Bologna Process for UTS. Reporting to Academic Board in December, the working party determined that UTS is already largely compliant with the Bologna model. In cases where UTS courses do not comply it was affirmed that these course structures should be retained, as they are central to our model of education.

The working party also agreed that an Australian Diploma Supplement should be developed. This is a document attached to a higher education diploma

providing a description of the nature, level, context, content and status of the studies completed by the individual named on the qualification. During 2007 a consortium of Australian universities (not including UTS) developed a single agreed template for an Australian Diploma Supplement.

The Diploma Supplement would mean that Australian awards would be readily understood internationally, increasing graduates' international mobility for further study or employment and sharpening Australia's competitiveness in the education export market.

It is uncertain whether Australia will establish an official link with the European Higher Education Area, but having compatibility with its requirements is important in remaining internationally relevant.

From 2005, the Faculty of Business, through its School of Leisure, Sport and Tourism, offered its Master of Management in Sport Management at Beijing's prominent Tsinghua University. (This course was previously offered in conjunction with the government of Greece during the lead-up to the 2004 Athens Olympics.) UTS academics taught three cohorts of students at Tsinghua University, the majority of whom are working on the 2008 Beijing Olympics. The last cohort from this joint course graduated at a ceremony in Beijing in October 2007.

Of increasing importance in international relevance are university rankings, particularly the highly regarded international lists.

Students, especially international students, increasingly use rankings to determine their place of study. These rankings include *The Times Higher Education Supplement* World University Rankings and the Institute of Higher Education's Academic Ranking of World Universities (Shanghai Jiao Tong University).

Despite commendable past performance, in 2007 UTS did not rank highly in either of the abovementioned listings. These rankings tend to be more difficult for technology-oriented universities to do well in, but this was still a disappointing result for us. We remain committed to improving many areas of the university, particularly in teaching and research, which will strengthen our position.

**"UTS is already largely compliant with the Bologna model."**

One ranking we did greatly improve in was the Index of the International Standing of Australian Public Universities, compiled by the University of Melbourne's Melbourne Institute. The broad criterion used for choosing measures in this ranking is 'international academic standing', which includes research and teaching measures. Results are weighted to reflect the scope of the institution (i.e. universities are evaluated on the basis of whether they are good at what they do).

Of all Australian universities UTS and the University of Western Sydney improved the most in this ranking. We ranked 16th out of a list of 37 universities; in the previous ranking we were 22nd.

### Exchange students 2002-2007

	2003	2004	2005	2006	2007
Inbound	408	435	444	453	450
Outbound (International Studies and exchange)	372	423	409	408	448
Total	780	858	853	861	898
Fee-paying in-country study places (International Studies fee-paying)	147	164	133	132	97*

\*The number of fee-paying in-country studies' (ICS) students will continue to reduce as UTS moves towards reciprocal exchange agreements, to facilitate the in-country studies program. This is demonstrated in the increase in outbound students who undertake an ICS year as an exchange student.

# UTS international exchange partners



- Netherlands**
- Erasmus University Rotterdam
  - Haagse Hogeschool, The Hague
  - Tilburg University
  - Delft University of Technology
  - University of Amsterdam

- United Kingdom**
- University of the Arts London, Central Saint Martins College of Art and Design
  - Loughborough University
  - Mackintosh School of Architecture
  - Manchester Metropolitan University
  - Oxford Brookes University
  - University College for the Creative Arts
  - University of East Anglia
  - University of the West of England Bristol (Business School)
  - University of Westminster\*

Dublin City University •

- Spain**
- Independent University of Barcelona
  - Independent University of Madrid
  - Public University of Navarre
  - University Abat Oliba CEU
  - University Alfonso X El Sabio
  - University Antonio Nebrija
  - University of Cantabria
  - University of Granada
  - University of La Rioja
  - University of Malaga
  - University of Navarre

- Switzerland**
- University of Bern
  - University of Lausanne
  - University of Zürich

- France**
- Central School of Electronics
  - Dauphine University Paris
  - ESC Lille
  - ESC Toulouse
  - Michel de Montaigne University, Bordeaux 3
  - National Institute of Applied Sciences of Lyon
  - National Institute of Telecommunications, Evry
  - Paris Graduate School of Management
  - Reims Management School
  - Robert Schuman University, Strasbourg
  - University of Caen, Lower Normandy
  - University of Lyon\*
  - University of Poitiers
  - University of Reims, Champagne-Ardenne
  - University of Rennes 2 – Upper Brittany
  - University of Technology of Troyes
  - University of the South – Toulon Var

- University of Regina (Saskatchewan) •  
 • University of British Columbia  
 • Oregon State University
- University of Waterloo (Ontario) •  
 • Ryerson University (Ontario)
- University of Ottawa •  
 • Laval University (Québec)  
 • Clarkson University (New York)
- State University of New York at New Paltz  
 • Pace University (New York)\*  
 • Washington College

- California State University, Sacramento  
 • San Francisco State University (California)
- \*San Diego State University (California) •  
 • University of Texas at El Paso
- University of Arizona  
 • University of North Carolina
- \*Institute of Technology and Superior Studies Monterrey (Nuevo León) •  
 • University of Miami (Florida)

- University of Hawaii at Manoa  
 • University of Guadalajara (Jalisco)  
 • University of Veracruz
- University of the Americas Puebla

- Adolfo Ibañez University (Santiago) •  
 • Pontifical Catholic University of Chile (Santiago)



**Germany**

- Aachen University of Applied Sciences
- Eberhard Karls University of Tübingen
- Göttingen University
- Regensburg University
- Saarland University
- Technische Universität Berlin
- University of Applied Sciences and Arts in Hanover
- University of Applied Sciences Berlin
- University of Duisburg-Essen
- University of Hamburg
- University of Karlsruhe
- University of Konstanz
- University of Potsdam

**Sweden**

- Dalarna University
- Jönköping University
- Linköping University
- University of Stockholm
- Uppsala University

- Mikkeli University of Applied Sciences (Finland)

**Denmark**

- Aalborg University
- The Danish School of Journalism
- Technical University of Denmark
- University of Aarhus
- The University of Copenhagen

Vienna University of Economics and Business Administration (Austria)

- Budapest University of Technology and Economics (Hungary)
- Vorarlberg University of Applied Sciences (Austria)

- University of Athens (Greece)

**Italy**

- Catholic University of the Sacred Heart (Milan)
- Free University of Languages and Communication (Milan)
- Milan University of Technology
- University of Bergamo
- University of Bologna\*
- University of Catania
- University of Ferrara
- University of Genova
- University of L'Aquila
- University of Lecce
- University of Modena and Reggio Emilia
- University of Rome La Sapienza
- University of Trieste

Yonsei University, Seoul (South Korea)

The University of Nottingham Ningbo, China (Zhejiang)

University of Shanghai\*\*

**Japan**

- Gifu University
- Hokkaido University of Education at Hakodate
- Kagoshima University
- Kyoto University of Foreign Studies
- Kyushu Institute of Technology
- Nishogakusha University
- Obirin University
- Okinawa University
- Osaka Prefecture University
- Tokyo Institute of Technology
- University of Electro-Communications
- Yamanashi University
- Yokohama National University

The Hong Kong Polytechnic University • City University of Hong Kong

King Mongkut's University of Technology Thonburi (Thailand) • Ateneo de Manila University (Philippines)

Universiti Sains Malaysia • Nanyang Technological University (Singapore)

Gadjah Mada University (Indonesia)\*\*

University of New Caledonia (France)

\*Institution also has an International Partner Agreement with UTS.

\*\*Institution has an International Partner Agreement, but no exchange program, with UTS.



### Graduate satisfaction – teaching quality (KPI)



The 2007 result of 87 per cent positive responses (broad agreement) was a 2 per cent improvement from the previous year – the fourth successive year of improvement. The 2007 result exceeded our target of 86 per cent (set well above the Australian Technology Network of Universities average for 2006 of 82 per cent). Our strong results in 2005 and 2006 were major contributors to the University’s excellent outcomes in the federal government’s Learning and Teaching Performance Fund allocations for 2007 and 2008. We have reinvested this funding in projects to further improve teaching and learning outcomes for all students.

**Background**

The Course Experience Questionnaire is an independent survey of graduates conducted by the Graduate Careers Council of Australia (GCA). This Key Performance Indicator measures broad agreement with six ‘good teaching scale’ questions (e.g. ‘the staff put a lot of time into commenting on my work’). Each year’s data represents the results of the GCA survey in that year. For 2007, this covered students who were eligible to graduate in October 2006 and April 2007.

Reference: UTS KPI TL6

## Study applications to UTS

Demand from study applicants increased for the 2007 academic year. Main-round undergraduate offers for UTS through the Universities Admissions Centre (NSW & ACT) increased by approximately 3.1 per cent, from 6167 in 2006 to 6357 in 2007. Undergraduate full-fee-paying offers more than doubled, from 350 to 905. Our total number of first preferences from students was 9613.

Overall postgraduate coursework applications were down 9.1 per cent compared to 2006, with declines in

the Faculties of Business; Design, Architecture and Building; Humanities and Social Sciences; and Information Technology. However, there was a significant increase in applications to the Faculty of Nursing, Midwifery and Health.

The number of offers for Commonwealth-supported positions declined; down from 5660 in 2006 to 5452 in 2007, reflecting planned reductions as UTS reaches its maximum enrolments for such places. Declines were most obvious in engineering and information technology courses, which is a general trend across New South Wales.

### Student preferences in 2007

	2006			2007		
	offers	preferences		offers	preferences	
		first	total		first	total
Australian Catholic University	1912	1756	9762	2075	1806	10,222
Macquarie University	4343	5282	35,578	5143	5423	37,015
The University of Sydney	11,226	14,036	72,310	11,348	14,063	71,752
University of New South Wales	9816	10,720	58,298	10,245	11,420	61,140
<b>University of Technology, Sydney</b>	<b>6674</b>	<b>9345</b>	<b>48,169</b>	<b>7242</b>	<b>9613</b>	<b>49,893</b>
University of Western Sydney	11,807	10,105	73,483	11,916	10,595	74,738
<b>Total</b>	<b>45,778</b>	<b>51,244</b>	<b>297,600</b>	<b>47,969</b>	<b>52,920</b>	<b>304,760</b>

**Notes:**

1. Includes all applicants who apply through UAC, including international fee-paying applicants undertaking an Australian Year 12 in Australia.
  2. The preference statistics include preferences to all courses, i.e. both Commonwealth-supported place (CSP) and domestic fee-paying (DFEE) courses for Australian students.
  3. All universities listed are based in Sydney.
- Source: Universities Admissions Centre.

## Developing our academic environment

The improvement of the University as a place of teaching and learning is a constant priority.

This year we reviewed the way we structure our academic units (see 'A new academic structure for UTS' on page 16) and our approaches to teaching, with technology upgrades across our teaching and library facilities.

The proposed new Faculty of Arts and Social Sciences will create an opportunity to reorganise various fields of study around some new foci, particularly international and global studies.

The new faculty will be better able to address the internationalisation aims of UTS and enhance our strength in international studies by combining the capabilities of the Institute and the two faculties.

It is also expected that the new faculty will further strengthen our communication studies degrees – our Bachelor of Arts in Communication is already one of the most respected communication courses in Australia.

The other new faculty that will be established in 2008 is the Faculty of Engineering and Information Technology. As with the Faculty of Arts and Social Sciences, this larger faculty will provide the structure and resources to more effectively support students of those disciplines while supporting the University's desired profile.

Planning for these big changes was complemented in 2007 by smaller initiatives to improve our learning environment.

These included the UTS Library further extending its information literacy program across all faculties, integrating instruction into core subjects in either face-to-face or online mode.

This reflects the Library's agenda to support student learning and the development of lifelong learning and employability skills among students. Training in information retrieval, management and research skills was offered through an extended range of subjects and a range of short self-paced modules through UTSOnline (our web-

based online learning and teaching environment).

The Library's online training program offered via its website was expanded and access improved. It now includes introductory tutorials (catalogue, databases, use of linking software to full text) and an advanced tutorial (InfoScholar) for research students.

The Library also piloted an instant messaging reference service, complementing its increasingly popular email reference service, to help students in their learning and research.

It also increased access to electronic resources, adding new online journal titles, a Chinese newspaper database and e-books.

Use of such online and new media technologies were a key theme in the 'Infrastructure Support for Major Course Redesign' project report by a working party of the Teaching and Learning Committee.

### "We are moving towards different ways of facilitating learning."

In this report to Academic Board the committee emphasised the need to move towards different ways of facilitating learning, to meet the demands of the contemporary student.

The report made recommendations to the Deputy Vice-Chancellor (Teaching, Learning and Equity), Professor Shirley Alexander, covering areas such as podcasting and video conferencing, remote laboratory access, Second Life and upgrading of all lecterns to current best-practice standard.

This complemented another committee project titled 'Supporting Curriculum Renewal'. This project drew upon research into learning, and the range of activities students need to engage in to result in high-quality learning outcomes.

The third project, 'Design of Learning and Teaching Spaces', builds on the two described above. Given changes in the design of the curriculum and teaching, together with the use of a range of

current and emerging technologies, the working party for this project will report on the physical and virtual spaces needed to support learning.

Also funded from the Learning and Teaching Performance Fund was the UTS Peer Assisted Study Success (U:PASS) program. This initiative was a collaboration between the Student Services Unit and several faculties.

The Student Services Unit developed a support structure to assist faculties to implement peer-assisted learning models across the Faculties of Business, Science, and Engineering, for subjects with high failure rates.

For international students this was reinforced with another measure: those at risk of failing a subject were emailed a link to an early-intervention survey and personal plan development.

This feature, along with others outlined here and all our academic and learning support, received positive student feedback in the 2007 Student Satisfaction Survey.

Of the 88 areas that could be rated on the survey, students regarded the usefulness of our online learning and teaching environment UTSOnline as the best; they also ranked it as highly important. Students also ranked the quality of classrooms, with 83 per cent agreeing UTS facilities were well equipped.

The accessibility of computers at the library was a concern, with 36 per cent of students disagreeing that they were available when needed. Students had a similar response to finding quiet places to study on campus and on the availability of wireless access. As a result \$7-8 million was spent upgrading the Library over the 2007 Christmas break, including the installation of 80 new computers.

Students expressed high satisfaction with campus safety, opening hours (generally and for the Library), cultural diversity and the Library's online information resources.

# The research year



Photo: Chris Bennett

At the end of 2007 UTS Council set in process a plan to improve our research performance and reputation, with the target of becoming one of the top 12 research universities in Australia.

For a university as young as UTS the challenge we face in scaling up our research effort is significant.

To achieve this we are looking at what is required for us to be an influential learning and research technology university, particularly in the investments we need to make.

For 2007 our main research focus was a reconsideration of our research strengths, which resulted in a reorganisation of our research institutes and centres.

This was a major project involving all faculties and research areas of the University. At its end we decided on 25 research strengths grouped into five areas: science and technology, health, environmental sustainability, creative and civil societies, and business.

Of particular importance in this revision was the need for research centres to have effective external relationships with industry, business, government and the community.

As part of this review a number of new centres were established. These are detailed in the 'Our research focus' section in this chapter.

Aside from their involvement in our research strengths, the faculties were engaged in a wide range of research projects and recorded a number of notable achievements. These are detailed in the 'Faculty reports' section of this chapter.

A highlight was the Faculty of Nursing, Midwifery and Health's groundbreaking *Gluing it Together: Nurses, Their Work Environment and Patient Safety* project – a three-year analysis of the hospital workplace.

Other notable achievements included the co-appointment of Stanford University Professor Ken Waldron to the Faculty of Engineering, and the award of a Land & Water Australia Senior Research Fellowship to Professor Derek Eamus.

The faculties were also busy applying for research funding for individual, cross-faculty and inter-university projects.

Our research income grew by approximately 16 per cent in 2007, a pleasing improvement from 2006. While our success rate in the prestigious Australian Research Council Discovery Projects scheme fell in 2007, it remains strong in ARC Linkage Projects.

We continued to progress our international research links by establishing partnerships with an emphasis on research collaboration with universities in Italy, France and Indonesia.

India was another important research focus for the year with staff taking a number of trips there, setting up various partnerships and links and generally strengthening our connection to some of India's premier institutions.

**“Our main focus was a reconsideration of our research strengths.”**

Externally there were some important changes that affected our research direction in 2007 and will continue to do so in 2008.

We put considerable effort into preparing for the former federal government's Research Quality Framework (RQF) during the year. And while the new government abandoned the RQF, our preparatory work with Australian Technology Network university partners helped us to develop and define our research profile.

Next year will be challenging but there are many exciting projects we look forward to, including developing plans to achieve our overall goals and building our research strengths and links with industry.

**“Our aims are to produce results that matter: to reach out to the world; to be effective and relevant; and to be always moving forward.”**

Deputy Vice-Chancellor (Research)  
Professor Sue Rowley

## Our research focus

Consolidating the University's research focus was a priority in 2007. We achieved this by reviewing our research strengths, preparing for the Research Quality Framework, and through our Academic Profile Review and Academic Structures Review.

The purpose of all these projects was to create a research foundation that will allow us to build a reputation as a research technology university, a position endorsed by Council in March, when the Vice-Chancellor, Professor Ross Milbourne, set three objectives to fulfil this aim.

These objectives are to increase research activity, to make sure every faculty has one or two internationally recognised research areas, and to designate a few research areas to invest in for international renown. All of these objectives will be pursued in 2008.

In a review of our research strengths, we ensured that all faculties have at least one high-profile area of research. These strengths set the research focus for UTS. They are based on research centres and institutes, which embody our research proficiencies.

The review followed the approval of our revised UTS Research Strengths Policy in late 2006. Headed by the Deputy Vice-Chancellor (Research), Professor Sue Rowley, the review was carried out in consultation with Academic Board and the Vice-Chancellor.

The review was conducted to update our strengths in line with our growing research capacity and achievements as well as the changing external context. Our overall ongoing objective is to develop and sustain quality research in key areas in a competitive funding environment.

Of particular importance in this revision was the need for research centres to have external relationships to engage effectively with industry, business, government and the community.

The review resulted in some significant changes.

Our previous strengths were structured in a three-tiered system comprising University Research Institutes, Key University Research Centres and University Research Groups.

**“Of particular importance is for research centres to have external relationships.”**

Our 25 research strengths are now designated as research institutes or centres. These teams and the networks with which they connect are not only vital to us in terms of our standing as a research university; they also guide the calibre and relevance of our teaching.

Our strengths are now grouped into five disciplines: business, creative and civil societies, environmental sustainability, health, and science and technology.

In our business grouping, the Centre for Intelligent Information Systems was created to develop innovative and practical methodologies and techniques for intelligent information processing and system building. The centre is based within the Faculty of Information Technology.

The Centre for Innovative Collaborations, Alliances and Networks was renamed the Centre for Management and Organisation Studies. It was also made part of the business grouping.

Almost every strength in the creative and civil societies grouping was new.

The Cosmopolitan Civil Societies Research Centre was established in 2007 as an interdisciplinary research network to investigate practices that lie between political institutions, economic relations and traditional social formations, which are crucial in enabling social cohesion and change in cosmopolitan societies. The centre includes experts in management, finance, economics, leisure, tourism, communications, cultural studies, social inquiry, education, law and engineering.

Aside from its role in this centre, the Faculty of Education further established its research direction with the

### Student load (higher-degree research)

Faculty	2003	2004	2005	2006	2007
Business	77	100	118	115	111
Design, Architecture and Building	36	40	50	62	61
Education	97	98	120	110	101
Engineering	115	134	133	127	117
Humanities and Social Sciences	128	127	129	124	112
Information Technology	76	95	99	102	94
Law	17	27	32	22	21
Nursing, Midwifery and Health	44	39	40	43	43
Science	141	154	162	159	158
Other	29	38	47	65	55
Total – research	759	851	929	928	872

\*All figures are equivalent full-time student load. Coursework figures in this report comprise postgraduate coursework and undergraduate.

endorsement of its principal research focus – the Centre for Research in Learning and Change – as a research strength in the creative and civil societies grouping.

Also in this group is the Institute for International Studies' China Research Group, which was renamed the China Research Centre in 2007. The centre focuses on the exploration of social and cultural change in China from an interdisciplinary approach.

The Centre for Contemporary Design Practice was set up late in the year by the Faculties of Design, Architecture and Building; Humanities and Social Sciences; and Information Technology. From a traditional theory and practice base, the centre researches design practice in the light of contemporary society to develop practices of the future.

Other new centres in the group are the Law Research Centre and the Centre for Strengthening Indigenous Communities.

The three institutes and centres comprising the environmental sustainability grouping were all pre-existing. This includes the Institute for Sustainable Futures. The Institute was established in 1996 as a flagship

research institute of UTS, to create change towards sustainable futures through independent, project-based research. It helps its clients to translate sustainability principles into action in a number of different research areas. The Institute also offers courses in sustainable futures studies.

### “The Institute for Sustainable Futures celebrated its 10th anniversary in November.”

The only new entrant in the health grouping of our research strengths was Health Services and Practice, which is the research focus (comprising three research centres) of the Faculty of Nursing, Midwifery and Health.

Two other strengths of the Faculty of Information Technology were recognised in the science and technology grouping. These were the new Centre for Innovation in IT Services and Applications, and the Centre for Human-Centred Technology Design.

The other newly introduced strength in this group was the Centre for Real-Time Information Networks. Based in the Faculty of Engineering, this centre seeks to apply real-time information and communication technologies to engineering systems.

The review of our official research strengths was preceded by a similar review in 2006 of our information and communications technology research by an external panel. In 2007 we began to introduce the panel's recommendations.

This tied in to our research strengths review, leading to the disestablishment of the Institute for Information and Communication Technologies and the establishment of research strengths in intelligent information systems, intelligent mechatronic systems, human-centred technology design and real-time information networks.

Another key recommendation from the information and communications technology research review tied in to our Academic Structures Review – merging the Faculties of Engineering and of Information Technology into one faculty, which will take place in mid-2008 (see 'A new academic structure for UTS' on page 16).

## Our research strengths

### Business

Centre for Corporate Governance  
Centre for Intelligent Information Systems  
Centre for the Study of Choice  
Centre for Management and Organisation Studies  
Quantitative Finance Research Centre

### Creative and civil societies

Centre for Contemporary Design Practice  
Centre for Research in Learning and Change  
China Research Centre

Cosmopolitan Civil Societies Research Centre

Centre for Strengthening Indigenous Communities

Law Research Centre

Transforming Cultures

### Environmental sustainability

Centre for Built Infrastructure Research

Institute for Sustainable Futures

Institute for Water and Environmental Resource Management

### Health

Centre for Health Economics Research and Evaluation

Centre for Health Technologies

Health Services and Practice

Institute for the Biotechnology of Infectious Diseases

### Science and technology

Centre for Forensic Science

Centre for Human Centred Technology Design

Centre for Intelligent Mechatronic Systems

Centre for Real-Time Information Networks

Innovation in IT Services and Applications

Institute for Nanoscale Technology

During the year there were a number of changes and developments in those research centres outside of our research strengths. These include Cooperative Research Centres, Australian Research Council (ARC) Centres of Excellence and our Centres of Enterprise, Research and/ or Community Service.

One of the most significant was the ARC's Asia Pacific Futures Research Network which moved from the Australian National University to UTS, following Professor Louise Edwards, the network's convenor, who left ANU for UTS in 2006.

The network's goals are to provide stimulus for interdisciplinary regional research that enhances Australia's interactions with and knowledge of the Asia-Pacific region.

A significant international development was the signing of a memorandum of understanding between UTS and San Diego State University's National Energy Centre for Sustainable Communities' Global Energy Network affiliation, which brought the establishment of a Sydney Energy Centre for Sustainable Communities (SECSC) one step closer.

The SECSC will help Australian communities to integrate energy-efficient technologies and sustainable resource management practices into their development projects and daily operations.

The centre will be a non-profit organisation operated by UTS and supported by other stakeholders, including the Warren Centre. The memorandum sets up the proposed centre as an affiliate of the Global Energy

Network for Community Sustainability, making Sydney one of several such emerging centres around the world.

Internally we set up the Centre for Health Communication, a collaborative venture with staff from the Faculties of Education; Humanities and Social Sciences; and Nursing, Midwifery and Health. We also established the Paul Woolley Centre for Capital Market Dysfunctionality to research dysfunction in financial markets and the financial institutions that operate within them.

The Library worked with the Faculty of Business's Australian Centre for Event Management and Olympic Studies to develop the Olympic and Event Studies Room and Collection at Kuring-gai Library.

## Faculty reports – research activity

### Faculty of Business

The faculty conducts national and international research across the private, public and community sectors. Its activities cover applied and theoretical research in the five disciplinary areas of its teaching schools: accounting; finance and economics; leisure, sport and tourism; management; and marketing.

One of the faculty's research highlights for the year was the conferring of a Fellowship of the Australian and New Zealand Marketing Academy (ANZMAC) on Professor Jordan Louviere. The fellowship recognises members

who are outstanding leaders in research, marketing education and discipline development within their institutions and the academy.

Professor Louviere is the Director of the UTS Centre for the Study of Choice, and is one of the University's and the Academy's most distinguished researchers, who has attracted international recognition for his work. He was named the ANZMAC Researcher of the Year in 2004 and his research has been cited on more than 3000 occasions.

### Faculty of Design, Architecture and Building

The faculty's research is focused on managing sustainable urban developments and communities; innovation in managing creative design and architecture; digital technologies in the design, production and creation of objects and spaces; and the history of the impact of design, architecture and the built environment on human communities.

Two of the faculty's four beginning doctoral students were granted Australian Postgraduate Awards, and one received an INSEARCH scholarship (each of these was valued at \$20,000 per annum).

Four students began the Master of Design course, with three working in collaboration with the Powerhouse Museum.

## Faculty of Education

The focus of the faculty's research is the investigation of the ways in which learning influences and is influenced by changes in educational institutions, workplaces, organisations and communities.

In 2007 the faculty had its highest number of research degree completions, with students completing 22 doctoral and masters' research courses.

The faculty also became a key member of a new international network for doctoral education in education

and learning beyond school years. Known as DoctoRALnet, the aim of this network is to promote and develop research in adult learning through exchange and collaboration in doctoral education and research.

Network partner universities, which include The University of British Columbia and Seoul National University, span five continents and are highly ranked and reputed for research within all aspects of adult learning.

## Faculty of Engineering

Research in this faculty focuses on advances in engineering technology, practice and education. Its research culture is needs driven and collaborative and it works with many enterprises.

The faculty had a significant appointment to its research staff with robotics expert Professor Ken Waldron joining UTS as a joint appointment with Stanford University in the United States. Professor Waldron will divide his time between Stanford and UTS.

The faculty also had its highest number of research degree completions of all faculties in 2007, with 20 students finishing PhDs and six concluding a Master of Engineering (Research).

Another major development was the establishment of an agreement for research collaboration with Sweden's Royal Institute of Technology, which has one of the best engineering faculties in the world. The faculty hosted a visit from Professor Hans von Holst from the Institute.

## Faculty of Humanities and Social Sciences

The faculty specialises in a number of research fields including cultural studies, writing, journalism and information studies, and has a number of centres focusing on these areas. Many of the staff teaching creative, professional and academic subjects are also highly reputed researchers.

A notable outcome for the year was the widespread commercial release of *All Those Bright Crosses*, a novel submitted by student Ross Duncan as the dissertation for his Master of Arts (Research) degree.

Ross is a lawyer, a freelance journalist and a casual academic in media law at UTS. Picador, an imprint of Pan Macmillan Australia, published the novel.

The faculty's most significant research appointment in 2007 was that of Professor Jim McNamara as Professor of Public Communication, which will enhance the profile of the faculty's Australian Centre for Public Communication and broaden industry links for the program in general. The position involves leading research profile development and extending the scope of industry links. Professor McNamara has extensive industry experience and networks that will provide a very strong industry focus for the Public Communication program.



## Faculty of Information Technology

The faculty's research focus is on the development and application of knowledge in computing and information technology.

In 2007 the faculty had very good results in the work of its doctoral students: of the 24 PhD students who graduated, 17 wrote high-scoring theses.

It also achieved success with the Personal Health Monitor, developed by Dr Peter Leijdekkers and Dr Valerie Gay.

The monitor was a finalist on ABC TV's *The New Inventors*. The software is capable of monitoring the health of cardiac

patients using a 'smart' phone and wireless sensors. It was trialled at Royal North Shore Hospital during 2007.

Success also came internationally with two staff from the faculty, Professor of Information Systems Brian Henderson-Sellers and Dr Cesar Gonzalez-Perez, developing an international standard, *Software Engineering Metamodel for Development Methodologies*, which was accepted and published by the International Electrotechnical Commission and International Organization for Standardization in 2007.

This standard is largely based on a decade of research at UTS.

## Faculty of Law

During 2007 the faculty's research publication output increased four times that recorded in 2005, based on a number of Department of Education, Science and Training peer-reviewed articles.

The major work of writing the Law Research Centre application for Research Quality Framework groupings was completed. The subsequent deferral of the RQF by

the new government will be replaced by an even more 'metrics-based' system in the future. RQF preparations assisted the faculty in setting direction and complying with University requirements and enhancing understanding of the national research agenda.

By the end of the year the faculty had a record number of PhD completions.

## Faculty of Nursing, Midwifery and Health

The research focus of this faculty is on health services and practice that informs practitioners, improves practice and influences health policy makers.

The faculty's Centre for Health Services Management (with the Faculty of Business) completed a study on nursing workload, skill mix and nursing and patient outcomes, funded by the New South Wales Department of Health to the value of \$1.2 million over three years.

*Gluing it Together: Nurses, Their Work Environment and Patient Safety*, was the first study at ward level undertaken in Australia.

The faculty established two clinical professorships: one to Professor Maralyn Foureur, Professor of Midwifery at Northern Sydney Central Coast Area Health Service; and

the other to Professor Sally Tracy, Professor of Midwifery and Women's Health at Royal Hospital for Women in South East Sydney – Illawarra Area Health Service. This brings the faculty's total number of clinical professorships to 12.

The faculty is working with an inter-University team led by the University of New South Wales on a randomised controlled trial of caseload midwifery care. This project was awarded \$572,000 by the National Health and Medical Research Council and includes the University of Sydney and Charles Darwin University.

PhD candidate Eamon Merrick received the Royal Prince Alfred Hospital Young Investigator Award for Nursing. Eamon received the competitive award for his doctoral research into the occupational characteristics of nurses working within general practice settings.

## Faculty of Science

The faculty pursues research that advances innovation, technology and solutions to global problems. It contributes more than 40 per cent of the university's total research activity.

Over the past three years it has focused its research, with three major areas emerging: the biotechnology of infectious disease; the inclusion of biological systems into climate change models; and materials science involving light activated materials, particularly plasmonics and photonics.

The faculty's research also includes areas of strength in forensic and analytical chemistry, financial mathematics and discrete choice modelling.

The faculty's research focus was enhanced with recruitment into targeted areas of staff with established research track records or the clear potential to develop them. In 2007 six staff were recruited across its major research areas and research strengths as part of this policy.

The faculty made a significant appointment to its executive during 2007 in Professor Greg Skilbeck as Associate Dean (Research and Development). He re-established

the faculty Research Committee, re-introduced faculty research days, and took a number of other steps to engage and enhance the faculty's research culture.

On a research basis, several significant fellowships and scholarships were awarded to faculty staff and students during the year.

Professor Derek Eamus from the Institute for Water and Environmental Resource Management received one of only two Land & Water Australia Senior Research Fellowships.

Also from the Institute, marine scientist Dr Brendan Kelaher won a 2007 Young Tall Poppy Award for research on nutrient pollution, desalination, invasive species and climate change in marine ecosystems. Winners were selected on the basis of research achievement and passion for communicating. Brendan was one of 13 scientists under the age of 40 selected from more than 50 nominees.

And doctoral student Kanthi Lewis received a Fulbright Postgraduate Scholarship to study at New York University. Only 15 of these scholarships are awarded to Australians each year



Photo: Chris Bennett

## Institute for International Studies

The focus of the institute is on international cultural research and social science approaches to issues of global concern, particularly in the Asia-Pacific, European and Latin American regions. It hosts the Australian Research Council national network for Asian Research (led by Professor Louise Edwards).

Several monographs were published in 2007, including Dr Jo McCormack's *Collective Memory: France and the Algerian War*, and Professor Stephanie Donald's *Tourism and the Branded City: Film and Identity on the Pacific Rim*.

In December, volume four of the *Pacific Rim: Globalization, Regionalization and Domestic Trajectories* series was launched. The series is the result of collaboration between the institute and Universidad de Guadalajara in Mexico.

A notable student outcome in 2007 was the awarding of an Italian Ministry for Foreign Affairs Scholarship to Katie Hepworth, who commenced the Master of Arts in International Studies (Research) in July. Her major project is titled 'Design – Localizing Diversity in the Piazza'.

## Jumbunna Indigenous House of Learning

Jumbunna's focus is on research outcomes that benefit Indigenous communities.

Under Professor Larissa Behrendt, Director of Research, Jumbunna developed plans during the year to enhance its research capacity. This included discussions with key external stakeholders, including Indigenous community groups, about the areas of research that were most needed.

A notable achievement was Professor Behrendt's appointment to the ARC's College of Experts (Humanities and Creative Arts panel and the Indigenous Development Research Scheme grant panel).

In 2007 Jumbunna formed partnerships with the Australian National University's Centre for Aboriginal Economic Policy and Research to respond to the federal government's intervention into Northern Territory Indigenous communities, and with the New South Wales Aboriginal Land Council to assist with land rights policy advice.

Jumbunna staff also supervise research students and offer support services. In the UTS Student Satisfaction Survey 2007, 90 per cent of respondents were pleased with the support the House offered.

## Funding outcomes

It is through funding from such bodies as the Australian Research Council and National Health and Medical Research Council that UTS can expand the range and quality of its research.

In 2007 we submitted more than 100 applications for funding for a wide variety of research projects.

The ARC awarded the University approximately \$6 million in total funds (for seven Linkage Projects and 12 Discovery Projects), a drop from last year when more than \$7 million was granted.

Out of 42 institutions that received funding under the ARC Discovery Projects scheme (which provides funding for research projects that can be undertaken by individuals or research teams), UTS ranked 16th, receiving 12 grants to a total value of \$3.8 million.

Overall this was a disappointing result; our success rate fell by 20 per cent compared to the previous year.

From the ARC Linkage Projects scheme (which supports collaborative research and development projects between higher education and other organisations), we were awarded seven grants from 16 applications, totalling \$2.2 million. This was a very good result which continued the trend of the past few years.

One example of a project funded under the ARC Discovery Projects funding scheme was the 'Pricing and Hedging Extreme Maturity Contracts', which aims to provide new technology for enhancing the performance of superannuation funds, managed funds, investment banks and insurance companies.

Another example, funded under the ARC Linkage Projects scheme, was the Faculty of Engineering's 'Approved Integration of Sponge-Based Technology and Membrane Bioreactor: A Sustainable Treatment System for Water Recycling'.

Another notable achievement was the award of a prestigious ARC Queen Elizabeth II Fellowship to Dr Jonathan Marshall of the Faculty of Humanities and Social Sciences. This fellowship provides for established researchers to undertake research of national and international significance.

A grant was also awarded from four applications to the ARC Linkage International scheme, totalling \$28,000. These are small grants that fund travel for international researcher exchanges.

There were a number of other competitive grants provided to various areas of the University that were not associated with the Australian Research Council.

These included two grants (totalling \$419,000) from the International Science Linkage competitive grants scheme, operated by the then federal government's Department of Education, Science and Training.

These grants are awarded to world-class research projects. They enable those involved to have greater international impact and attract further funding.

The federal government's National Health and Medical Research Council (NHMRC) awarded two grants to UTS-led projects to a total value of \$952,000

**“The ARC awarded the University approximately \$6 million in total funds.”**

As universities with medical faculties are the significant beneficiaries of NHMRC funding this is a good result for us, as we have a limited number of researchers active in fields funded by the NHMRC.

To strengthen our ability to apply for research funding, our Research and Innovation Office set up an internal research grant writing assistance fund.

The office also developed an online system to link our web portal for UTS researchers to view research funding and expenditure with other research grant data. This was tested in 2007 for an early rollout in 2008.

## Major grants

**Project:** Engineering tomorrow's engineers  
**Funding:** \$681,415 (Collaboration and Structural Reform Fund)  
**Institutions:** Australian Technology Network of Universities

**Project:** Chaos, information technology, global administration and daily life  
**Funding:** \$622,425 (ARC Discovery Project funding scheme, over five years)  
**Institutions:** UTS (Transforming Cultures: A Centre for Social, Cultural and Historical Studies)

**Project:** Cultural asset mapping for planning and development in regional Australia  
**Funding:** \$586,000 (ARC Linkage Project funding scheme over five years)  
**Institutions:** UTS (Shopfront, Faculty of Humanities and Social Sciences), University of New England, University of Wollongong, Australia Council of the Arts, Canberra Arts Marketing, Local Government and Shires Association of NSW, Regional Arts NSW, and seven local governments

**Project:** Reversal of diabetes in pigs using liver-directed gene therapy  
**Funding:** \$550,500 (National Health and Medical Research Council project grant)  
**Institutions:** UTS (Faculty of Science) and The Gene Therapy Research Unit

**Project:** Examining organisational complexity and clinical risk to improve hospital patients' safety  
**Funding:** \$475,000 (ARC Discovery Projects funding scheme)  
**Institutions:** UTS (Faculty of Humanities and Social Sciences; Faculty of Nursing, Midwifery and Health)

**Project:** Regulation of immune mechanisms by pathogen cysteine proteases  
**Funding:** \$402,125 (National Health and Medical Research Council project grant)  
**Institutions:** UTS (Institute for the Biotechnology of Infectious Diseases)

**Project:** Improving online case law within the constraints of free access through heuristic linking and resulting discovery mechanisms  
**Funding:** \$376,593 (ARC Linkage Project funding scheme)  
**Institutions:** UTS, Victorian Civil and Administrative Tribunal, High Court of Australia, Federal Court of Australia, Family Court of Australia, Thomson Legal & Regulatory, The Australian Institute of Judicial Administration Incorporated, Justis Publishing

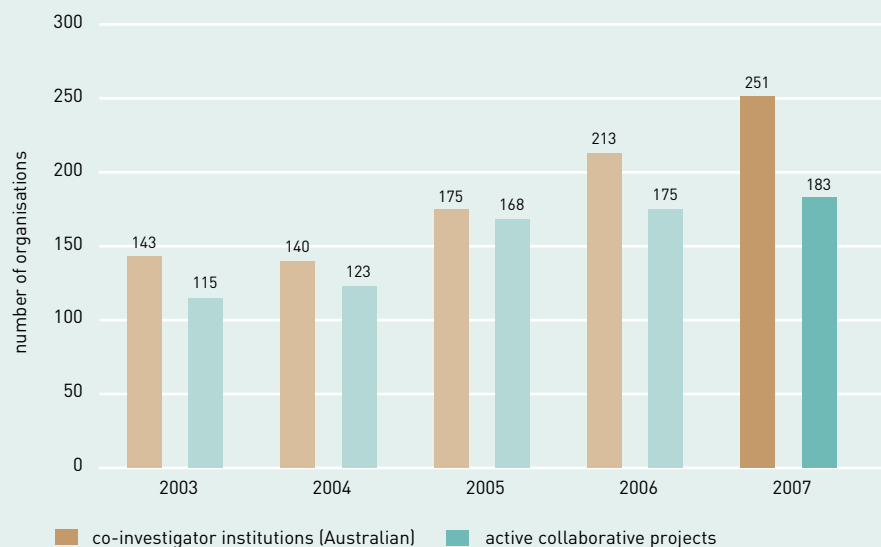
**Project:** Efficient strategies for coordinating autonomous vehicles for maximising Australia's waterfront productivity  
**Funding:** \$360,000 (ARC Linkage Project funding scheme)  
**Institutions:** UTS, Patrick Stevedores Holdings

**Project:** 'It's all about me' – anthropomorphised trading in believable electronic markets  
**Funding:** \$353,210 (ARC Discovery Project funding scheme)  
**Institutions:** UTS (Faculty of Information Technology, Faculty of Engineering)

**Project:** Pricing and hedging extreme maturity contracts  
**Funding:** \$340,000 (ARC Discovery Project funding scheme)  
**Institutions:** UTS (Faculty of Business)

**Project:** New metal-molecule binding motifs for self-assembled monolayers and nano-devices  
**Funding:** \$320,000 (ARC Discovery Project funding scheme)  
**Institutions:** UTS (Institute for the Biotechnology of Infectious Diseases)

## Research partnerships and collaborations (KPI)



UTS collaborative research activity further increased in 2007, with the number of active Australian and international collaborative projects (grants or contract research) increasing from 175 to 183 and Australian university co-investigators increasing from 213 to 251. These investigators were from 28 different Australian universities. Over the five year period 2002-2006 (based on rankings released in 2003-2007), UTS published collaboratively with 126 of the top 200 universities listed in The Times Higher Education Supplement's rankings of universities for research and teaching excellence, international outlook and global reputation.

### Background

An active collaborative project is a grant or contract research project involving one or more researchers outside UTS. A co-investigator institution is a university or other institution actively contributing to one or more projects.

Reference: UTS KPI R4

## International activities

One of the top priorities of the University's international activities in 2007 was to enhance our international profile through networking with partner universities, with an emphasis on research relationships.

These relationships are intended to support research and research training cooperation (as well as non-research areas). To date we have eight such International Partner Agreements.

In 2007 agreements were formed with two European universities: the University of Bologna (Italy) and University of Lyon (France). A third agreement with Universitas Gadjah Mada (Indonesia) strengthened our connections in Asia. These new agreements complement existing partnerships with Shanghai University, the University of Westminster in the United Kingdom, San Diego State University and Pace University in the United States, and Tecnológico de Monterrey in Mexico. During the year we also began negotiations with Tecnológico de Monterrey to set up a dual PhD program in International Studies.

We also worked to foster other kinds of international research relationships in 2007. A key country which we focused on was India.

In November the Vice-Chancellor, Professor Ross Milbourne, and the Deputy Vice-Chancellor (Research), Professor Sue Rowley, and others, toured India with the NSW Premier, The Hon. Morris Iemma MP, and representatives of other universities and the ACT. The trip was a trade mission to discuss higher education.

This was an opportunity for UTS to solidify relationships and sign agreements with India's National Thermal Power Corporation (its largest power generation company), Guru Gobind Singh Indraprastha University and All India Association of Industries (a peak body of commerce for western India).

Under the contract, Indian students will study energy subjects at UTS and some Australian lecturers will undertake short secondments to Indian campuses. The agreements also cover the development of commercial research.

Dean of the Faculty of Engineering Professor Archie Johnston furthered our research links in India by spearheading the Australia-India Collaborative Research Network in 2007. This includes the Australian Technology Network of Universities, India's Energy and Resources Institute, its National Institute of Technology and the Delhi College of Engineering.

UTS has now signed memoranda of understanding with the National Institute of Technology Hamirpur, Delhi Engineering College and Chandigarh Engineering College to facilitate cooperation and student exchanges.

The Associated Chambers of Commerce and Industry of India, which supports the network, appointed Professor Johnston as an honorary advisor on education and industry links with Australia.

Similar to the Australia-India Collaborative Research Network, the Faculty of Design, Architecture and Building's School of Design become one of the six founding members of the global Design Research Alliance (with partners in the United States, Europe and Asia).

**“Under the contract, Indian students will study energy subjects at UTS.”**

We also focused on our Pacific neighbours, with the Centre for Local Government monitoring and evaluating activities under two new five-year Commonwealth Local Government Forum projects to strengthen local government and governance in nine Pacific Island countries.

## Improving research support

During the year the Research and Innovation Office worked to strengthen the capacity of active research staff and improve UTS's research productivity, quality and impact.

This included the establishment of an internal fund to support researchers in preparing grant applications, and a research project co-contribution fund.

The office also developed plans for the improved delivery of research commercialisation services and to enhance our ability to win international grants.

**“We invested more than \$5 million in internal research grants, staffing and infrastructure.”**

The major initiative introduced by the office was the establishment of a dedicated contract execution and management team.

The team is improving the timeliness of our contract execution processes and is working toward a 'whole-of-life' approach to management of our research agreements.

During the year the Research Office compiled a database of all UTS

commercialisation agreements. Back-royalties are gradually being sourced and distributed according to the UTS Intellectual Property Policy.

Along with several other units of the University, the office was moved to level 14 of Building 1 (the Tower building), which is our newly created commercial precinct. This enables the office to have a closer working relationship with UTS Legal Services and Commercial Services, improving research contract management and commercialisation decision-making at UTS.

The University's central research budget was aligned to make strategic investments through grants, research staffing and infrastructure allocations in key research areas.

This is part of our approach to attract and retain excellent academics whose high-quality research will strengthen the national and international profile of UTS research.

In 2007 we invested more than \$5 million in internal research grants, staffing and infrastructure.

On an equally broad level we anticipate that a reorganisation of faculties – our Academic Structures Review (see 'A new academic structure for UTS' on page 16) – will strengthen our research collaboration.

Another expectation we have of our restructured academic environment is improved support for our research students.

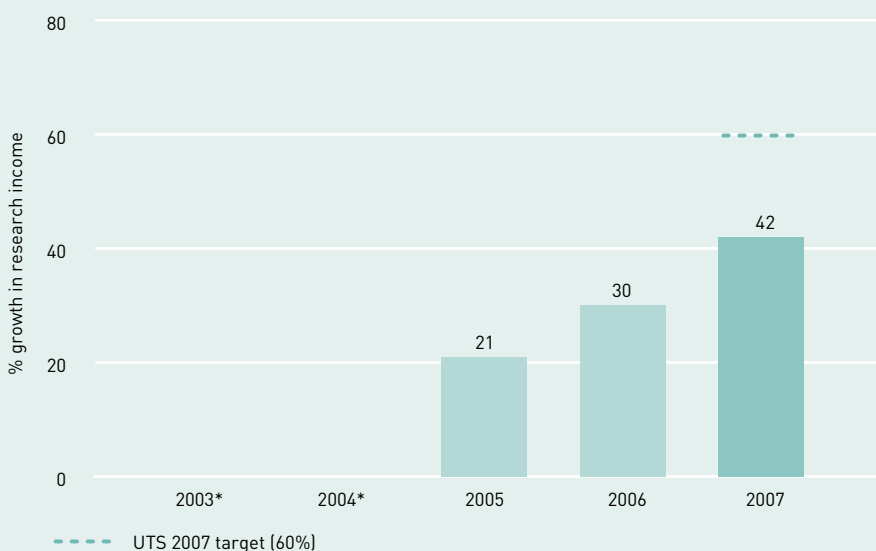
The new Faculty of Engineering and Information Technology and the new Faculty of Arts and Social Sciences will be large, well-resourced faculties with a greater capacity for research and to accommodate research students.

We pursued a variety of measures throughout 2007 to increase support for research students, which we expect will further improve our retention rate for these students from 2008 onwards.

We also changed the way we handle research output: students' theses, which were collected in the Australasian Digital Theses Program, were moved to our electronic publishing tool UTSePress, managed by the Library.

UTSePress now publishes five online journals with more in production. It also published three e-books in 2007. UTSePress is one part of the Library's UTSeScholarship initiative, which also includes the UTSeRepository, which makes our scholarly research accessible in digital format. The repository grew substantially this year.

### Research income (KPI)



Preliminary figures indicate research income has grown by 42 per cent from the 2004 baseline. While we did not meet our ambitious target, an average growth trajectory of 10 per cent per annum was maintained.

#### Background

Research income is a lead indicator of future research performance and sustainability. Improved income enables UTS to employ quality researchers, fund scholarships and fellowships, and strengthen international linkages. For this KPI research income is defined as the income reported to the federal government each year for all categories of the Higher Education Research Data Collection.

\*The baseline for this KPI is 2004 research income, which is used to track growth over the period of the Strategic Plan 2005–2008, updated to become the Strategic Plan 2006–2009.

Reference: UTS KPI R8

# External engagement



Photo: Garth Knight

The University's external relations became more of a strategic focus in 2007, and will increase in importance in the years ahead.

A recent review of the UTS Strategic Plan 2006–2009 emphasised the importance of engaging with our communities to maintain our reputation in the delivery of high-quality graduates with a global focus, and of outcome-oriented high-impact research.

### Our stakeholders

There are a number of communities we engage with for mutual benefit. They include industry (incorporating business, government, professional and peak bodies), the local community (Sydney-based not-for-profit organisations, agencies and collectives) and the broader community that benefits from the knowledge and service of UTS.

### Modes of engagement

There are many and varied ways in which we engage with those communities, including:

- > schools-based programs to support careers advice
- > graduate recruitment and employment services
- > collaborative research
- > tailored short courses
- > alumni networks
- > student placements, work-based learning and structured internships
- > industry participation on faculty advisory boards
- > staff exchanges with industry
- > community-based student projects for academic credit
- > industry-funded scholarships and sponsorship of UTS events and programs
- > open seminars on topical issues, and
- > guest lectures, case-study provision and evaluation of student work by individuals from industry and the community.

### The External Engagement Plan

In order to provide a structured framework for these modes, during 2007 we developed an External Engagement Plan.

The plan focuses on building our strengths in external partnerships. It is a master plan for the whole of UTS, which individual faculties can use to develop external engagement in their teaching and learning and research programs.

The plan brings together a number of previously separate schemes for our alumni and development, community engagement and business and industry engagement.

Our mission for external engagement is 'through effective and sustained relationships, to advance the capability and reputation of UTS as Australia's premier university for business, industry and the professions'.

“There are a number of communities we engage with for mutual benefit.”

The plan's three objectives are: to position the University to grow and strengthen external partnerships; to ensure external engagement is a central part of our teaching and research; and to improve the ways we engage with external parties, positioning UTS for an externally-focused future.

For each of the plan's objectives we have detailed strategies and performance criteria. These objectives are refined by specific annual priorities and our performance against them will be regularly monitored.

Central units such as the Alumni and Development Office, Shopfront (community outreach), the Research and Innovation Office, accessUTS, and the Careers Service, support the efforts of faculties in connecting staff, alumni and students with external partners in a positive way.

“We are working with external stakeholders to grow partnerships for mutual benefit and goodwill, and to increase resources for academic pursuits.”

Deputy Vice-Chancellor  
(External Relations)  
Dr Rosalind Dubs



## Engaging with industry

### Research commercialisation

Our staff, using the expertise of the Research and Innovation Office, partner with industry on research projects, some of which can be seen on page 49.

In 2007 we were engaged in various commercially focused research projects, both nationally and internationally. Some highlights of these follow.

In January an AusIndustry Commercial Ready Grant Agreement was signed with Immune System Therapeutics (IST) – a company specialising in therapies for blood cancers, co-founded by UTS and staffed by its scientists. Through the agreement a grant of \$2.3 million was given to IST, which agreed to undertake a clinical trial to demonstrate the safety of its novel antibody therapy for multiple myeloma, an incurable blood cancer.

A successful antibody therapy would potentially save hundreds of thousands of lives in a billion dollar market. AusIndustry considered the project would strengthen Australia's research base in the rapidly growing therapeutic antibody market and help to build relationships with the biotechnology industry.

The grant followed a collaborative agreement with Medarex, a US-based biopharmaceutical company, to conduct trials of IST's therapies. Under the terms of the agreement, Medarex and IST

plan to share product development and commercialisation responsibilities on any antibody products developed.

A \$2.7 million Commercial Ready grant was awarded to UTS spin-off AiMedics to help take to market Hypomon – a non-invasive device to detect hypoglycaemia in diabetics so they can safely intensify insulin therapy.

The Vice-Chancellor, Professor Ross Milbourne, signed a memorandum of understanding with India's National Thermal Power Corporation in November 2007 for capability building in coal mining and oil exploration. This took place on a trade mission led by New South Wales Premier, the Hon. Morris Iemma MP, and representatives of other universities.

### Consulting with industry

The primary vehicle we use to link individual staff with industry is accessUTS Pty Ltd, our dedicated commercial consulting company. Its purpose is to maximise the profile, commercial potential and financial return of UTS consulting and to build external relationships.

accessUTS manages consulting contracts on behalf of the University and deals with hundreds of external clients. They include the Roads and Traffic Authority (NSW), Asia Development Bank,

ABB Services and a number of large legal practices.

### Curriculum and academic programs

In 2006 and 2007 faculties reviewed their curricula, making substantial changes to keep up to date with industry and professional trends. External advisory boards assist faculties in the review of curriculum, and provide advice on strategic direction.

UTS has an excellent track record in working with industry and business through student internship and work-based experiential programs operating in many faculties. Integrating industry and professional practice into course requirements provides graduates with a competitive advantage in seeking employment following graduation.

### The benchmark for performance

In 2007 UTS undertook market research to determine how well we compared with other universities in reputation with industry. The results were very favourable for UTS, with high regard among business for our graduate preparation, quality teaching, industry focus, high performance and innovation.

Among the New South Wales universities researched we led in 11 of 27 attributes. We performed particularly well in 'industry focused' and 'forward thinking' qualities

## Faculty reports – industry and community activity

### Faculty of Business

A significant faculty project involving industry was 'Rural Choice – understanding and predicting rural patterns of rural customers' by the School of Marketing and the Centre for the Study of Choice. The Australian Research Council co-funded project will identify and profile clusters of rural customers, allowing businesses to serve these customers more effectively.

The project is in collaboration with the Australian Graduate School of Management in conjunction with Combined Rural Traders (CRT). Through CRT, companies involved in the project include Bayer Animal Health, Syngenta, Masterfoods, and Ridley, among several others.

In September, the faculty received an invitation from the Chartered Financial Analysts (CFA) program to form a program partnership in relation to the finance major of the Bachelor of Business course. Under the program students are required to study and pass three levels of exams over three years. On passing and meeting all requirements students receive a CFA Charter.

Several new adjunct professors were appointed, these included Ron Bewley from the Commonwealth Bank, Philip Davies from the Federal Department of Health and Ageing, and Paul Woolley from the Paul Woolley Centre for Capital Market Dysfunctionality.

## Faculty of Design, Architecture and Building

A significant initiative from the faculty in 2007 was the creation of 'Innovation Partnerships'. These are collaborative relationships between the faculty and an industry partner focused on developing specialised curriculum to enhance professional links and co-working relationships. In 2007, partnerships were formed with Adobe Systems, PTW Architects and Rotadyne. From them, projects and scholarships were funded and students were provided with work placements. For individuals, the faculty created 'Innovation Fellows'. These are relationships with key people chosen from particular industries to have a fundamental tie to the faculty.

The faculty's relationships with industry were important in ensuring the success of the UTS graduate design show Design 07, which was held in December 2007. It featured

the work of 200 students throughout the foyer of Building 1 (the Tower building). A range of fashion, industrial, interior and visual design works were on display. This exhibition is well known, attracting approximately 4000 visitors in 2007.

Sponsorship for this event greatly increased in 2007, with 14 sponsors contributing a total of \$55,000 (compared to \$14,000 from 10 sponsors in 2006). This event showcased the achievements of our students, from industrial design, to fashion, reinforcing the theme of innovation and leadership in new design areas.

Other collaborative projects with industry partners occurred throughout all design disciplines. These partners included Freedom Furniture, Cormack Packaging and Electrolux.

## Faculty of Education

In terms of professional practice in teacher education, the faculty has strong links with the New South Wales Department of Education and Training through their involvement in student field experience. In this students were engaged in traditional teaching practicums and internships.

The faculty worked with the New South Wales Institute of Teachers, which is responsible for the accreditation of teachers and of pre-service teacher education courses, throughout 2007, in planning for submission of its new Bachelor of Education in Primary Education program, due to be implemented in 2009.

UTS Training and Development Services is the consulting arm of the faculty and is recognised as a leading provider

of training consultancies in the field of training and human resource development.

Throughout the year the consultancy offered 25 short courses that generated a gross result in excess of \$1 million dollars. Included in this result were 38 separate in-house training initiatives for a wide range of private and public organisations.

Of particular significance was the ongoing five-year relationship between Training and Development Services and ING Direct. This year it delivered the Diploma of Business (Frontline Management) on site for a group of 15 managers. Another significant client is Legal Aid NSW. In 2007, the consultancy delivered its 10th in-house training program. It has now trained one third of Legal Aid NSW's workforce.

## Faculty of Engineering

The faculty is well known for the professionally focused practical education it offers students, and its collaborative research with industry.

In 2007 the Australian Research Council funded UTS projects with industry including a robotic system for steel bridge maintenance with the Roads and Traffic Authority (NSW) (\$400,000); rolling mills efficiency with BlueScope Steel (\$150,000); automated container terminals with port and stevedoring services company Patrick (\$400,000); and sustainable water treatment with Sydney Olympic Park Authority (\$200,000).

The faculty expanded its Industry Advisory Network – a networking body that seeks to maximise the alignment between engineering programs and the needs of Australian industry – to 26 senior business people. The faculty aims to add more members with Asian experience following increases in the enrolment of Asian students.

In June its Engineering Research Showcase was held – a conference event attended by more than 150 people where research students presented their work. This showcase provided research training for students and had strong participation from industry partners.

## Faculty of Humanities and Social Sciences

The faculty's Australian Centre for Public Communication appointed a Professor of Public Communication to lead research profile development and extend industry links. Professor Jim Macnamara was appointed to this role due to his extensive industry networks.

The centre has a longstanding relationship with the Advertising Federation of Australia to present advertising short courses. Known as Adschool, it is the only academically recognised industry education program accredited by the federation. It offers focused, practical and specialist training across all disciplines of advertising.

In late 2007, the centre conducted research into the use of new media including blogs and social networking websites during the 2007 Australian federal election with media company Media Monitors, which assisted in monitoring mainstream media discussion of new media. The research report was launched at a public seminar attended by 80

representatives from industry, the media and government, as well as academia. The findings were presented at professional association events and for government.

The faculty continued to be a key partner of one of Sydney's highest-profile cultural events: the Sydney Writers' Festival.

As education partner of the 2007 festival, faculty journalism students produced a daily newspaper for the week-long event and academic staff chaired several sessions of the festival. One of the sessions 'Inspiring creativity: teaching creative writing at university' was held at the city campus of UTS as part of the Beautiful Minds exhibition (pictured).

The festival also provided a forum for the launch of the *UTS Writers' Anthology* – a collection of the best short pieces by the faculty's creative writing students.



Photo: Garth Knight

## Faculty of Information Technology

Industry provides scholarships and prizes to the faculty, supports research and development and provides industry training for students. The faculty also runs specialised courses for industry.

It has a range of industry partners for its scholarship program, the Bachelor of Information Technology. One of these is Westpac Banking Corporation, which provided funding and assistance in the production of a DVD

encouraging school students to study IT. The DVD was sent to all secondary schools in New South Wales in 2007.

In May 2007 the faculty, in conjunction with the Australian Computer Society, organised a debate: 'Commercial Software versus Open Source'. The debaters were chief executive officers and founders of successful companies: Richard White from CargoWise edi and John-Paul Syriatowicz from Squiz.net, both strong supporters of the faculty.

## Faculty of Law

In 2007 the faculty prepared a new curriculum in consultation with industry and worked to reposition itself to make industry engagement a key focus.

A key way it is doing this is through its teaching. An example of this is the voluntary participation by members of the profession in the faculty's practice court program. This program is part of the assessment in the subject Advocacy. Practitioners involved in the program include barristers, lawyers from the office of the Director of Public Prosecutions, Legal Aid NSW and private law firms. It is an excellent opportunity for students to learn directly from those in practice and for the practitioners to observe the knowledge and skills of students.

Students have further exposure to the legal profession through Practical Experience, one of the subjects in the

practical legal training course, in which students must complete 16 weeks of work experience. During this time industry supervisors become familiar with the attributes of UTS students and this benefits the prospects of graduates when they seek employment.

In August the faculty held a public forum on depression in law students and the legal profession. Students were involved in the forum's organisation which was attended by more than 300 people.

In November Professor Jill McKeough, Dean of the faculty, was appointed by the Commonwealth Attorney-General to the Professional Standards Board for Patent and Trade Marks Attorneys. The board administers the education and discipline regimes for patent and trade marks attorneys.

## Faculty of Nursing, Midwifery and Health

The faculty worked with technology company Intel to trial a tablet computer or 'mobile clinical assistant' appropriate for use in the clinical environment. Undergraduate midwifery students used the device on campus in simulated scenarios for point-of-care access. Intel gained valuable information about how the students worked with this technology. The faculty will continue to collaborate with Intel to explore options for integration of technology into midwifery and nursing programs.

The faculty also worked with hospitals and nursing organisations in various projects and appointments for research, clinical and training purposes.

Two sponsored chairs were established: the Professorship of Nursing Research and Practice Development, based at

and sponsored by the Children's Hospital at Westmead; and Clinical Professor of Women's Health Nursing and Midwifery in the Royal Hospital for Women, funded by South East Sydney – Illawarra Area Health Service.

Faculty lecturer Michelle Kelly was chosen as the Australian nursing representative for a three-year project promoting simulation as a teaching method in nursing teaching programs around the world. This was organised by medical product manufacturer Laerdal Medical and the National League for Nursing. Laerdal is supporting Michelle throughout the project's duration.

Also providing training services, the Centre for Health Services Management held several three-day workshops for Nursing Unit Managers to enhance their skills.

## Faculty of Science

The faculty was involved in a number of projects with industry in 2007.

Two start-up companies, Immune System Therapeutics (IST) and Flourosolar, progressed the commercialisation of ideas developed within the faculty. IST is developing monoclonal antibody therapies for blood cancers based on discoveries of Professor Bob Raison. Flourosolar is developing new optical fibre for piping sunlight into buildings based on the work of Professor Geoff Smith and Jim Franklin.

Commercial prospects are now more systematically developed through the commercialisation company UniQuest. Dr Michael Manion of UniQuest has taken

up residence in the faculty and has already secured nearly 30 intellectual property disclosures.

The faculty has significant relationships with established Australian companies, such as Proteome Systems Limited. It also has significant relationships with multinational instrument developers and suppliers, particularly Agilent and BioRad. Memoranda of understanding with both these multibillion-dollar companies support innovative research and give the faculty access to state-of-the-art equipment and expert technical staff. The companies also provide exposure to their international operations through which the faculty markets training in expertise and recruits masters and PhD students.

## Engaging with our alumni

In 2007 the University focused on expanding its relations with alumni, increasing opportunities for them to connect with each other and participate in the ongoing reputation and development of UTS.

New alumni networks this year were based on subject areas (Leisure, Sport and Tourism; Sustainability; Media Arts and Production; Social Inquiry), demographics (senior alumni; Indigenous alumni) and locations (Hong Kong; Shanghai; Beijing). We also joined the Australia China Alumni Association to improve links with alumni there.

Accompanying these initiatives were general alumni events held throughout the year. These included discipline-specific lectures and dinners, general talks, professional development sessions and film nights.

We also have a vigorous program of engagement with alumni living overseas. On this front there were some significant international initiatives in 2007. We expanded our alumni networks, creating new chapters in London and Shanghai; we held alumni events in New York and

Hong Kong; and we established new alliances in India.

Universities based in the four cities mentioned above were among the eight comprising the World City Universities network, which we co-founded during the year. This group will strengthen our relationship with international partners and our position as a city university.

**“We have a vigorous program of engagement with alumni overseas.”**

Our alumni play a critical part in the development of UTS, financially supporting projects, student scholarships and ventures that would otherwise not be possible. During the year we improved the quality and reach of communications to alumni specifically seeking financial support. We also improved the donations section on the UTS website.

Our efforts translated into a 79 per cent increase in the dollar amount of non-bequest donations.

Another part of our development plan began in 2006 when we looked into setting up a foundation in Australia. We completed a policy outline for its implementation this year. A board for the UTS Foundation will be appointed in 2008.

### UTS alumni

Area	2006	2007
Reliable alumni mail contacts	91,500	95,800
Reliable alumni email contacts	19,300	23,400
Domestic alumni networks	8	14
International alumni networks	3	6
Events	24	37
Number of alumni donors	166	210



## Alumni achievements

For her womenswear designs, **Rachael Cassar** (Bachelor of Design in Fashion and Textiles, 2007), won the Mittelmoda Fashion Award for emerging designers. Rachael won the €10,000 (\$A16,600) first prize for her collection. (In 2006 Rachael won the Media Choice award at the UTS-based Lancôme Colour Designs Awards.)

**Olivia Dixon** (Master of Law and Legal Practice, 2003) was accepted to the prestigious Doctor of Juridical Science degree at New York University on a full three-year scholarship. Only three or four students worldwide are accepted into the program each year.

At the New York Festivals Film and Video competition, **Marcus Gillezeau** (Master of Arts in Media Production, 2001) won the Gold World Medal for *My Home – Your War*, in the 'Up to 30 minutes' category.

The Young Professional Engineer of the Year award for 2007 was awarded by Engineers Australia, Sydney Division, to **Jacinta Holmick** (Bachelor of Engineering Diploma in Engineering Practice, 2003). Jacinta works for engineering group Cardno.

**Anudita Kuksal** (Bachelor of Engineering Bachelor of Business, 2007) was awarded first prize in the 'Student Innovator' category at the InterSystems Global Innovator Awards. Her winning innovation is called 'Teacher's Pet' – a web-based database management system for tutoring businesses.

The Rouben Mamoulian Award (presented by SHOWTIME) at the 2007 Sydney Film Festival was awarded to **Belinda Mason** (Bachelor of Arts in Communication, 1980), after a panel of festival guests selected her film *Growing Up and Going Home* as the winner.

A Canada Research Chair in Health Informatics at the University of Ontario Institute of Technology was awarded to **Carolyn McGregor** (Doctor of Philosophy in Computing Sciences, 2003). Carolyn is an Associate Professor with the University's Faculty of Business and Information Technology. With \$1.5 million in funding from the Canadian Government, the Chair is supporting work focused on intensive care units.

Engineer with Bovis Lend Lease, **Emily Mudge** (Bachelor of Engineering Bachelor of Business, 2005), won the 2007 Australian Capital Territory Telstra Young Business Women's Award. She worked on the ACT Prison Project and represented Bovis Lend Lease to the United Nations as an advisor in Sri Lanka, overseeing post-tsunami projects.

A building project for Sydney's North Narrabeen headland and rock pools earned **Alicia Pozniak** (Bachelor of Architecture, 2007) the Royal Australian Institute of Architects 2007 New South Wales Chapter Design Medal.

**Donna Sgro** (Bachelor of Design in Fashion and Textiles, 2007) won the 2006 Graduate of the Year Award in Textile Design from the Design Institute of Australia (awarded in 2007). Donna has also set up a fashion label and accessories range under her name.

**Chris Wilson** (Bachelor of Engineering Diploma in Engineering Practice, 2006), was awarded the 2007 NSW Graduate of the Year Award from the Master Builders Association of New South Wales.

## Happy animators

Six UTS graduates were part of the winning team who worked on *Happy Feet* – the feature film that won the 2006 Academy Award for best animated feature film – about an outcast penguin named Mumble.

They were Steve Agland (Bachelor of Science in Computing Science, 2003), Chris Cooper (Bachelor of Engineering, 1998), Peter Georges (Bachelor of Science in Computing Science, 2005), Justen Marshall (Bachelor of Science in Computing Science, 1999), Adrian Paul (Bachelor of Science in Computing Science, 2004), and Bryan Smith (Bachelor of Science in Computing Science, 2001).

Working in the research team at leading computer graphics company Animal Logic, they developed a range of tools for visual effects and automation for *Happy Feet*, from defining how surfaces react to light when snow falls, to the translucency of water, to the texture of the penguins' tongues.

The complexity of the four-year project is evident in the initial brief to the visual effects team that they needed to create the fully-furred penguins with two to three million hairs. By the project's end this became 15 fully-furred penguins with seven million individual hairs.

*Happy Feet* made almost \$US400 million (\$432 million) at the worldwide box office. The film cost \$US100 million to make and was directed by Australian George Miller. It is one of the top 100 highest grossing box office films of all time.

Image supplied by Animal Logic.

## Beautiful Minds: the Centennial Exhibition of the Nobel Prizes

The world's Nobel laureates came to UTS in April, as the principal subjects of an exhibition about the past century of the Nobel Prize (1901–2001), held on our city campus.



## The exhibition

UTS was the only Australian host of 'Beautiful Minds: the Centennial Exhibition of the Nobel Prizes', developed by the Sweden-based Nobel Museum. Previously the exhibition had been displayed in Europe, Asia and North America.

The exhibition featured all the Nobel laureates – scientists, writers, economists and peacemakers, among others recognised by the Nobel Foundation. The hundreds of laureates include T. S. Eliot, Martin Luther King Jr, the Dalai Lama, Albert Einstein and Nelson Mandela.

The exhibition was opened in April by the Governor of New South Wales, Her Excellency Professor Marie Bashir AC, CVO, at an official launch

attended by 200 VIP guests. The exhibition comprised Alfred Nobel And His Times, The Nobel System, Individual Creativity, and Creative Milieus. Features included a timeline display of Nobel laureates, a cableway featuring banners of all the 780-plus laureates, interactive multimedia displays, a showcase of female Nobel laureates, mini-theatres, a sound pavilion and representations of the award ceremony.

UTS Chancellor Professor Vicki Sara seized the opportunity to host the exhibition in Australia after discovering through the Ambassador of Sweden to Australia, Karin Ehnborn-Palmquist, that an Australian showing was unlikely,

due to venue difficulties. The Chancellor, who is also Honorary Consul General of the Consulate-General of Sweden in New South Wales, worked with Vice-Chancellor Ross Milbourne to organise a showing. The 600 square metre exhibition was hosted across our city campus, mostly in the foyer of Building 1 (the Tower building on Broadway).

The exhibition was also an opportunity to open the University to the public, offering an experience on our campus and increasing our profile and external engagement. It was open for three months and was supported by a marketing campaign that included City of Sydney-sponsored banners along the UTS end of Broadway.

Photos: Garth Knight





# Beautiful Minds: the Centennial Exhibition of the Nobel Prizes

## The impact

The University's hosting of 'Beautiful Minds: the Centennial Exhibition of the Nobel Prizes', was a rare opportunity to showcase UTS to a wide audience across Sydney, including school students, university students, businesspeople, government representatives, intellectual leaders and the general public.

We used a variety of media to market the exhibition to these groups, set up the displays in the most accessible location at our city campus (the foyer of the Tower building on Broadway), and created a varied program to draw people to the exhibition.

Beautiful Minds ran from mid-April to the end of June and was a success, drawing in 25,000 visitors and proving that we can successfully plan and execute events of this size.

Over 90 per cent of the 450 respondents to a visitor survey provided positive comments on the exhibition.

Financially we received good support from sponsors, particularly the then Federal Department of Education, Science and Training. We worked with the City of Sydney on the exhibition, meeting with representatives to discuss opportunities. The council sponsored the exhibition, with street banners along a section of Broadway advertising the event.

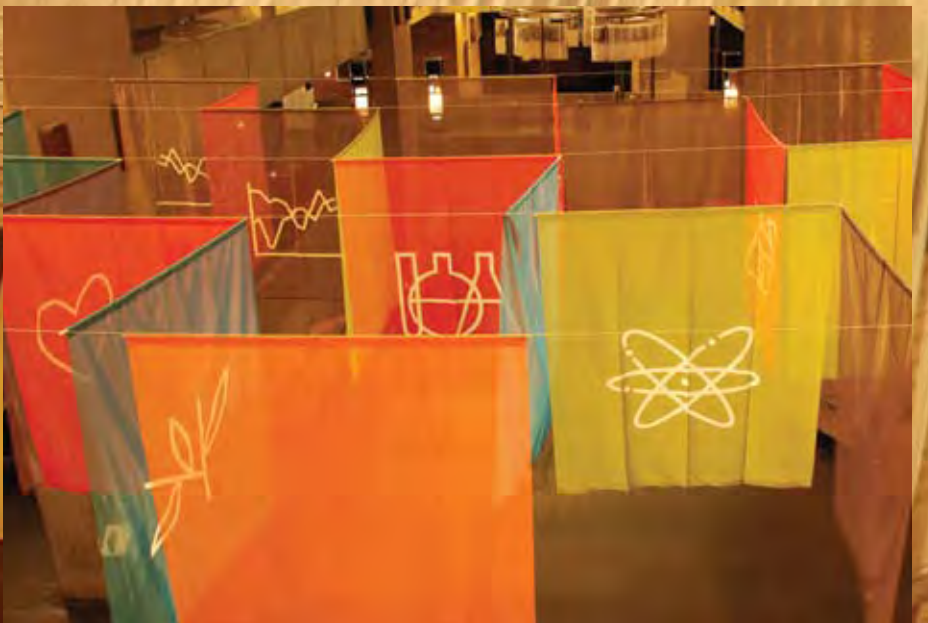
We saw this event as an opportunity to raise general awareness of UTS and to promote our courses to particular groups; we ran a series of targeted communications with this aim.

These groups included school students, to whom we offered tours. Our schools program included online resources for each stage of the New South Wales school curriculum. Several faculties created special activities to extend students' interaction with UTS and the exhibition.

We created an extensive public program reflecting the themes of the Beautiful Minds exhibition. This program brought the exhibition to life and was attended by more than 3000 people, many of whom had never previously visited UTS.

Eighteen public lectures were held at UTS over the 11 weeks of the exhibition. These included a Distinguished Public Lecture series, including one by Dr Peter Doherty – Australia's Nobel Prize in Medicine winner in 1996. Another public lecture was presented by Sir James Mirrlees, a 1996 Nobel laureate in economics. The lecture series also included a rare appearance by J. M. Coetzee (Nobel laureate in literature, 2003) in a joint presentation with a selection of leading academics.

Photos: Garth Knight





## Engaging with the broader community



International Help Fund members (holding student reports): Petra Campbell (left) and Clare Hanley (right); with MBA students Michael Boyle, Kristian Ford, Renee Kiosoglous, Dennis Mok, Andrew Tranter and Daphne Wong with their supervisor Ian Douglas (second from left). Photo: Lisa Andersen

The University is engaged with communities – from those around our campuses to international networks – in a variety of ways. Under the External Engagement Enabling Plan, the local community is identified as a key stakeholder group for UTS.

Sharing our knowledge with our local community is an important part of our mission and objectives. Building community engagement into the core learning programs provides both students and staff with opportunities to develop themselves and the community in which they learn.

### UTS Shopfront

In 2007, 80 students from five faculties completed 30 community projects as part of their academic requirements.

This was done through UTS Shopfront, a University-wide program that acts as a gateway for community access to the University.

Shopfront projects involve a combination of academics, students and organisations working together across one or more faculties.

**“Sharing knowledge with community is part of our mission and objectives.”**

One example of students working with industry for the community is a notable collaboration between the Public Relations Institute of Australia, Shopfront and the public communications program in the Faculty of Humanities and Social Sciences.

The strategy for the project was developed in 2007 and will be piloted in 2008. It will give community organisations access to communication services, and develop public communication students' professional skills as they work with industry supervisors.

Another example is the creation of a risk management and sponsorship development plan by Master of Business Administration students for International Help Fund, which assists developing nations in the Pacific Region.

As well as being involved in the integration of community engagement in curriculum, Shopfront continues to develop its research activities to address needs, concerns or questions raised by communities.

Shopfront acts as a facilitator to assist in the development of research and research activities. A significant achievement in this area is its partnership with the Faculty of Humanities and Social Sciences on the successful bid for an Australian Research Council Linkage Grant for a project called 'Cultural Asset Mapping for Planning and Development in Regional Australia'.

Beginning in 2008, this project will be supported under the ARC Linkage Projects funding scheme to the value of \$586,000 over five years. With other support, including partner contributions (cash and in-kind value), its total funding is \$2.5 million.

The project, in partnership with the University of Wollongong, the University of New England, the Australia Council for the Arts, the Local Government and Shires Association, Regional Arts NSW and seven local government partners, will document and analyse the cultural assets of a selected set of regions, identify barriers to more integrated and effective development of the cultural industries and arts in regions, and contribute to the international understanding of the relationships between cultural industries/arts, regional development and cultural policy.

The project was initiated and led by Shopfront Community Engagement Coordinator Lisa Andersen, based on her extensive networks in regional arts, and involves Professors Ross Gibson and Jim Walmsley and Associate Professor Chris Gibson.

### Public events

UTS was honoured to be selected by the Nobel Foundation in Stockholm as the only Australian site to host the centennial exhibition of the Nobel prize winners – a prestigious and significant cultural event. Aside from the exhibition a number of supporting events were held, including public lectures and community celebrations.

Similarly, our programs of public talks held throughout the year are designed to be open events for UTS staff, students and the wider community.

These include UTSpeaks, our free public lecture series on contemporary Australian issues. This year speakers in this series included Associate Professor Wendy Bacon from the Journalism Program, Federation Fellow Professor Mike Keane, and a panel discussion on Australia's water crisis.

UTS also hosted two events with international significance. In September 2007 we worked with Global Panel Foundation to create a UTS student

forum to discuss economic and social issues in North Korea. Approximately 50 students and staff attended the forum, which was moderated by former New South Wales Premier Bob Carr and attended by notable domestic and international delegates including former Attorney-General the Hon. Philip Ruddock MP, Professor Marc Ellenbogen (Chairman of the Global Panel), the Hon. Jens Hald Madsen, spokesman of the Foreign Affairs Committee of the Danish Parliament, and Sergei Derevyagin, Counsellor, Embassy of the Russian Federation in Australia.

“Our public talks are open events for UTS and the wider community.”

In November 2007 we worked with the Australian American Leadership Dialogue to host a discussion between Stanford University's Pulitzer Prize-winning Professor David Kennedy and former New South Wales Premier Bob Carr on the 'Emergence of the American West'. The talk covered economic, political and social implications for the US and the rest of the world. Approximately 250 people, including many UTS alumni, attended this forum, which was well received.

Library Market Forums are a similar program of challenging presentations. We held two in 2007, featuring Faculty of Humanities and Social Sciences Associate Dean (Research) Professor Rick Iedema, and Jumbunna Indigenous House of Learning Director Professor Martin Nakata.

We also maintained involvement in forums and intellectual events outside the University.

This included our continued involvement with News Limited's education forum presented by UTS and *The Daily Telegraph* newspaper, and hosted by our Deputy Vice-Chancellor (Teaching, Learning and Equity), Professor Shirley Alexander. Keynote speakers included then Federal Education Minister Julie Bishop MP and then Federal opposition education spokesman Stephen Smith MP.

### Schools-based programs

Every year UTS runs a Schools Outreach Program with U@UTS Day in May. In 2007 this was held for nearly 200 Year 10 students from 16 Sydney high schools. The purpose of the day was to encourage students, prior to Higher School Certificate subject selection, to consider post-school education.

For the first time the program conducted school-based activities to provide students and their families with more information on UTS courses and university life. UTS students from schools in the Priority Schools Program (which supports schools serving high concentrations of low socioeconomic status students) were recruited to assist with these sessions. The workshops were well received by students and staff at the high schools and will be expanded in 2008.

### Indigenous programs

With a similar outlook to UTS Shopfront, Jumbunna Indigenous House of Learning is focused on research, student involvement and community activity for Indigenous people.

Jumbunna Director Professor Martin Nakata was a co-partner in 'Understanding and working with anger in male Indigenous people in prison settings', with the University of South Australia. This project explored aspects of anger in male Indigenous prisoners, leading to interventions that will improve the wellbeing and adjustment of Indigenous men in prison.

Jumbunna also partnered with the New South Wales Aboriginal Land Council to assist on claims process and land rights policy; a collaborative partnership with the Murdi Paaki Regional Assembly to develop an historical and educational DVD for community use; and with Australian Collaboration (a group of peak national community organisations) to analyse the elements of success in viable Indigenous community organisations.

## UTS and Indigenous Australians: 10 years of reconciliation

In October, UTS celebrated its commitment to reconciliation with the launch of the '10 Years of Reconciliation at UTS' exhibition. The exhibition, an initiative of the UTS Reconciliation Working Party, featured a display of a large collection of works by Indigenous artists, banners developed and designed by the Equity and Diversity Unit and the Marketing and Communication Unit, and a booklet outlining reconciliation at UTS.

The exhibition was officially launched by The Honourable Linda Burney MP, member of the Wiradjuri nation, Junior Vice-President of the Australian Labor Party, New South Wales Member for Canterbury, and New South Wales Minister for Fair Trading, Youth and Volunteering.

The Vice-Chancellor, Professor Ross Milbourne, and the Director of Jumbunna Indigenous House of Learning, Professor Martin Nakata, also spoke at the event. Professor Nakata's speech outlined our achievements to date and the ongoing challenges facing UTS into the future.

Looking back at the past decade from 2007, our commitment to reconciliation with Indigenous Australians is longstanding and demonstrable.

Foremost in this effort is Jumbunna Indigenous House of Learning, which took its present form in 2001 to support Indigenous students, to promote Australian Indigenous culture, history and philosophy across the University, and to nurture and develop Indigenous research and Indigenous researchers.

Our Equity and Diversity Unit is another key advocacy body for the role of Indigenous Australians at UTS. It manages the Wingara Indigenous Employment and Career Development Strategy (a recruitment and career development plan), the Indigenous Women's Network, the Reconciliation Working Party (responsible for policy and activities that promote awareness of reconciliation within the UTS community) and Australian Indigenous Cultures, Histories and Heritage Awareness Training.

The Unit oversees our equity scholarships, which expanded in 2007 with the federal government advising that we would receive 17 Indigenous Access Scholarships. These provide financial assistance to Indigenous students, particularly from remote areas who need to relocate to attend university.

Below is an excerpt from our reconciliation statement, which expresses the position of the University in relation to Indigenous people in Australia.

*The University of Technology Sydney acknowledges the Gadigal and Guring-gai people of the Eora Nation upon whose ancestral lands the University now stands.*

*The University recognises Indigenous Australian people as the first people of this continent, and understands that the history and knowledge developed over many thousands of years by Indigenous Australian people were severely disrupted at the time of early colonial settlements. The past two hundred years have left many Indigenous people at the crossroads with poor health, education and employment prospects. This Statement of Reconciliation is to reassert an ongoing commitment by the University to provide educational opportunities in the higher education sector for Indigenous people and, through research and education, the restoration of their histories and knowledge systems.*

In 2007 the proportion of Aboriginal and Torres Strait Islander staff at UTS fell to 1.4 per cent of general staff and 1.4 per cent of academic staff. While this is our lowest proportion in several years, Indigenous employment remains a priority area in our Equal Employment Opportunity program.

We have some of Australia's most respected Indigenous academics working at UTS. These include Director of Jumbunna Professor Martin Nakata, who is Chair of Australian Indigenous Education and a board member of the federal government's Indigenous Higher Education Advisory Council. Professor Nakata was the first Torres Strait Islander to receive a PhD in Australia. His research work focuses on higher education curriculum areas and Indigenous knowledge and library services. Professor Larissa Behrendt is Professor of Law and Director of Research at Jumbunna. She is a Judicial Member of the Administrative Decisions Tribunal, Equal Opportunity Division, and Alternate Chair of the Serious Offenders' Review Board. Professor Behrendt won the 2002 David Uniapon Award and a 2005 Commonwealth Writer's Prize for her novel *Home*.

Photo: Jacqui Wise

## Australian honours for staff and alumni

Several UTS alumni and staff were named in the 2007 Australia Day Honours list for their work in education and devotion to public service.

These included Distinguished Professor **Dexter Dunphy** from the Faculty of Business, who received a Member of the Order of Australia for service to education in organisational change, corporate sustainability and business management.

Fellow of the University and member of the Faculty of Business Executive Council, **David Murray**, was awarded an Officer of the Order of Australia for his record of public service to the finance sector, particularly for fostering relations between education and industry, and the community.

Emeritus Professor **Neville Stephenson**, a long-serving senior staff member in the Faculty of Physical Sciences at one of our preceding institutions, the New South Wales Institute of Technology, was awarded a Medal of the Order of Australia for service to science education and communication, to chemistry, and to the community.

A number of our graduates were similarly honoured across a wide range of fields. These included **Elizabeth Ashburn**, who received a Medal of the Order of Australia for service to the visual arts, to contemporary Australian art, to education and to the community.

**Russell Balding** was named an Officer of the Order of Australia for service to the Australian broadcasting industry and to accounting through CPA Australia. He was Managing Director of the ABC and is now Chief Executive Officer of Sydney Airport Corporation.

A Public Service Medal was awarded to **Neil Black** for outstanding public service to education in New South Wales.

**Jill Boehm** received a Medal of the Order of Australia for service to the community through advocacy and support for people with cancer and their families and carers.

**Paul Conway** was awarded a Medal of the Order of Australia for service to the community, particularly through the National Council of Jewish Women of Australia, and to the law.

**Robert Harvey** received a Public Service Medal for reforms to the Community Development Employment Projects program for Indigenous Australians.

For service to education through the Australian International School in Singapore, and to business, **Gregory Johnson** was awarded the Medal of the Order of Australia.

**John Maher** was awarded a Public Service Medal for outstanding service in construction, particularly the development of the Sydney transport infrastructure.

For service to community health as a hospital administrator and as a fundraiser for charitable organisations, **Maureen McCabe** received the Medal of the Order of Australia.

**Kathleen McCormack** was awarded a Medal of the Order of Australia for service to the Illawarra region community through development of social welfare services.

**George Papallo** received a Medal of the Order of Australia for service to adult education and to the community of Ryde.

## External appointments and awards

Professor **Shirley Alexander**, Deputy Vice-Chancellor (Teaching, Learning and Equity), was appointed to the board of The Trustees of the Museum of Applied Arts and Sciences, effective until the end of 2009.

Professor **Tony Baker**, Professor of Chemistry and Chair of Academic Board, was awarded an Honorary Doctorate by Phranakhon Rajabhat University in Bangkok. The Royal Australian Chemical Institute also honoured Professor Baker with a citation for services to the profession.

**Richard Cashman**, an academic staff member in the Faculty of Business, was appointed Chair of the Honours and Awards Committee for the Australian Society for Sports History, effective from 2007 to 2011.

Professor **Stephanie Donald**, Director of the Institute for International Studies, was elected President of the China

Studies Association of Australia. She was appointed for two years beginning July 2007.

Faculty of Engineering Associate Professor **David Eager** was appointed as one of three Honorary Playsafe Advisors by the Royal Society for the Prevention of Accidents. This appointment is in recognition of the work he has undertaken in the field of play safety.

Two of our leading academics were elected Fellows of the Australian Academy of the Humanities: Professor of Chinese Studies **Louise Edwards**, from the Institute for International Studies; and Professor **Theo van Leeuwen**, Dean of the Faculty of Humanities and Social Sciences.

Faculty of Humanities and Social Sciences Professor **Heather Goodall** was elected Fellow of the Academy of Social Sciences.

Professor **Archie Johnston**, Dean of the Faculty of Engineering, was appointed to the Board of Engineers Australia's Centre for Engineering Leadership and Management. Professor Johnston was also named in the list of Australia's Top 100 Influential Engineers in *Engineers Australia* magazine for the fourth year running, and was named Civil Engineer of the Year by Engineers Australia's Civil College. In addition, the Business/Higher Education Round Table gave Professor Johnston the Award for Best Entrepreneurial Educator of the Year 2007.

Professor **John Rice**, Dean of the Faculty of Science, was elected President of the Australian Council of Deans of Science.

Associate Professor **Geoff Riordan**, Associate Dean (Teaching and Learning) at the Faculty of Education, was elected President of the New South Wales Teacher Education Council.

# Students and staff



Photo: Sherran Evans

All the University's plans and activities are about making UTS a better place to study and work.

There were many ways we went about this in 2007, all of which followed our two key objectives of becoming a more desirable destination for students and a university that attracts and retains the best staff.

Attracting students from the domestic and international markets is becoming tougher. The decrease in international and postgraduate student numbers in 2007 is a general market trend that we are addressing on several fronts.

**“In one of our major projects for the year, we completed four new Student Centres.”**

Not least of these is through University-wide improvements to make UTS a more pleasing environment for students. These include new and improved teaching areas such as nursing labs, computer rooms and study spaces, and physical developments such as facility upgrades in student accommodation.

We continued to improve student administration services to make student dealings with the University seamless and efficient. In one of our major projects for the year we completed the rollout of four new Student Centres.

The Centres provide centralised administrative services for students. The project was aligned to the University's Strategic Plan 2006–2009, specifically in relation to objective five which states our intention 'to increase and improve students' capacity to effectively participate in the University through effective information, advice, service and support and access programs'.

We also provided funding for students' social, lifestyle and sporting needs, increasing support to the UTS Union and Students' Association. This was in response to Voluntary Student Unionism, which severely depleted resources for this aspect of University life.

Essential to providing the best environment for students is having quality staff in teaching, research and support services. Part of our plan to create conditions for this is to rework our system of staff rewards to base them on performance.

In 2007 we introduced more staff awards, to recognise both support and teaching staff, and created a collective agreement for senior staff across the University, which over time will make increases in remuneration wholly based on assessment of performance.

We also progressed plans to make UTS a place that is supportive of students and staff and which accommodates the diversity of society in Sydney and the world.

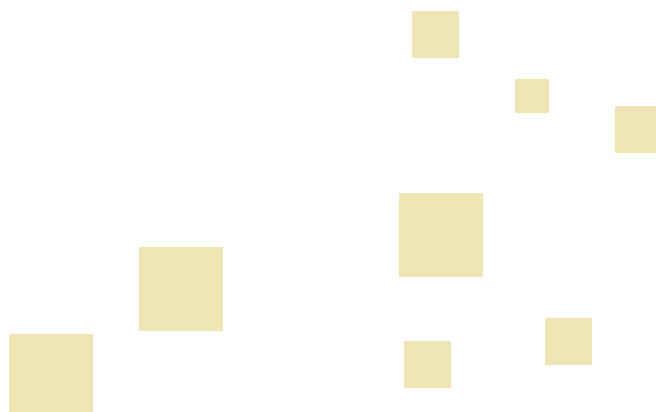
Our new Ethnic Affairs Priority Statement was launched, showing our commitment to diversity, and we celebrated 10 years of reconciliation with Indigenous Australians (our various programs and reconciliation work are outlined on page 66).

We also updated our Environment, Health and Safety Plan and made progress in achieving its objectives, such as conducting a University-wide communication campaign on accident reporting.

More progress is planned in 2008 for EHS matters and all others affecting our students and staff, as we work to become the institution of choice in higher education.

**“By listening to staff, students and partners, and developing offerings that meet their needs, we can be one of the leading Australian universities of the future.”**

Deputy Vice-Chancellor  
(Corporate Services)  
Anne Dwyer





## Our student profile



Photo: Sherran Evans

With a total student load of 22,401 (equivalent full-time student load), UTS is one of Australia's mid-size universities.

Our student body is diverse, comprising domestic and international students, school leavers and the mature aged, with studies ranging from jurisprudence to nanotechnology.

For admission we classify students into the four major categories below. Each is funded and admitted differently, with a target student load set each year using distinct criteria.

### Commonwealth-supported students

This category comprises domestic undergraduate students, plus some postgraduate coursework students, supported under the Commonwealth Grants Scheme.

Our total equivalent full-time Commonwealth-supported student load was 13,422 (all figures are equivalent full-time student load), slightly below our internal target but above the minimum funding agreement level set by the federal government.

### Domestic fee-paying students (undergraduate and postgraduate coursework)

Our load of undergraduate students met our target, equating to growth of 225 per cent from the 2006 load, reflecting the second year of strong demand and full intakes; however, the load in the postgraduate category was slightly below target.

### International fee-paying students (coursework, onshore and offshore)

Our onshore international student load equates to approximately 75 per cent of our total international student load, with offshore students comprising the remainder. An improvement in commencing postgraduate intakes was experienced in several faculties during 2007, partly offsetting a decline in undergraduate intakes.

For offshore international coursework students, enrolments follow different patterns due to the different teaching sessions used offshore for various programs.

### Higher degree research students

This category consists of domestic Research Training Scheme-supported students and international research students. Our domestic research student load was within planned parameters.

There were mixed results in the undergraduate market. A positive result was an increase in first-preference undergraduate applications for engineering for the 2007 academic year. But for information technology there was some decline in student interest (though first-preference applications increased slightly against a decline in overall preferences).

In 2007 a central task for the Division of the Deputy Vice-Chancellor and Vice-President (International) was to develop UTS as a major university of choice for international students. There was some success with this. The number of onshore international students beginning at UTS in first semester 2007 increased 5 per cent over first semester 2006 and above the national average increase of 4.4 per cent – evenly split between

undergraduate and postgraduate students. (Our total number of onshore international students for the semester fell 3.8 per cent compared to first semester 2006.)

In 2007 there was an increase in students from South Korea, Vietnam, Germany, Nepal and Jordan. (The number of students from the Middle East enrolled in INSEARCH also increased.) With this enrolment we ranked fourth highest in New South Wales and 11th in Australia for onshore international students.

Since 2006 international student numbers have been increasing in nursing and in humanities and social science courses.

During this year international student recruitment targets for the year 2015 were set for each faculty for undergraduate coursework,

postgraduate coursework and higher research degree students.

Although the market had been growing steadily for several years, offshore student numbers declined in 2007.

### “International student recruitment targets were set to 2015.”

This is due to the phasing out of five of the University’s offshore programs: Taylor’s College (Malaysia); Tsinghua University (China); Capital Institute of Physical Education (China); Trisakti University (Indonesia); and some programs with Hong Kong Management Association.

Part of our plan to restore student numbers and make UTS a desired destination for potential students is

to further improve our campus (see ‘Developing our campuses’ on page 86) and to make sure their time studying at UTS is a good experience.

To improve their experience we must first understand how students feel about studying at UTS. To that end we have put in place a range of surveys to obtain student feedback.

These surveys inform our Key Performance Indicators related to ‘student satisfaction’, which is one way we judge the student experience at UTS. Similar to teaching and learning, performance in this domain appears to be stabilising at a high level of satisfaction following years of steady increase.

#### Student load by fee type (EFTSL)

Category	2003		2004		2005		2006		2007	
Commonwealth supported	13,150	(62%)	12,948	(59%)	12,794	(58%)	13,250	(57%)	13,422	(60%)
Domestic full fee	2605	(12%)	2786	(13%)	2485	(11%)	2449	(11%)	2541	(11%)
Research (funded)	491	(2%)	491	(2%)	703	(3%)	711	(3%)	687	(3%)
International full fee	4847	(23%)	5408	(25%)	6016	(28%)	6629	(29%)	5751	(26%)
Unfunded	121	(1%)	172	(1%)	–	–	–	–	–	–
Total	21,214		21,805		21,998		23,039		22,401	

#### Enrolment by course level

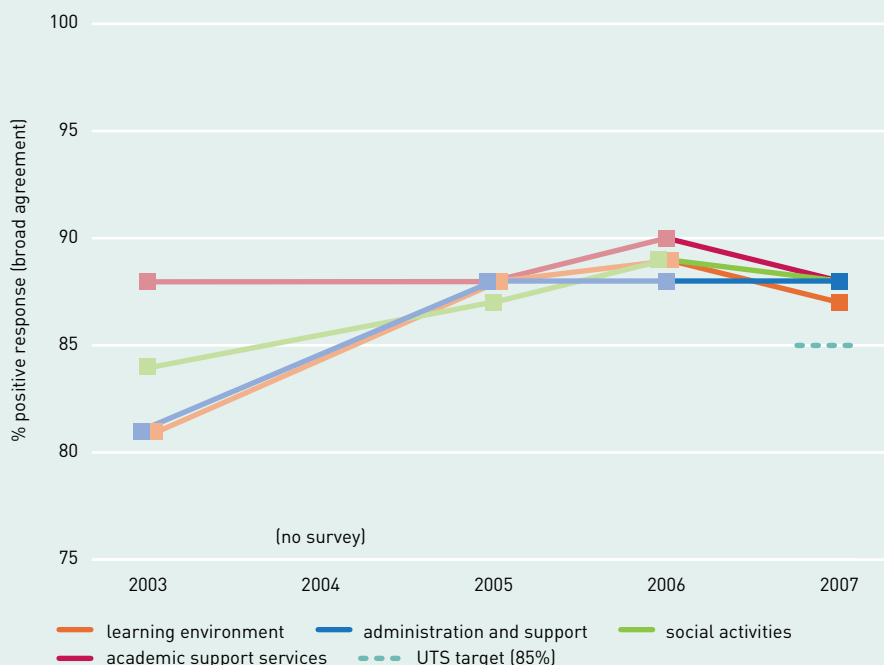
	2003	2004	2005	2006	2007
Postgraduate students	11,872	12,172	12,199	11,337	10,540
Undergraduate students	18,857	19,139	19,403	21,371	21,664
Total	30,729	31,311	31,602	32,708	32,204

#### International enrolment (onshore and offshore)

	2003	2004	2005	2006	2007
Onshore	5596	6075	6644	6390	6190
Offshore	1257	1344	1529	2562	1916
Total	6867	7419	8173	8952	8106

## Supporting our students

### Student satisfaction – student life (KPI)



The University tracks student satisfaction with four aspects of student life. Following two prior years of across-the-board improvement in these KPIs, three of them have shown slight falls from their previous very high levels of satisfaction. However all results remain above the target of 85 per cent broad agreement. These 2007 results are likely to reflect two factors: some changes to the survey used to track these KPIs and the combined impact of rising student expectations and Voluntary Student Unionism. The University is using the survey results to inform planning for improvements to student services, for example, in the area of computer availability in the city campus library.

#### Background

These four KPIs are based on the Student Satisfaction Survey, an internal survey every two or three years since 1994 and annually since 2005. Survey items relate to the perceived performance of student administration and support services (e.g. enrolment process, class timetable), academic support services (e.g. Library, ELSSA, study centres), physical learning environment (e.g. lecture theatres, class times and sizes) and social, cultural, recreational and sporting activities at UTS, and the services provided by the UTS Union.

Reference: UTS KPIs SE1, SE3, SE4, SE5

It is the University's aim to be truly student-focused, with a wide range of teaching and research complemented by support services and a variety of cultural and recreational options.

To achieve this it is important to have good student representation and a student voice in all-important areas of decision-making. This includes the University itself (particularly Council and Academic Board), the UTS Union and faculty boards, and more obvious bodies such as the Students' Association.

Our work in establishing a strong student voice in the University was recognised by the National Union of Students in 2007. Late in the year it released its Next Steps: University Rankings, a list of universities ranked according to the support they provided for student advocacy and representation after the introduction of the Voluntary Student Unionism legislation.

Universities were divided into four categories ranging from extremely supportive (category one) to those having no student-controlled representative organisations or who repudiate their importance (category four).

UTS was ranked in category two – 'universities that are supportive of student representation and independent student-controlled advocacy and have a culture of student involvement in decision making within the university where student issues are well considered'.

### "The RTA funds up to 20 scholarships for current school leavers."

This ranking was a movement up for the University, with commentary from the NUS that 'the University of Technology, Sydney is emulating reviews conducted by universities in the top category by going through an independent review to determine further areas of support'. The assessment concluded by predicting that UTS would continue its movement upwards.

A review of our financial assistance to the UTS Union was held during the year, resulting in a decision to increase funding. The University also provided financial support to the UTS Students' Association.

More direct student financial support was provided by government, agencies, industry and the University.

With the passing of the *Social Security Legislation Amendment (2007 Budget Measures for Students) Bill 2007* (Commonwealth), Austudy will be extended to eligible Master's students and rent assistance to Austudy recipients in 2008.

In July the then Federal Minister for Education, Training and Science, Julie Bishop, approved a UTS request to convert \$1.27 million in unallocated Commonwealth Accommodation Scholarship funds to Commonwealth Education Costs Funds. This means that in 2008 all Equity Scholarship applicants who are eligible for a Commonwealth Scholarship will receive one. UTS Diversity Access Scholarships will be used as 'top-ups', ensuring recipients receive support that is likely to make a real difference.

Of particular note in 2007 was a contribution of \$26,000 made by staff and alumni to the Diversity Access Scholarship Fund. The Staff Giving

*continued on page 74*

## Centring on students

The UTS Student Centres Project is the culmination of more than two years' assessment and work by the University. The new service model embraces a student-centric approach to the delivery of services via the establishment of five centres strategically located across the University.

Alongside the Academic Structures Review, the implementation of the UTS Student Centres was a major project for the year.

In 2005, with the full development of online enrolment fundamentally changing the way students interact with University administration, we commissioned a Student Administration Service Delivery Review.

The review led to a number of recommendations, including the establishment of location-based student cluster centres and the transference of responsibility for the centres from the faculties to the Division of the Deputy Vice-Chancellor and Vice-President (External Relations) and Registrar.

In 2006 the first student centre opened in Building 10 (on Jones Street) at the city campus, serving students of the Faculties of Information Technology and Education. The project was completed with another four centres opening in November.

Throughout the development of the centres, comprehensive support was given to affected faculties and administrative areas. A Human Resources Unit group was established to oversee all staff matters relating to the implementation of the UTS student centres.

UTS Careers Service Job Application Workshops were held during July to assist affected staff in preparing for the application process. Staff training occurred during October, with the last of the student centres opening in November.

Experience with the Building 10 student centre, the only one open throughout all of 2007, was positive, with the major expected outcomes identified in the 2005 Student Administration Service Delivery Review being achieved.

Results from the UTS Student Satisfaction Survey 2007 were very positive for the new administration system, with 90 per cent of respondents ranging from neutral to strongly agreeing that they were satisfied with the service from the Building 10 student centre.

While the first enrolment period in early 2008 is expected to reveal some transition challenges, we are confident of the quality and timeliness of service the centres will provide once established.



Photo: Sherran Evans

Fund, operating for almost 18 months, contributed \$16,000, and \$10,000 came from the Alumni Fund. These funds were matched by the University.

In July, scholarships to UTS sponsored by the Roads and Traffic Authority (NSW) for rural students studying civil or civil and environmental engineering opened for application. The RTA funds up to 20 such scholarships for current school leavers who reside in areas designated as rural/regional New South Wales and the Australian Capital Territory. The scholarships were each worth \$48,000 (a total of \$960,000).

The Australian Computer Society, with the Faculty of Information Technology, annually offers up to 10 Dean's ACS Foundation Scholarships, each worth \$3000, to international and local undergraduate students beginning in 2007. The scholarships are awarded on merit. In 2007 three scholarships were awarded to local undergraduate students.

The Faculty of Design, Architecture and Building created scholarships sponsored by construction firm Lang O'Rourke (\$5000 per semester to non-first-year

students), with two to five to be awarded per year beginning in 2008.

To aid student access to scholarship information we established a pan-University scholarships and prizes database. This is a user-friendly website available to all students to find information on any scholarship, prize or award.

These developments in financial support for students were matched by those in academic and administrative support.

One example is a work placement scheme for international students established by the Student Services Unit. The project involved the appointment of a coordinator, development of a website and brochures, and the establishment of a process to facilitate placements. By November 40 students were in internships or work placements with positive feedback from both employers and students.

There was also progress in the more fundamental matter of using interactive technology to make administration more efficient and easier to manage. This includes student transactions, which are moving online, and upgrading the online

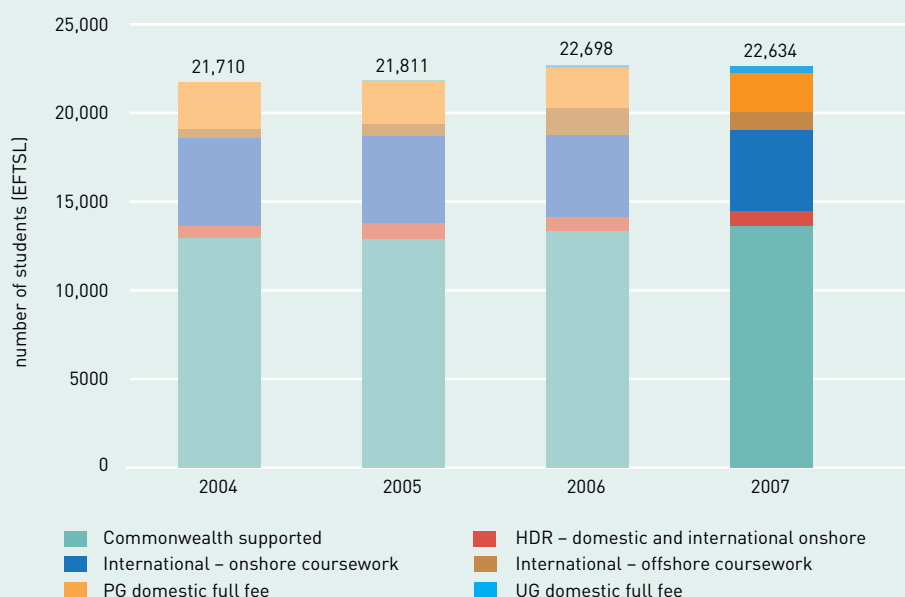
Service Desk, enhancing student self-management.

Other online developments in 2007 included creating a mechanism for students to apply for leave of absence or course withdrawal, and to check exam timetables through the UTS website.

**“A contribution of \$26,000 was made by staff and alumni to UTS Diversity Access Scholarships.”**

The Student Satisfaction Survey recorded very positive responses to statements on accuracy of fee information and payment processes, with more than 90 per cent of students agreeing these were accurate and straightforward (respectively).

### Student load (KPI)



Overall UTS student load has remained stable between 2006 and 2007 at 22,600 to 22,700 (equivalent full-time student load), with most growth occurring in the undergraduate domestic full-fee and Commonwealth supported categories. Higher degree research load also increased, although postgraduate domestic fee and international load, both onshore and offshore, decreased. To address this decline UTS is implementing a revised international marketing strategy. Future growth in Commonwealth supported load is limited by the University's funding agreement with the government. UTS is planning for long term growth in higher degree research, postgraduate coursework and international coursework student load. In line with the new government's policy there will be no intake of domestic undergraduate full-fee students from 2009.

**Background**  
EFTSL represents the subject load. It is calculated based on credit points taken by a student as a per cent of standard full-time credit points. A student enrolled in a standard full-time pattern for one year will generate one EFTSL.

Reference: UTS KPI 054

## Life beyond study at UTS

The development of a strong social and recreational student culture is very important to the student experience at any university. One way UTS achieves this as a city-based and city-focused institution is to incorporate city events into the life of the University.

We hold regular events throughout the year to expand students' experience beyond study and the academic environment. These include festivals, exhibitions, and cultural and sporting events.

Essential to this aspect of UTS is the UTS Union, which operates retail outlets and eateries, a wide range of social and sporting clubs, a fitness centre and a range of student services.

### Sport

UTS law student Georgia Woodyard, a Sydney Uni Flames Women's basketball player, won a gold medal at the 2007 Summer Universiade (World University Games held in Bangkok, Thailand) representing Australia in basketball, and was named Female Athlete of the Year at the 2007 Australian University Sport (AUS) Awards.

Three UTS athletes were finalists at the 2007 NSW Institute of Sport Awards: UTS Rowing Club Captain Nick Baxter was a finalist for the Career Development Award; 2007 World Champion Rower Miranda Bennett was a finalist for Female Athlete of the Year; and UTS High Performance Sports Scholar and 2006 UTS Union Sportswoman of the Year Melissa Ashton Garard was a finalist for the Academic Excellence Award.

Melissa also picked up a gold medal at the World Rowing Championships, with UTS Coach Ellen Randell-Griffith coaching the Lightweight Women Fours to a gold medal,

of which UTS's Miranda Bennett was also a crewmember. UTS rowers Katelyn Gray and Vicky Roberts won bronze at the World Championships as part of the Australian Women's Four.

For the second consecutive year the UTS Jets were the Teach.NSW Tertiary League First Division champions and Second Division runners up. The Jets will enter a team into each division of the competition in 2008.

In April the UTS Union awarded 14 sports training scholarships to athletes. The UTS Union Sport Scholarship Program provides support to high achievers in a wide range of sports. That support consists of free gym membership, subsidised competition fees and a cash grant.

Nick Baxter, club captain of UTS Rowing, was named on the Australian Rowing Team this year. He competed in three regattas in Amsterdam, Henley and Lucerne, followed by the World Rowing Championships in Munich.

### Support and lifestyle

Student contentment with 'student life' options at UTS is tracked through out Student Satisfaction Survey.

In 2007 the vast majority of students were particularly satisfied with our chaplaincy services, gym, 'safe spaces' for women and minority groups, and support from the Equity and Diversity Unit.

While students rated most lifestyle and general support services well, from orientation to student media, there were a few areas that ranked lower in performance. These included childcare services (which had a low response rate and were considered unimportant by most students) and the representation of student issues to the University.



Photo: Chris Bennett

## Working at UTS

The University’s workplace culture, and the recruitment and management of staff at UTS, is guided by our People and Organisational Development Enabling Plan 2005–2008.

The plan does not cover the entire range of human resources activities at UTS but focuses on priority areas. As with all our Enabling Plans, its purpose is to fulfil the objectives contained in the UTS Strategic Plan 2006–2009.

Sponsored by Deputy Vice-Chancellor and Vice-President (Corporate Services) Anne Dwyer, the Enabling Plan’s objectives are to create an inspiring place to work; to develop capabilities and a staff profile critical to our objectives; and to create an environment that supports efficient delivery of professional services.

Complementing these objectives is the University-wide International Enabling Plan. For staff, our aim is to strengthen internationalisation through activities that reflect cultural diversity and the UTS statement of international purpose.

To progress internationalisation in 2007 our priority was to develop orientation and professional development programs for staff working with students from culturally diverse backgrounds.

To that end we began preparations for a staff professional development program in cross-cultural communication. This will be further developed in 2008.

Another internationalisation initiative was the continued offer of free language and culture subjects to all staff, as informally enrolled students at the Institute for International Studies.

Under this program, staff across UTS can apply to attend classes at a range of levels in Chinese, French, German, Italian, Japanese and Spanish. In 2007 there were 23 staff enrolled in these subjects in first semester, and 20 in second semester.

**“We began preparations for a staff professional development program.”**

It is through the execution of these strategies, from our Strategic Plan to our Action Plans, that we aim to shape a workplace culture that is inspiring and inclusive.

An important part of this is the way in which management relates to staff. At UTS, management works towards engaging with and informing staff about all-important matters affecting them.

A strong example of this was the Academic Structures Review, which was one of our biggest initiatives in 2007, particularly for its potential impact on staff.

Throughout the review, which began early in 2007 and progressed in

stages throughout the year, staff were kept informed. Through broadcast emails, newsletters, a dedicated webpage and staff forums, the Vice-Chancellor, Professor Ross Milbourne, communicated to all staff how the review was progressing.

Another example of this ethos was our comprehensive staff survey, conducted in May.

The survey was conducted by the Macquarie University Voice Project and received 1736 responses (our total full-time-equivalent staff is 1986, not including casual staff).

Responses were anonymous, with results made available online and through staff forums held by the Vice-Chancellor in late July, as well as others held by the heads of faculties and divisions.

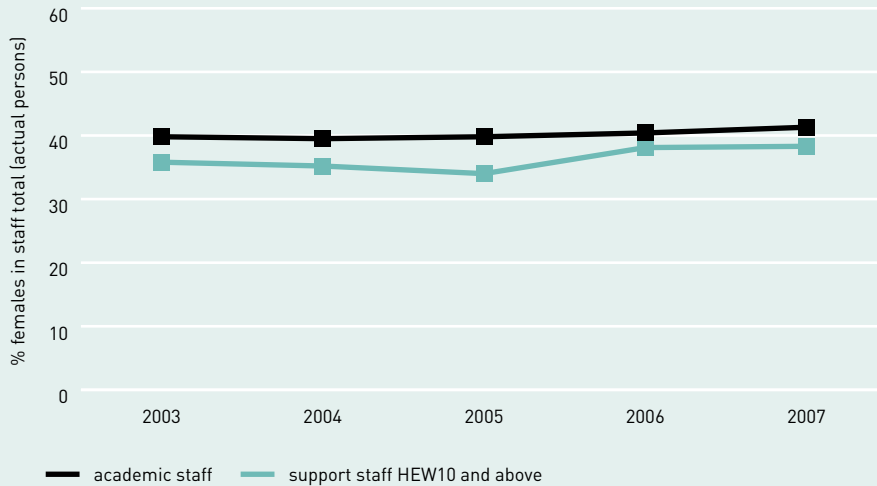
The results identified strengths (including industry and professional engagement, and cross-unit cooperation), as well as areas in which we can further improve (including facilities and community engagement).

In addition, it confirmed some of our existing priorities, such as safety, staff engagement (especially intention to stay), change and innovation, and leadership.

The survey provided management with quantitative staff responses on a variety of University issues and determined the level of staff engagement with UTS



### Staff equity – female (KPI)



The representation of women in academic employment increased from 40.4 per cent to 41.3 per cent (based on actual persons) continuing an incremental increase since 2004. The 2007 result approached the Australian Technology Network average for 2006 of 41.7 per cent (2007 data unavailable). Variations between ATN members reflect the different discipline mix of each university. The representation of women in senior support positions (HEW 10 and above) increased slightly from 38.1 per cent to 38.3 per cent, following a jump in 2006. That Increase reflected a growth in the number of women in senior support positions between March 2005 and March 2006 (increase from 35 to 40).

**Background**

Staff number (actual persons) used to calculate percentage representation includes only staff employed on a full-time or fractional basis, excluding all casuals. HEW 10 is the most senior support staff grading classification. Data are based on staffing levels as at the federal government annual census date for that year on 31 March.

Reference: UTS KPI 057

activities. Results were also used to inform University priorities and plans.

One of the most important priorities relating to staff came before the UTS Council during the year. This was our compliance with the Higher Education Workplace Relations Requirements (HEWRRs) issued by the then Department of Education, Science and Training, the Academic Structures Review and crisis management.

Council’s dealings with staff policy were particularly important in 2007 due to changes to human resources-related policies to ensure compliance with the HEWRRs.

Introduced by the federal government in 2005, UTS was required to demonstrate compliance with the HEWRRs each year in order to receive an increase in funding under the Commonwealth Grants Scheme. Funding tied to compliance comprised 7.5 per cent of our grant.

This year the department outlined 30 human resource areas for which we were required to provide relevant policy and procedure documentation. Changes were made to 12 UTS policies. All were minimal and procedural and unlikely to have any negative impacts on staff.

Another major staff initiative during the year was the *Senior Staff Group Collective Agreement 2007*, an Employee

Collective Workplace Agreement replacing the *Certified Agreement (Senior Staff Group) 2004*.

The objectives of this agreement were to attract and retain the best senior staff, create shared purpose across senior management, foster a performance culture, enable a direct employment relationship and reflect best practice.

Over the life of this agreement increases in remuneration will be wholly based on assessment of performance. Increases are awarded in the range of 0 per cent to 12 per cent of base salary. Those whose performance is assessed as ‘meeting expectations’ will receive a 4 per cent payment. (Staff statistics are in Appendix B of Volume 2 in this report.)

## Staff code of conduct

The University has a Code of Conduct covering all staff.

The Code aims to clarify conduct expected in the performance of their duties, thereby maintaining public trust and confidence in the integrity and professionalism of the services provided by the University.

The Code covers issues such as:

- > personal and professional behaviour
- > use and security of official information
- > publication of information
- > conflicts of interest

- > financial interests
- > personal interests
- > personal and family relationships between staff and students
- > disclosures
- > public comment
- > use of the University’s resources
- > acceptance of gifts and benefits
- > outside work and private practice
- > responsibilities after leaving UTS
- > responsibilities of managers
- > implications of failure to comply with requirements.

The full Code of Conduct is published on our website.





## Workplace policies, plans and guidelines

UTS has a range of staff-related policies and rules to create an inclusive, healthy and safe working environment. Below is a list of the most significant.

*Communicable Diseases Policy* sets out the responsibilities of staff to minimise risk of infection to staff and students posed by communicable diseases; it provides information on actions to be taken to minimise risk.

*Environment, Health and Safety Policy* sets out provisions for a safe and healthy workplace.

*Equal Opportunity Policy* provides the framework for the implementation of equal opportunity and ensures compliance with anti-discrimination legislation.

*First Aid Policy* outlines the University's intent and responsibility regarding the training, payment and appointment of first aid officers, with information on first aid kits as well as precautions for first aid officers.

*Guidelines for the Use of Non-Discriminatory Language at UTS* specifies what language cannot be used and suggests appropriate alternatives.

*Manual Handling Policy* ensures compliance with the *Manual Handling Regulation 1991* and provides a framework to prevent/reduce injuries resulting from manual handling activities at UTS; it sets out the responsibilities of supervisors, employees and the Environment, Health and Safety Branch.

*Outside Work Policy* and *Vice-Chancellor's Operational Directive Outside Work (Academic Staff)* clarify the rights and obligations of both the University and its staff with respect to outside work.

*Policy on the Expression and Practice of Religious, Political and Other Values, Beliefs and Ideas at UTS* ensures that the rights and responsibilities of UTS staff and students are appropriately exercised and protected based on tolerance, freedom of expression and non-vilification.

*Work, Study and Carer's Responsibilities Policy* provides for an accessible, supportive and flexible environment for all staff and students, including those with carers' responsibilities.

Photo: Sherran Evans

## Improving our study and work environment

Providing the right facilities for students and staff is essential in making UTS a desirable place of study and work.

These needs are extensive: they range from well-stocked libraries to technology-enabled classrooms to durable sporting facilities and on-site retail and food outlets.

On the teaching side there were a number of improvements to our facilities in 2007.

Funding was granted from the federal government's Capital Development Pool for an anatomy laboratory to be built in 2008, with the facility to support the UTS collaboration with the medicine program of The University of Notre Dame Australia. We received \$900,000 for the laboratory and \$400,000 to equip it.

This laboratory will complement the newly opened clinical facilities for the Faculty of Nursing, Midwifery and Health in Building 10 on Jones Street at our city campus. These include mannequins that simulate medical conditions, three labs with video equipment, offices for clinical research chairs and spaces for research students.

**“At Jumbunna we upgraded computing and study facilities for Indigenous students.”**

Research student facilities were also a focus at the Faculty of Humanities and Social Sciences, due to their growing numbers. The conversion of an existing lecture theatre into workstations for 22 of the faculty's postgraduate students was completed in February.

Similarly, the Faculty of Design, Architecture and Building began renovations on its student spaces in Building 6 (Peter Johnson building), including the creation of a high-tech interactivation studio, improved postgraduate facilities and studio environments.

For general student use we upgraded some of the teaching facilities in Building 4, whose four computer labs on level 2 are the primary teaching computer labs at the city campus.

These labs were reconfigured from 21 to 30-seat teaching computer laboratories, improving student access and improving their ability to cope with class sizes.

Further improvements of academic facilities took place at Jumbunna Indigenous House of Learning, where we upgraded the computing and study facilities for Indigenous students.

There is growing student need for accommodation, which we are working towards increasing (see page 87). We are also busy upgrading the accommodation we currently have.

Early in the year we completed a new common room and laundry facilities at Geegal student residence in Chippendale. We installed laundry facilities with commercial-grade equipment, along with the common room, in a central location.

Students were not the only focus of our renovations, with a number of upgrades also completed on staff offices.

We developed a new commercial precinct on level 14 of Building 1 (Tower building). It houses Commercial Services, Legal Services and the Research and Innovation Office. Work began in February and the precinct was ready for occupancy in early April.

Using a similar design we also created new offices for the Planning and Quality Unit, which moved to level 25 of Building 1, with Audio Visual Services moving into PQU's former location in Building 2 (adjacent to the Tower).

This means the former Audio Visual location in Building 3 (Bon Marche) can now be used as a student teaching and learning area.



Photo: Sherran Evans

## Environment, health and safety

UTS is committed to providing a safe and healthy place of study and work, and aims to be at the forefront of environment, health and safety practice in higher education.

During the year our EHS branch commissioned an independent review to assess whether UTS is meeting its statutory obligations to consult staff on occupational health and safety.

Eighty staff across several faculties and units were surveyed. The review assessed awareness of occupational health and safety issues, reporting processes and areas where improvements could be made.

**“EHS policies are kept to a minimum as the focus is on practical procedures.”**

Overall, the consultation survey responses indicated that staff with formal EHS responsibilities have a greater awareness and a more positive attitude towards EHS issues than those who are not required to engage with it as part of their role. While this could be expected or hoped for, it does demonstrate that key stakeholders are engaged in EHS.

The main areas identified for greater attention include access to information on what to do in the event of an accident or incident; information on first aid; addressing hazards identified in the workplace; input to EHS Plans; workstation use; training; safety equipment; and managing stress to achieve a work/life balance.

Those working in and managing high-risk areas showed a proactive stance on EHS issues, while many staff in low-risk (particularly office) environments did not believe that EHS was relevant to them except in specific circumstances. Workstation issues were the most common issue identified in low-risk areas. This indicates that EHS initiatives in workstation training have been successful in raising awareness.

The branch also integrated health and safety in academic work and student study experience.

It completed health and safety risk assessments on subjects in the Faculty of Science (96 per cent of subjects) and the Faculty of Design, Architecture and Building (79 per cent of subjects) in consultation with subject coordinators.

Following this it launched a webpage explaining the procedure for subject coordinators to conduct EHS risk assessments on undergraduate subjects.

### Occupational Health and Safety

The EHS Branch received a total of 281 accident/incident reports in 2007. As a result of these reports 116 notifications were made to our workers' compensation insurer. Of these notifications 34 remained notifications only with no further action taken, 29 were journey/recess claims which do not affect the University's premium, and the remaining 53 were premium-impacting claims.

The workers' compensation premium is calculated using a formula that takes into account total wages paid, industry tariff rate (adjusted to reflect number of staff (size)) and the claims cost for the previous three years. The EHS branch's continued focus on an early return to work for injured staff has kept the claims costs (and therefore also the workers' compensation premium) low. A good measure of this is the average of all premium-impacting claims, which in 2007 was \$2,656, down from \$3,181 in 2006.

### Workers' compensation 2007

Number of premium-impacting claims	53
Net incurred costs	\$140,762
Average cost per claim	\$2,656
Premium cost	\$1,456,710

### EHS Management System

The University's EHS Management System is a comprehensive system of managing risks to health and safety.

The system was designed with representatives from academic and administrative units. It includes our Environment, Health and Safety Policy, the UTS EHS Plan 2006–2008 and faculty/unit EHS plans, training, information and guidelines. It also accommodates requirements under the *Protection of the Environment Operations Act 1997* (NSW) and the *Radiation Control Act 1990* (NSW).

The system is integrated into University functions and procedures. (EHS policies are kept to a minimum in favour of practical procedures.)

The UTS EHS Plan has a focus on important issues and risks and addresses any deficiencies in the UTS EHS Management System.

The Plan is developed, monitored and improved by the Senior Deputy Vice-Chancellor and Senior Vice-President's EHS Advisory Committee. It is used to drive and monitor EHS activity as well as structure management reporting and the agenda for the Committee.

The EHS Plan is complemented by operationally focused faculty and unit-level plans, which are flexible and allow scope for each faculty and unit to determine which procedures best suit their circumstances and the specific hazards relevant to their work environment.

These plans are supported by EHS Service Agreements, which are negotiated with all faculties and units when they develop their EHS plan. The aim of the Agreements is to improve faculties' and units' EHS compliance.

The EHS Plan was updated during the year, with the table on the next page listing the most significant plans and achievements for 2007.

## UTS EHS Plan 2006–2008

Area	Projects	Progress to June 2007
Accident reporting	Campaign to encourage immediate reporting of all injuries and illnesses	Communication campaign to staff and managers, and development of case for online reporting system
External audit	External audit of our management of EHS risks in research	Switched to internal audit due to greater efficiencies and part of risk management audit that began in October
Informing students of EHS risk management	Integration of EHS information into curriculum	EHS branch worked with the Faculty of Science to assess risks in its undergraduate student activities; most other faculties provide good EHS information to students in labs and workshops. A webpage explaining the procedure of EHS risk assessments on undergraduate subjects was created
Policies	Review and update EHS-related policies	Plan to review these policies and downgrade to a lower instrument level, i.e. either Vice-Chancellor's Directives or Guidelines
Responsibilities of executive	Review responsibilities, making them a part of workplans	Requirements for faculties were made a part of Deans' workplans
Responsibilities of staff	Include EHS responsibilities in generic position descriptions as part of job evaluation	A consultant was engaged to report on the inclusion of EHS responsibilities in benchmark position descriptions
Test/review crisis management plan/team	Desktop and actual simulations of critical events, with results to inform Crisis Management Plan	Tests held in 2006, with Plan updated in 2007

## Supporting our staff

In 2007 we implemented (and continued) several initiatives across the University to create a supportive environment for staff.

This included the provision of training, facilities and support measures to create a balanced and fulfilling workplace.

Two of our most obvious initiatives were the UTS Career and Professional Development Awards and the UTS Learning and Teaching Awards.

The Career and Professional Development Awards reward outstanding performance by support staff. They were created to recognise high-performing staff and complement our staff development procedures. Winners receive financial support for professional development and career coaching.

These awards complement our Learning and Teaching Awards, which are given annually to outstanding academics as judged by a selection committee chaired by the Deputy Vice-Chancellor and Vice-President (Teaching, Learning and Equity) (see Appendix B in Volume 2 of this report).

Through these awards and other practices we are working to create a culture that recognises and rewards outstanding performance in staff.

This approach was central to the recently completed Senior Staff Group Collective Agreement 2007, which ties increases in remuneration directly to assessment of performance.

We expect to further refine our approach to remuneration and performance in a combined project with the Australian Technology Network of Universities (ATN).

As a member of the ATN we were part of a bid for funding of an overall review of pay and of career structures in universities. This application was successful, with \$1.5 million being granted over three years from the program.

We were also successful in applying for funding under the federal government's Higher Education Workplace Productivity Program. The objective of the program is to encourage higher education providers to progress workplace reform, building their capability to manage and implement workplace change.

This aims to assist universities to achieve greater efficiency, strengthen capacity to manage and implement workplace change, and free up resources to help retain and reward our best and brightest academics and researchers.

In 2007 we submitted an application through the program to fund a project designed to deliver an integrated organisational management capability to support our decision-making through monitoring key performance indicators and consolidating various business intelligence and planning systems. We were awarded \$1.4 million to complete the project during 2008–2010.

**“The awards reward outstanding performance by staff.”**

A further initiative targeting current and potential staff was the redevelopment of our human resources website. The site's new Careers at UTS page enables academics and support staff to easily find the right job at UTS and to find out what the University is like to work for.

## Equal opportunity



Photo: Chris Bennett

There were some significant outcomes during the year as UTS pursued its aim to reflect the diverse nature of Australian society in employment and education.

In March we relaunched our Ethnic Affairs Priority Statement, which outlines our commitment to valuing and further developing a culturally diverse university.

UTS is required under New South Wales legislation to adopt and implement a statement addressing four key areas of the University's performance: curriculum; staff selection and support; information and support for students; and social harmony and multiculturalism.

The statement was updated in 2006 and relaunched in March 2007 to coincide with the United Nations International Day for the Elimination of Racial Discrimination. The launch featured guest speaker Professor Andrew Jakubowicz, a member of UTS staff who is a leading expert in multicultural issues. The event was organised by the Equity and Diversity Unit.

There were a number of initiatives throughout the year that celebrated UTS's culturally diverse population. These included inFusion, a week-long celebration of multicultural heritage, music, arts and cuisine; events held for National Reconciliation Week; Cultural Awareness Week, which focuses on Australian Indigenous cultures; and an event to commemorate the United Nations International Day for the Elimination of Racial Discrimination.

**“In March we relaunched our Ethnic Affairs Priority Statement.”**

At a University level, equity outcomes are monitored through KPIs in the priority areas of 'student equity group participation and success', and 'staff equity group representation in the UTS workforce'.

In 2007 student equity group participation and success rates were stable and in the 'acceptable' range for those of Aboriginal and/or Torres Strait Islander descent and for those with a language background other than English.

For inpUTS students, rates increased. The inpUTS educational access scheme allows approved applicants to enter a UTS course with a lower Universities Admissions Index score than is normally required, in recognition of these applicants' long-term educational disadvantage and limited opportunities to properly prepare for university entrance.

We achieved growth in the inpUTS scheme as it almost met the enrolment target of 10 per cent for the first time. Access by inpUTS applicants using the UAI concession increased from 8.5 per cent in 2006 to 9.6 per cent in 2007. The total number of enrolments increased from 343 in 2006 to 523 in 2007. This improvement was facilitated by the inclusion of applicants who attended New South Wales Priority Funded Schools, in

combination with the 2006 provision to include applicants with a single severe educational disadvantage.

Complementing this scheme are our Diversity Access Scholarships – one-off grants to students, valued at between \$200 and \$2,042. These increased from 158 in 2006 to 304 in 2007. (A total of \$356,400 was distributed under this scholarship scheme.

Our equal opportunity initiatives and achievements for staff were no less dynamic.

The Equity and Diversity Unit completed a report on employment of people with disabilities at UTS in 2007. This report identified strategies aimed at increasing the representation of people with disabilities in permanent positions at UTS, and investigated the employment experience of UTS staff with disabilities. More than 30 one-to-one interviews were conducted with UTS staff with a disability or with links to disability employment practice, to obtain detailed feedback.

Towards the end of the year we commissioned a consultant to review the plan and the Disability Action Plan Committee began work on the next plan, which will cover the years 2008–2012.

UTS was once again a finalist in the 2007 EOWA Business Achievement Awards, selected from more than 3000 organisations that report to the Equal Opportunity for Women Agency. We were nominated in the category

‘Outstanding Initiative and/or Result for the Advancement of Women’ for our work in gender equity.

Half of all staff employed at UTS are women, and the representation of women in academic roles is now greater than 40 per cent (41.3 per cent). Women constitute 57 per cent of general staff and occupy 40 per cent of Dean positions.

UTS also has a strong record in relation to academic promotion of women. In 2006 (the most recent data available) women constituted 45.1 per cent of applicants promoted – higher than their workforce participation rate of 41.3 per cent.

“UTS also has a strong record in relation to academic promotion of women.”

The proportion of women employed in the more senior general staff positions has increased to 38.3 per cent in 2007 (up from 36 per cent in 2003).

We also have a very high proportion of staff that speak a first language other than English. Representation of this group is well above the New South Wales Government benchmark of 19 per cent for both academic (29 per cent) and support staff (34 per cent).

Our plans and support activities for such groups as speakers of a first

language other than English, Indigenous people and women, are based on set principles of equity and diversity. These are celebrating student and staff diversity; promoting equality, social and environmental responsibility; community leadership and service; making our resources and knowledge open to the community; creating a supportive culture that helps students and staff develop their full potential; and responsible and ethical management.

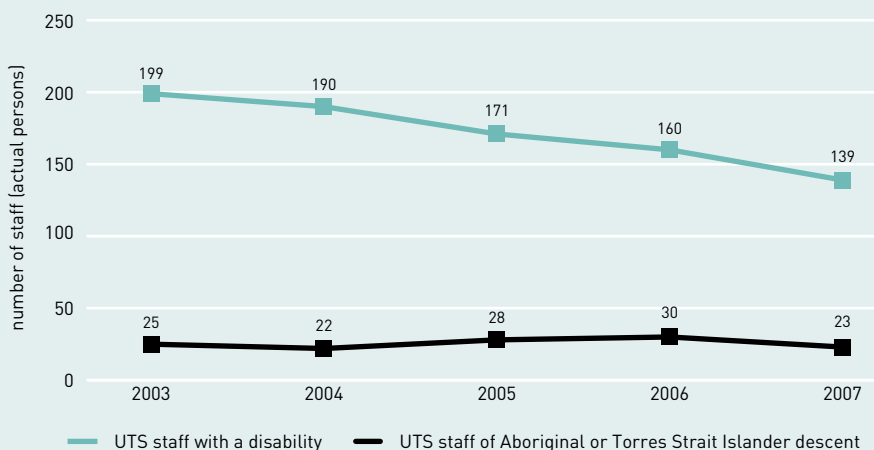
As with our approach to Environment, Health and Safety, we integrate equal opportunity and affirmative action principles within all our decisions and operations.

Our Equity and Diversity Unit provides specialist advice and support to all areas of the University on policy development, program implementation and equity-related grievance resolution.

All staff and students have a responsibility to avoid discrimination and harassment in their personal interactions with others in the UTS community. Discriminatory or harassing behaviour is a breach of UTS policy and can lead to disciplinary action being taken.

The University has a number of equity committees that develop, monitor and review equity-related policies and programs for both students and staff. (For further information see Appendix C in Volume 2 of this report.)

### Staff equity – ATSI and disability (KPI)



The number of Aboriginal and Torres Strait Islander staff fell from 30 to 23. The number of staff with a disability also reduced from 160 to 139, proportionate to the retirement pattern of total staff.

**Background**

Staff headcount includes only staff employed on a full-time or fractional basis, and it excludes all casuals. ‘ATSI’ staff self-identify as being of Australian Aboriginal or Torres Strait Islander descent. ‘People with disabilities’ are staff who self-identify as having a disability, either one requiring a work-related adjustment or not.

Reference: UTS KPI 057

# Managing resources



Photo: Chris Bennett

In the management of our resources this year we focused on preparing for the future.

Looking across our campuses, their environmental impact, their technology needs, and our accompanying financial goals, we set plans to progress the entire UTS environment.

For our city campus, this future planning was obvious with the development of the Physical Concept Plan, which outlines development aims for the campus.

Also with an eye to positioning the University for the future, we made physical changes to the campus and planned for specific future developments.

Building 1 – the UTS Tower building on Broadway – was one of the main areas of development. We expanded the foyer and made plans to upgrade its frontage along Broadway.

We are also considering a range of future options for our Kuring-gai campus.

In 2007 we presented a rezoning plan for the campus to the state government, with a response expected in 2008.

We also set in progress a plan to increase our accommodation for students, with a shortlist of possible partners for an accommodation project established by the year's end.

Other plans for our city campus include the expansion of 'green space' by demolishing Building T at the Broadway section of the campus; this will open up the grassy area behind Building 1 (the Tower building) creating more recreational space for students.

There was substantial review of the physical functioning of the University, as we began implementation of our plan to become a more environmentally responsible organisation with sustainable practices.

Our Environmental Sustainability Initiative is an encompassing project that began functioning in 2007 and will be officially launched in 2008. It will be a permanent part of our operations, advancing all parts of the University towards environmental sustainability.

Focusing on water, waste, procurement, planning, transport and energy, there are a range of strategies and plans that comprise the Initiative. It is complemented by a recent greenhouse gas audit conducted across the University.

These are among the most advanced and ambitious environmental plans of any Australian university. And while the Initiative won't launch until 2008, the progress we have already made with some of our objectives can be clearly seen in the summary table, based on Global Reporting Initiative environmental performance indicators, on page 89.

**“This is among the most advanced environmental plans of any Australian university.”**

Supporting our campus development and environmental initiatives, and all other activities of the University is our solid economic performance.

This year we recorded our highest operating surplus of \$35 million, as a result of most sources of income being higher than expected. This builds on the surpluses of previous years to set us in a strong position to achieve future goals.

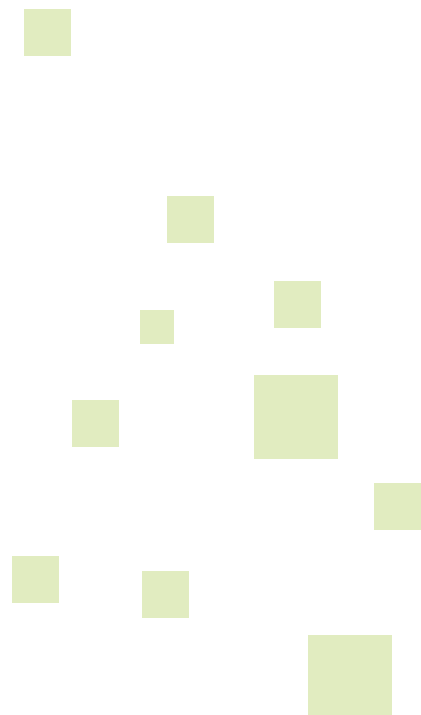
We continue to diversify our income streams, and balance our expenses, to achieve long-term economic sustainability.

All of the plans and strategies mentioned here work together to improve the University's environment in every sense.

We are focused on making UTS an institution that is known for environmental responsibility and performance; as a cutting-edge campus that provides the infrastructure for an excellent learning experience; and as an institution of sound financial health.

**“UTS is taking steps to be a role model of environmental sustainability and a test bed for innovation and change.”**

Deputy Vice-Chancellor (Resources)  
Patrick Woods





## Developing our campuses

The University's Physical Infrastructure Committee, which was established by Council in late 2006, had its first meeting in February 2007.

Chaired by Deputy Chancellor Warwick Watkins, who is Director General of the New South Wales Department of Lands, and Registrar General and Surveyor General of NSW, the Committee began work on appointing its remaining members. This was completed in time for its May meeting, with architect Graham Jahn and commercial real estate practitioner John Hill being appointed.

**“One of our long-term aims is to optimise our campus configuration.”**

Apart from Council itself, this Committee is the most senior decision-making body regarding our buildings and campuses.

All major decisions concerning our physical infrastructure are guided by the Campus Development Enabling Plan, sponsored by Deputy Vice-Chancellor and Vice-President (Resources) Patrick Woods.

The plan is guided by the principles of collaboration, resourcefulness, flexibility, efficiency, competitiveness and sustainability.

These principles also guided the development of the Physical Concept Plan during the year, which is our master plan for the city campus.

The formation of that plan was somewhat delayed due to the Academic Structures Review (see page 16), with its outcomes expected to involve some physical reorganisation of faculties – which they did.

By December, analysis of the campus and a brief for the University's growth to 2020 had been completed by the Committee. It then began the Campus Master Plan, developing initial concepts for buildings, and short-listing architects to develop plans.

Vice-Chancellor Ross Milbourne, Patrick Woods, and Facilities Management Unit Director Glen Rabbitt met with City of Sydney officials, including Lord Mayor Clover Moore MP, to introduce our Physical Concept Plan.

The meeting also provided approval for our Building T plans: in line with the Campus Master Plan, Building T (on Jones St, Ultimo, opposite Building 10), is set to be demolished over the 2007–2008 summer break, to minimise disruptions and physical risk to students. Landscaping is planned for the area to allow more open space.

One of our long-term aims is to optimise our campus configuration.

To achieve this, two processes have been underway since 2003: a proposal to seek a rezoning of our Kuring-gai campus initially submitted through Kuring-gai Council, and a review of options for alternative education activities at that campus. Both processes involved extensive consultation with community, students and staff.

There was some progress with this during the year. The New South Wales Minister for Planning, Frank Sartor, took over planning control of the campus after Kuring-gai Council rejected our application to rezone the land for potential residential development.

His department is working on the Kuring-gai campus rezoning process and is assessing our concept plan for the site.

This presents the option of rezoning the site, partly demolishing existing campus facilities for residential development (retaining the main campus building for education or adaptive reuse), developing approximately 440 new dwellings with residential buildings up to five storeys in height, incorporating car parking, internal roads and a pedestrian network while conserving bushland and creating a 'village green' park.

While there were some minor delays to our application, in 2007 we publicly exhibited the rezoning plan and held community reference group meetings, particularly for the local community. As expected, there has been some opposition to our proposal.

We are continuing to review use of the site for education options. Until all options have been considered, the University's Council will make no final decision.



## Towards a wireless university

Developing the infrastructure of UTS was not the only way we enhanced our physical environment in 2007.

Our campus was also enriched by the integration of up-to-date technology with our existing facilities, including lecture rooms, libraries, student learning spaces and online services.

Our approach to this is guided by our comprehensive Information Technology Enabling Plan, sponsored by Deputy Vice-Chancellor and Vice-President (Corporate Services) Anne Dwyer.

The objectives of the plan are for IT to enable and support change in the University, to contribute to environmental sustainability and to provide us with competitiveness and organisational distinctiveness compared to other universities.

Late in 2007 we relaunched our website ([www.uts.edu.au](http://www.uts.edu.au)), updating its design, increasing its

usability and making it a more dynamic and informative portal to the University. With electronic communications and administration becoming the standard medium through which we interact with students, we also made our site more functional. In 2007 we investigated a web-based international student admissions system, enhanced student transactions online and upgraded the online Service Desk.

The Library also reviewed its website and continued to develop its online resources, using UTSOnline for information literacy training, and email and instant messaging to assist students with their research. It also increased access to electronic resources such as online journals and e-books. This included in-house publishing through UTSePress.

Capital works in 2007 included an unprecedented number of information and technology upgrades to facilities throughout the University.

Photo: Chris Bennett

Plans were also made for our city campus during the year.

To accommodate 'Beautiful Minds: the Centennial Exhibition of the Nobel Prizes' early in the year, we fast-tracked development plans at our flagship property, Building 1 (the Tower building).

**"A priority was developing plans for much-needed student accommodation."**

As the foyer of the building was the primary space for the exhibition, we moved its glass front forward by several metres and opened up its southeastern corner, expanding the size of the foyer. This development has increased the amount of open space available for a range of University activities.

This was perhaps the most obvious change in our physical infrastructure in 2007, but several plans for the city campus were developed throughout the year.

Early in 2007 we set aside funds to prepare architectural plans for the Broadway frontage of Building 1. Our plans complement the proposed residential development of the Frasers

Broadway site (a former brewery) directly facing the UTS Tower building across Broadway. (Our Institute for Sustainable Futures has a leading role in this development.)

These frontage developments are part of a broader plan for our Broadway sites. In May, Francis-Jones Morehen Thorp (consulting architects) presented a concept plan for several of our buildings: 14 Ultimo Road (Dairy Farmers building), residential accommodation in Building 6 (Peter Johnson building) and the Alumni Green and environs. Still at an initial stage, the Physical Infrastructure Committee set out a strategy to progress this plan.

At the Haymarket end of our city campus, one of the Physical Infrastructure Committee's main initiatives during the year was to develop a \$7.85 million plan to expand the Blake Library.

The Library renovations on its two upper floors will improve its use of space and add new more sustainable lighting and airconditioning systems to create a 'greener' library.

In addition, students will have access to study spaces in a wireless environment that will support personal laptop use. By October, consulting engineers and

architects were appointed to the project, with construction beginning in December.

Another priority for the year was developing plans for much-needed student accommodation.

For semester one there were 1000 applications from students for accommodation, but only 400 places are currently available. Given this situation, early in the year we began discussions to determine the amount of student housing we should have and how it should be funded.

In the middle of the year the Student Services Unit prepared a report on accommodation needs, recommending a target of 1500 beds, with a first step of 600 new beds. The report also prescribed a style for new accommodation.

Following this, the Physical Infrastructure Committee began a \$1.21 million consultancy phase. By September a steering committee chaired by Patrick Woods was established to manage student accommodation projects.

Three contenders were short listed for this public-private partnership accommodation project by early December. However, we expect it will be at least three years before a substantial number of new beds are in place.

## Environmental Sustainability Initiative

In May UTS took its biggest step towards becoming more environmentally sustainable, with the creation of our Environmental Sustainability Initiative, a focused, formal approach to improving the environmental sustainability of campus operations.

The initiative aligns with our Strategic Plan 2006–2009, which includes a strategy to ‘develop and implement an approach to improving the economic, social and environmental sustainability of the University’s operations’, as part of a wider objective to ‘maintaining an effective, helpful and sustainable learning environment for all students’.

While prior to the initiative we were undertaking various energy, water and waste management initiatives, now we have an integrated strategy for all aspects of our environmental impact.

Sponsored by Deputy Vice-Chancellor and Vice-President (Resources) Patrick Woods, development of the initiative was accelerated this year, and it began functioning in May, well before its official launch in 2008.

The initiative is directed by a steering committee responsible for setting overall strategy and project approval and monitoring. Activity is structured into six areas: waste, transport, energy, water, procurement, and planning guidelines.

Projects are carried out as a pan-University effort (which can incorporate outside help), including students, staff (particularly the Facilities Management Unit), researchers and institutes (as well as industry and government).

Plans under the initiative include continuing to install motion-sensor-controlled lighting, installing auto-controlled airconditioning throughout all buildings, making more use of GreenPower energy, conducting a greenhouse gas inventory, introducing mobile phone recycling and installing waterless urinals.

“Students are involved as the initiative is complementary to many areas of study.”

Specific developments in 2007 included lighting refits, increases in recycling of waste, and installation of natural ventilation.

Students are also involved as the initiative is complementary to many areas of study at UTS. They also work voluntarily on each of the six areas and in some cases can be employed for project work.

When the initiative is fully active, with more members of the UTS community

engaged in related research and project work, we expect to make significant contributions to the field of environmental sustainability.

One way we will do this is to more fully integrate sustainability practice into the UTS curriculum.

We currently offer a doctoral degree and a master’s degree by research in sustainability through our Institute for Sustainable Futures. In future it is our intention to integrate sustainability teaching across our courses.

Where capital funds permit we will also select engineering systems and passive building design in all new and refurbished buildings to minimise energy consumption, while providing a minimum overall cost on a life cycle cost basis for building and operating these facilities.

This will go some way towards fulfilling a desired objective of the Initiative, which is to obtain Green Star status for our buildings. Established by the Green Building Council of Australia, Green Star is a national, voluntary rating scheme that evaluates environmental impact in building design and achievements.

### Environment sustainability values

At UTS we recognise that each one of us impacts, individually and collectively, upon the environment. By respecting and appreciating individual contributions as we work together to ‘green’ our campus, and by incorporating sustainability principles and practices into our learning, teaching and research programs, we can move towards environmental sustainability. These values are responsibility, leadership, adaptability and continuity, inspiration, collaboration and transparency.



## Environmental performance summary

Category	Reporting indicator	2007 objectives	2007 performance	2008 targets	Guiding policy
Energy (EN3)	Direct energy consumption by primary energy source (megajoules per square metre)	820 MJ/M <sup>2</sup>	770 MJ/m <sup>2</sup>	780 MJ/M <sup>2</sup>	<ul style="list-style-type: none"> <li>&gt; UTS Design Guidelines</li> <li>&gt; UTS Sustainability Policy</li> <li>&gt; UTS Energy Management Plan</li> </ul>
Water (EN8)	Total water withdrawal by source (kilolitres)	To reduce water consumption by 20% by 2010 compared to 2002 baseline [246.6kl]	Have now achieved 18.5% (45.6kl) water reduction from 2002 baseline [246.6kl]	To progress towards reducing water consumption by 20% by 2010 compared to 2002 baseline [246.6kl]	Water Savings Action Plan
Water (EN10)	Percentage and total volume of water recycled and reused	To investigate water reuse and recycling options	No water recycled as yet; potential water re-use from cooling tower purge system identified	To implement a water reuse project with the potential to save 3% of UTS's general water consumption per annum	Water Savings Action Plan
Emissions (EN16)	Total direct and indirect greenhouse gas emissions by weight (tonnes of carbon dioxide equivalent)	To undertake measurement and documentation of UTS's greenhouse gas emissions	57,076 tCO <sub>2</sub> <sup>e</sup>	Planning to set emissions target for 2009	Not applicable
Waste (EN22)	Total weight of waste by type/disposal method	To investigate options for reducing general waste to landfill and to reduce skip bin waste to landfill	<p>General waste recycling reached 80% in 2007</p> <p>90% of paper and cardboard sent to recycling was processed (250 tonnes)</p> <p>Skip bin waste recycling increased from 0% to 80% from September 2007, including building materials, furniture, timber and metal</p>	<p>Maintain 80 % recycling of general waste and 90% recycling of paper.</p> <p>Maintain 80% skip bin recycling rate</p> <p>Investigate toner cartridge recycling and mobile phone recycling</p>	UTS Sustainability Policy
Compliance (EN28)	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with environmental laws and regulations	\$0	\$0	\$0	<ul style="list-style-type: none"> <li>&gt; <i>Environmentally Hazardous Chemicals Act 1985 (NSW)</i></li> <li>&gt; <i>Protection of the Environment Operations Act 1997 (NSW)</i></li> <li>&gt; <i>Contaminated Land Management Act 1997 (NSW)</i></li> <li>&gt; <i>Radiation Control Act 1990 (NSW)</i></li> </ul>

Note: reporting criteria are from environmental indicators in the Global Reporting Initiative's Sustainability Reporting Guidelines.

## Environmental plans and achievements

### Energy

Total consumption of energy at UTS has increased in the past five years as the campus has grown. This is due to more students, longer operating hours and the use of more energy-demanding appliances.

This rise in energy use is particularly due to the completion of Building 4, our new science building, with its higher energy demands.

By developing projects for old and new buildings, we plan to curtail the increase in our energy consumption.

In 2007, initiatives to reduce energy usage included gradual implementation of high-efficiency lighting and lighting control systems, and upgrading of Building Management System control systems for airconditioning.

In 2008 we plan to increase our use of renewable energy by the purchase of 2.5 per cent GreenPower. Our energy usage per square metre target is 780, which is estimated to be below the Australian Technology Network of Universities (ATN) average (see table below).

### Water

In 2007 the Department of Environment and Climate Change approved our Water Savings Action Plan. Our target is to reduce water consumption by 20 per cent by 2010 compared to our 2002 baseline.

To work towards this objective, in 2007 we adjusted cooling tower water flows in Building 1 (the Tower Building), replaced water consuming sealed sewage ejector pumps in Buildings 1 and 2, replaced water-intensive cooling towers with an air-cooled plant in Building 5 (in Haymarket), installed water meters in Building 10 (on Jones Street), and trialled and installed waterless urinals.

### Waste and emissions

We recycled 85 per cent of our waste in 2007. This included more than 250 tonnes of paper, saving 5000 trees and 1500 tonnes of greenhouse gases. To reduce this waste we encourage double-sided printing throughout the University.

Of other waste, we recycle 80 per cent of general waste; 80 per cent of furniture that isn't reused; 98 per cent of electrical equipment that isn't reused; and we reused 45 per cent of our 2789 tonnes of chemical waste from 2007, with the rest disposed of by a contractor.

We use a variety of chemicals in our laboratories, which may create gases, and this is factored into our emissions footprint. To minimise this, the Faculty of Science is using smaller amounts of chemicals where possible.

### Planning

The principal focus of our facilities planning is to provide guidance in developing our buildings towards Green Star status.

For new buildings our aspiration is six stars (Green Stars rating). In this we are guided by the UTS Design Guidelines (under annual review) and the Green Star rating tools (from the Green Building Council of Australia).

Aside from reviewing the guidelines, in 2007 we implemented sustainable design practices in building projects.

### Procurement

In our purchases we consider the value and functionality of goods and services and their effects on the environment over their life cycle.

The procurement aims of our Environmental Sustainability Initiative are to adopt electronic transactions (replacing paper), increase the purchase

of environmentally responsible products and use like-minded suppliers.

Achievements to date include 9 per cent of total University paper purchases with at least 50 per cent recycled content, and 60 per cent of the University's light bulbs rated as energy-efficient.

**“We plan to increase our use of renewable energy.”**

### Regulation

Aside from the acts listed in the 'Environment health and safety' section on page 80, there are a range of University policies and official instruments that relate to our environmental pursuits.

Our Environment, Health and Safety Policy responds to legislative requirements and reflects our commitment to providing a safe and healthy environment, to sustainability and to risk management.

The UTS Sustainability Policy provides further direction to activities related to institutional energy use and environmental sustainability.

During 2007, full compliance with environmental laws and regulations was maintained.

### Transport

Cars, utility vehicles and a number of buses are used as part of the University's operations, most of which are leased. Staff also use their private cars and taxis for work purposes and regularly use domestic and international air travel.

In 2007, our own and leased vehicles combined produced approximately 12,885 tonnes of carbon dioxide equivalent emissions.

During the year we reviewed facilities supporting alternative transport such as cycling to the University, with recommendations to be implemented in 2008.

Next year we will also obtain baseline data on transport for the University and publish a guide for travel options to our city campus.

## Energy usage intensity – megajoules per square metre (MJ/m<sup>2</sup>) and cost

Measure	2005	2006	2007	2008
MJ/m <sup>2</sup> target	756	814	820	780
MJ/m <sup>2</sup>	727	815	770	–
m <sup>2</sup> cost	\$14.21	\$15.66	\$16.15	–
Total cost	\$3.8m	\$4.0m	\$4.2m	–

## Greenhouse gas emissions

We commissioned a greenhouse gas inventory for the 2007 calendar year to understand our greenhouse gas emissions across the University and account for them in future.

The inventory incorporates a greenhouse gas calculator which enables us to accurately identify, monitor, record and report emissions on an ongoing basis.

The inventory was developed to be consistent with the international greenhouse gas-reporting framework,

*The Greenhouse Gas Protocol: A Corporate Accounting and Reporting Standard* issued by The Greenhouse Gas Protocol. This defines three scopes for reporting emissions.

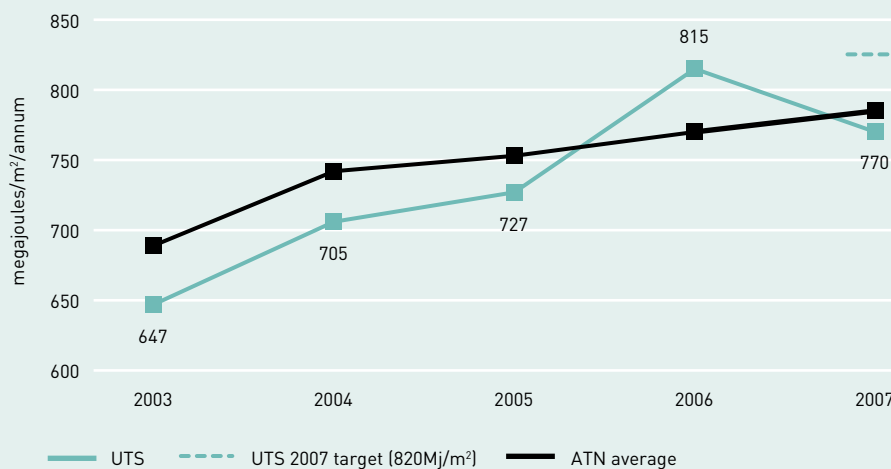
- > Scope 1 is direct emissions from UTS sources.
- > Scope 2 is indirect emissions from electricity generation UTS has purchased.
- > Scope 3 (optional) is indirect emissions from non-UTS sources used in our operations (e.g. emissions from air travel).

### Greenhouse gas inventory (scope 1 and 2 only)

Category	Greenhouse gas emission (tCO <sub>2</sub> e)
Stationary energy (e.g. electricity)	54,432
Transport energy (excluding flights)	12,923
Wastewater treatment	1,588
Waste disposal	1,525
Fugitive emissions (airconditioning)	445
Total scope 1	14,302
Total scope 2	42,774
Total GHG arising (from scope 1 and 2)	57,076

Note: tCO<sub>2</sub>e = tonnes of carbon dioxide equivalent. Our reporting on scope 1 does not include marine diesel oil or fugitive gaseous emissions arising from our laboratories. Plans are in place to enable reporting on these emissions for 2008. Our greenhouse gas emissions inventory covers areas owned and operated by UTS.

## Energy usage (KPI)



The UTS energy intensity result for 2007 was 770 MJ/m<sup>2</sup>, a decline of 45 MJ/m<sup>2</sup> and below our target of 820 MJ/m<sup>2</sup>. This positive result was primarily due to the successful management of some of the commissioning issues associated with our new science building (Building 4). During 2007 consumption intensity was brought below the Australian Technology Network of Universities (ATN) average. As is the case with most universities, UTS energy usage intensity has been rising due to factors such as compliance with revised Australian standards for lighting.

### Background

'Energy usage intensity' (i.e. energy used per square metre of floor area per annum) is a measure of energy consumed for heating, cooling, lighting and power systems within the University. UTS is somewhat constrained in its construction options and operational modes due to its city location and the educational activities that occur within the buildings. The ATN average results are based on three ATN members only: RMIT, QUT and UTS.

Reference: UTS KPI 0S2

## Our economic performance

The University's 2007 operating result of \$35 million is the highest surplus reported by UTS to date. It builds on the solid result from the 2006 calendar year of \$23.5 million.

As a percentage of total revenue, the 2007 result was only exceeded in 1999 and 2000.

When measured as a Key Performance Indicator (see page 94) our operating result remains well above expectations.

### Resourcing

All income categories except research income performed better than expected in 2007.

In 2007, our financial performance was enhanced by a \$4 million profit on the sale of Aarons Hotel (a hotel located in Sydney's Chinatown) and receipt of \$5.6 million from the Commonwealth Government's Learning and Teaching Performance Fund.

A key contributor to ongoing financial performance derives from student load.

This indicator showed mixed results in 2007.

Commonwealth-supported and domestic full-fee-paying student loads all tracked within 1 per cent of target.

Offshore international coursework and higher degree research student loads both fell below their targets.

**“Our operating result remains well above expectations.”**

Despite a declining international market, onshore international coursework load also tracked within 1 per cent of target. Income generated from international students represents more than 20 per cent of total University income.

We have a number of strategies in place to improve economic sustainability in terms of student load, which are explained in Chapter 1.

To further broaden our revenue base beyond government funding and student fees, the University is developing existing and new sources of revenue that make a positive contribution to our operating result.

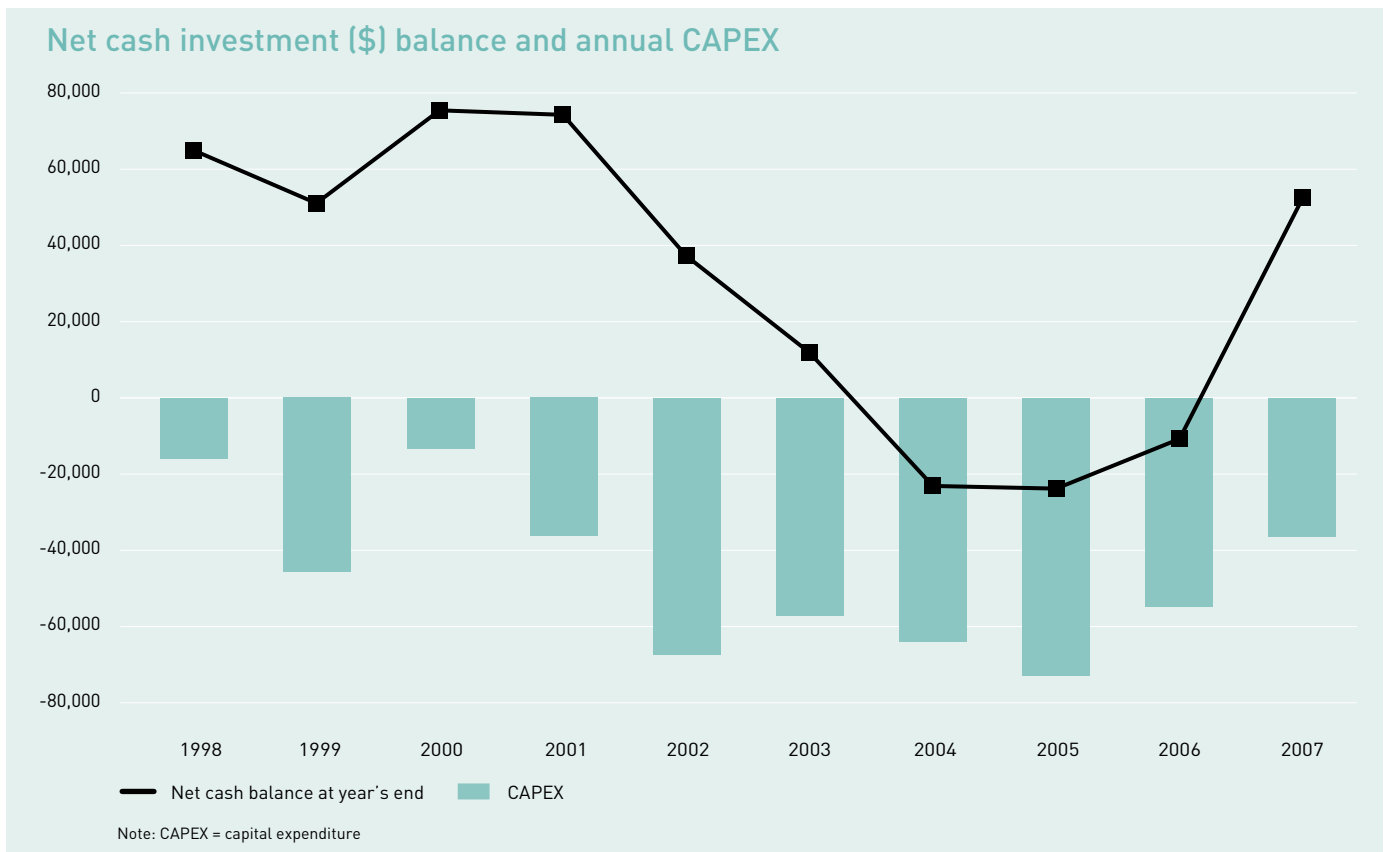
Other income totalled \$41.6 million in 2007 compared to \$38.5 million in 2006. In 2007 this included interest, lease income and other sources. The main contributors were an increase in investment income and an increase in scholarships.

### Expenditure

Total expenditure on operating activities was \$392.4 million. As a percentage of revenues, our expenses were lower than the previous year.

### Infrastructure

UTS has spent more than \$390 million on capital works and improvements over the period 2001–2007. (For further information see Appendix J in Volume 2 of this report.)



### Investment portfolio

As at the end of 2007, the University had a total of \$88.4 million in its investment portfolio.

Our investment portfolio is managed by Macquarie Investment Management Ltd through two pooled investment funds – the Income Plus Fund and the Managed Treasury Fund. The weighted average return on the investment portfolio for the year was 5.6 per cent, compared to the benchmark return of 6.7 per cent.

### Insurance

We have a range of insurance policies to manage risks associated with its physical assets and commercial activities. These insurance policies include but are not limited to property insurance including business interruption, general third party and product liability; breach of professional duty including medical malpractice; business travel, property in transit and damage to watercraft including associated vessels and equipment.

These policies are all placed with insurers with a Standard & Poor's financial security rating of 'A' or above.

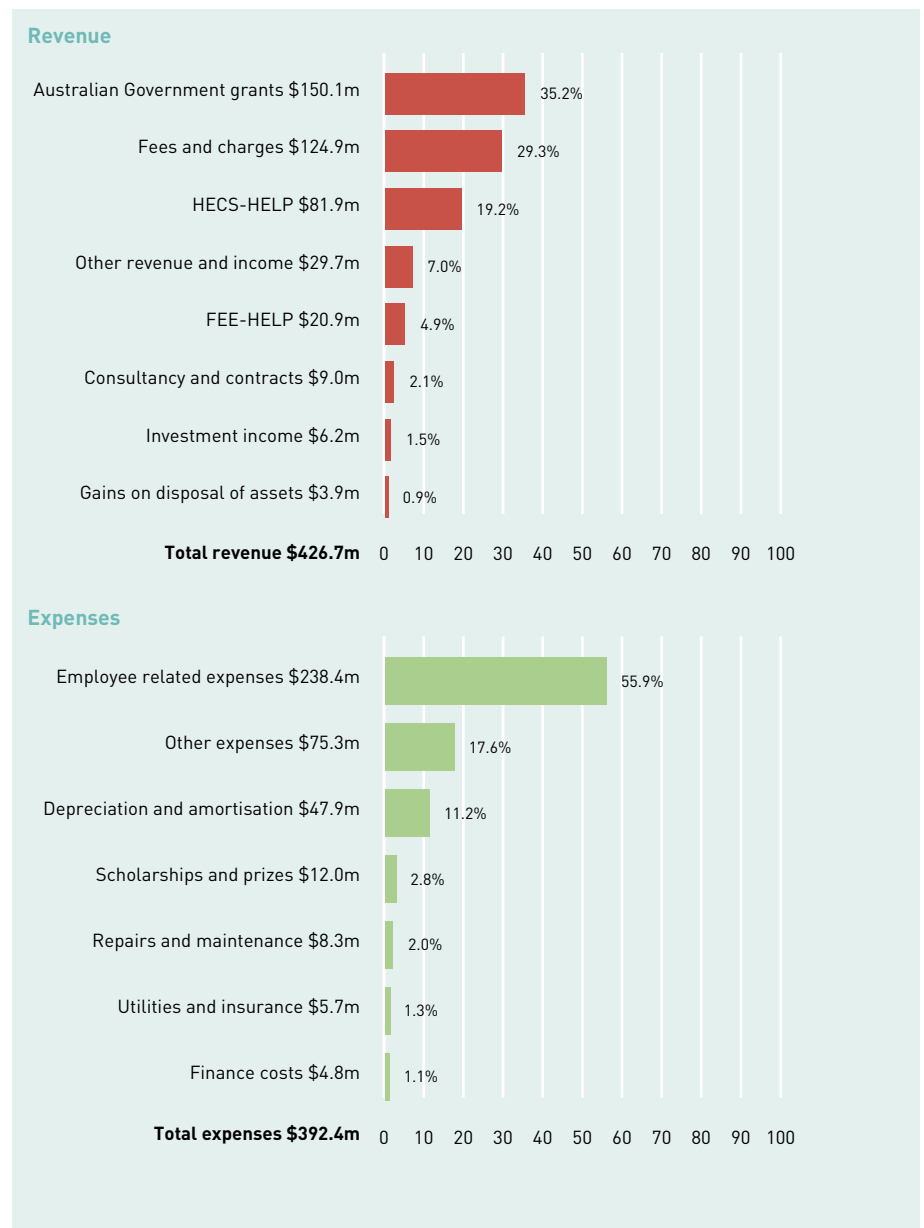
The University conducts risk profiling and insurable risk gap analyses on a regular basis to ensure the insurance program continues to meet the evolving and dynamic nature of the organisation.

### Insurance of officers

The University has comprehensive directors and officers insurance. Coverage includes fees and expenses in defence of a claim against wrongful acts, a prosecution in a court of criminal jurisdiction or an inquiry, hearing, tribunal or professional association.

The level of cover purchased by the University benchmarks extremely well among its peers and has a combined limit of liability of \$40 million and a low deductible of \$5000 each and every claim. Again, the policy is placed with insurers with a Standard & Poor's rating of 'A' and above.

### University revenue and expenses composition 2007 (%)





## Priorities for the 2007 Budget

The 2007 budget presented at the end of 2006 was informed by the UTS Strategic Plan, our 2006 performance, our external environment and our risk assessment. The strategic funding priorities for the year included the following.

- > An investment in research over and above the funding received from research grants. This comprised funding to the research institutes and to support key research appointments, doctoral programs and research activities in Key University Research Centres (\$5.4m).
- > Increased support from the UTS Budget for student activities that are no longer funded by student contributions due to the introduction of Voluntary Student Unionism (\$1.5m).
- > Funding to the Institute for International Studies for the in-country study program and to support the International Exchange Students Scheme (\$1.5m).
- > Funding to assist faculties and units with the cost of transitioning to new workforce profiles that support our ongoing objective to create a sustainable workforce cost structure (\$1.5m).
- > An increased investment in marketing and recruiting initiatives aimed at attracting new international fee-paying students. This program also includes more extensive support for international students once they arrive at UTS, with the aim of improving our retention rates (\$835,000).
- > Further investment in fundraising through additional funding for the UTS Development function (\$200,000).
- > Funding to support a number of smaller initiatives such as a staff survey, a brand research project and increased investment in financial management (\$200,000).
- > Increased equity funding providing for scholarship schemes and expansion of Indigenous support and emergency support programs (\$320,000).



Photo: Chris Bennett

### Operating result (KPI)



The 2007 result of 8.2 per cent for surplus as a percentage of revenue considerably exceeded the target of 3 per cent. The actual surplus was \$35 million. This favourable result was due to increases in federal government funding (\$14 million); student fees (\$7.5 million); and profit on sale of buildings (\$4 million) combined with ongoing control of expenses. For all years since 2000, apart from 2004, UTS has achieved an operating result of 3 per cent or higher. The unfavourable result in 2004 was due to a change in timing of government payments and increase in employee benefits.

**Background**

Operating result is an overall indicator of UTS's financial sustainability – it is the amount of revenue remaining at the end of the financial year after expenses have been deducted (calculated on an accrual basis). 'Revenue' is income from all sources and is the total dollar receipts and accruals for goods and services credited to the income statement.

Reference: UTS KPI OS2



## Our controlled entities

### **INSEARCH: a global pathway to UTS**

INSEARCH is an education provider on the international market, offering courses through a range of pathway programs in consultation with UTS (and often taught by our lecturers) across its campuses in four continents.

INSEARCH offers courses that articulate to a number of UTS degrees. These are developed in consultation with the relevant UTS faculty, which then recommends the course to the UTS Academic Board for articulation approval. UTS is represented on the INSEARCH Limited board and the UTS Academic Board is represented on the INSEARCH Academic Board.

One of the biggest changes for INSEARCH during the year was the departure of its long-term Managing Director. After nine years in the job Murray Laurence retired. Alex Murphy replaced him in September. INSEARCH also underwent reform in its governance processes (this is reported on page 17).

UTS and INSEARCH worked together to develop international student recruitment: a feature of the new international student recruitment strategy is the plan to recognise and develop additional pathways into UTS. To this end a Pathways Program Taskforce was established to increase international student enrolments to UTS through developing pathways with domestic and offshore providers, and by developing INSEARCH programs for delivery by external providers.

### **accessUTS: connecting our expertise with outside demand**

accessUTS Pty Limited is our dedicated commercial consulting conduit, a company formed to channel University expertise to outside organisations that want to benefit from consultation with our staff.

accessUTS consultants work with industry and government across the fields of engineering; nursing, midwifery and health; health sciences; science; design, architecture and building; information technology; education and training; communications and social inquiry; law; and business and finance.

accessUTS identifies its business objectives each year in its annual report to the UTS Council, and reports on performance against those objectives to Council in the following year's report.

As controlled entities of UTS, INSEARCH and accessUTS do not exceed any operational limitation imposed by the University, our Council or the *University of Technology, Sydney, Act 1989*. Financial Statements for the entities are in *UTS Annual Report 2007 Volume 2*.

BUDGETED INCOME STATEMENT  
TO 31 DECEMBER 2007

	University			
	Actual 2007 \$'000	Budget 2007 \$'000	Variance 2007 \$'000	Budget 2008 \$'000
<b>Revenue from ordinary activities</b>				
Australian government grants	150,064	152,625	(2,561)	156,935
Australian Government payments – HECS-HELP	60,508	59,930	578	63,950
FEE-HELP	20,948	20,448	500	21,500
State and local government financial assistance	3,375	4,224	(849)	3,529
HECS-HELP – student payments	21,415	21,505	(90)	23,350
Fees and charges	124,863	123,293	1,570	129,262
Investment income	6,194	5,200	994	6,531
Royalties, trademarks and licenses	180	122	58	100
Consultancy and contract research	8,957	6,526	2,431	8,677
Other revenue	14,695	12,152	2,543	13,406
Gains/(losses) on disposal of assets	3,944	20	3,924	41
Share of net results of associates and joint venture partnerships accounted for using the equity method	–	–	–	–
Other income	11,585	10,058	1,527	10,213
<b>Subtotal</b>	<b>426,728</b>	<b>416,103</b>	<b>10,625</b>	<b>437,494</b>
Deferred government superannuation contributions	(24,179)	–	(24,179)	–
<b>Total revenue from continuing operations</b>	<b>402,549</b>	<b>416,103</b>	<b>(13,554)</b>	<b>437,494</b>
Employee benefits and on-costs	238,376	247,014	8,638	260,000
Depreciation and amortisation	47,881	47,818	(63)	48,133
Repairs and maintenance	8,344	8,366	22	9,810
Borrowing costs	4,842	5,094	252	3,041
Bad and doubtful debts	75	1,024	949	1,069
Other expenses	92,903	92,787	(116)	94,241
<b>Subtotal</b>	<b>392,421</b>	<b>402,103</b>	<b>9,682</b>	<b>416,294</b>
Deferred employee benefits for superannuation	(24,898)	–	24,898	–
<b>Total expenses from continuing operations</b>	<b>367,523</b>	<b>402,103</b>	<b>34,580</b>	<b>416,294</b>
<b>Operating result before income tax</b>	<b>35,026</b>	<b>14,000</b>	<b>21,026</b>	<b>21,200</b>
Income tax related to ordinary activities	–	–	–	–
<b>Operating result from continuing operations</b>	<b>35,026</b>	<b>14,000</b>	<b>21,026</b>	<b>21,200</b>

BUDGETED BALANCE SHEET  
AT 31 DECEMBER 2007

	University			
	Actual 2007 \$'000	Budget 2007 \$'000	Variance 2007 \$'000	Budget 2008 \$'000
<b>Current assets</b>				
> Cash and cash equivalents	2,384	3,976	(1,592)	4,887
> Receivables	9,737	10,599	(862)	8,201
> Other financial assets	88,384	61,430	26,954	108,000
> Other non-financial assets	11,860	10,500	1,360	8,174
> Non-current assets classified as held for sale	–	–	–	–
<b>Total current assets</b>	<b>112,365</b>	<b>86,505</b>	<b>25,860</b>	<b>129,262</b>
<b>Non-current assets</b>				
> Receivables	128,631	193,941	(65,310)	152,811
> Investments using the equity method	–	–	–	–
> Other financial assets	3,710	–	3,710	–
> Other non-financial assets	200	–	200	–
> Property, plant and equipment	939,696	786,836	152,860	828,920
> Intangible assets	17,944	13,476	4,468	24,915
<b>Total non-current assets</b>	<b>1,090,181</b>	<b>994,253</b>	<b>95,928</b>	<b>1,006,646</b>
<b>Total assets</b>	<b>1,202,546</b>	<b>1,080,758</b>	<b>121,788</b>	<b>1,135,908</b>
<b>Current liabilities</b>				
> Trade and other payables	25,991	31,171	(5,180)	25,336
> Borrowings	2,553	–	2,553	–
> Provisions	48,904	16,657	32,247	19,001
> Other liabilities	8,872	9,000	(128)	8,176
<b>Total current liabilities</b>	<b>86,320</b>	<b>56,828</b>	<b>29,492</b>	<b>52,513</b>
<b>Non-current liabilities</b>				
> Borrowings	42,842	76,425	(33,583)	66,884
> Provisions	136,115	234,938	(98,823)	195,036
> Other liabilities	–	–	–	–
<b>Total non-current liabilities</b>	<b>178,957</b>	<b>311,363</b>	<b>(132,406)</b>	<b>261,920</b>
<b>Total liabilities</b>	<b>265,277</b>	<b>368,191</b>	<b>(102,914)</b>	<b>314,433</b>
<b>Net assets</b>	<b>937,269</b>	<b>712,567</b>	<b>224,702</b>	<b>821,475</b>
<b>Equity</b>				
> Statutory funds	11,547	–	11,547	–
> Reserves	467,951	296,460	171,491	370,318
> Accumulated funds	457,771	416,107	41,664	451,157
<b>Total equity</b>	<b>937,269</b>	<b>712,567</b>	<b>224,702</b>	<b>821,475</b>

BUDGETED CASH FLOW STATEMENT  
TO 31 DECEMBER 2007

	University			
	Actual 2007 \$'000	Budget 2007 \$'000	Variance 2007 \$'000	Budget 2008 \$'000
<b>Cash flows from operating activities</b>				
> Australian government				
> CGS and other DEST grants	111,515	104,757	6,758	117,946
> Higher Education Loan Programmes and FEE HELP	77,272	81,133	(3,861)	87,300
> DEST scholarships	4,094	3,779	315	4,502
> DEST research	17,066	16,600	466	17,074
> ARC grants – Discovery	5,855	4,690	1,165	5,647
> ARC grants – Linkages	3,124	5,845	(2,721)	4,022
> ARC grants – networks and centres	1,119	1,500	(381)	950
> Other Australian government grants	6,345	5,797	548	4,104
> State government grants	3,105	3,857	(752)	3,418
> Local government grants	270	113	157	111
> HECS-HELP – student payments	21,505	23,001	(1,496)	23,350
> Receipts from student fees and other customers	172,711	173,204	(493)	182,329
> Dividends received	263	–	263	–
> Interest received	7,939	3,200	4,739	8,147
> Payments to suppliers and employees (inclusive of goods and services tax)	(355,943)	(361,423)	5,480	(380,122)
> Interest paid	(4,077)	(5,980)	1,903	(4,676)
> Income tax paid	–	–	–	–
<b>Net cash inflow (outflow) from operating activities</b>	<b>72,163</b>	<b>60,073</b>	<b>12,090</b>	<b>74,102</b>
<b>Cash flows from investing activities</b>				
> Proceeds from sale of property, plant and equipment	25,598	–	25,598	–
> Proceeds from sale of financial assets	276,211	–	276,211	–
> Payments for financial assets	(309,738)	(12,000)	(297,738)	(13,000)
> Purchase of shares	–	–	–	–
> Payments for property, plant and equipment	(30,667)	(45,000)	14,333	(56,883)
<b>Net cash inflow (outflow) from investing activities</b>	<b>(38,596)</b>	<b>(57,000)</b>	<b>18,404</b>	<b>(69,883)</b>
<b>Cash flows from financing activities</b>				
Proceeds from borrowings	–	–	–	–
Repayment of borrowings	(34,121)	–	(34,121)	(1,137)
Repayment of lease liabilities	(3,046)	(2,100)	(946)	(3,195)
<b>Net cash inflow (outflow) from financing activities</b>	<b>(37,167)</b>	<b>(2,100)</b>	<b>(35,067)</b>	<b>(4,332)</b>
Net increase/(decrease) in cash held	(3,600)	973	(4,573)	(113)
<b>Cash at beginning of reporting period</b>	<b>5,984</b>	<b>3,002</b>	<b>2,982</b>	<b>5,000</b>
<b>Cash at end of reporting period</b>	<b>2,384</b>	<b>3,975</b>	<b>(1,591)</b>	<b>4,887</b>

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### Access

The University is open for general business from 9.00am to 5.00pm weekdays. Many sections of UTS are open at other times. Contact the University to check particular section opening times.

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