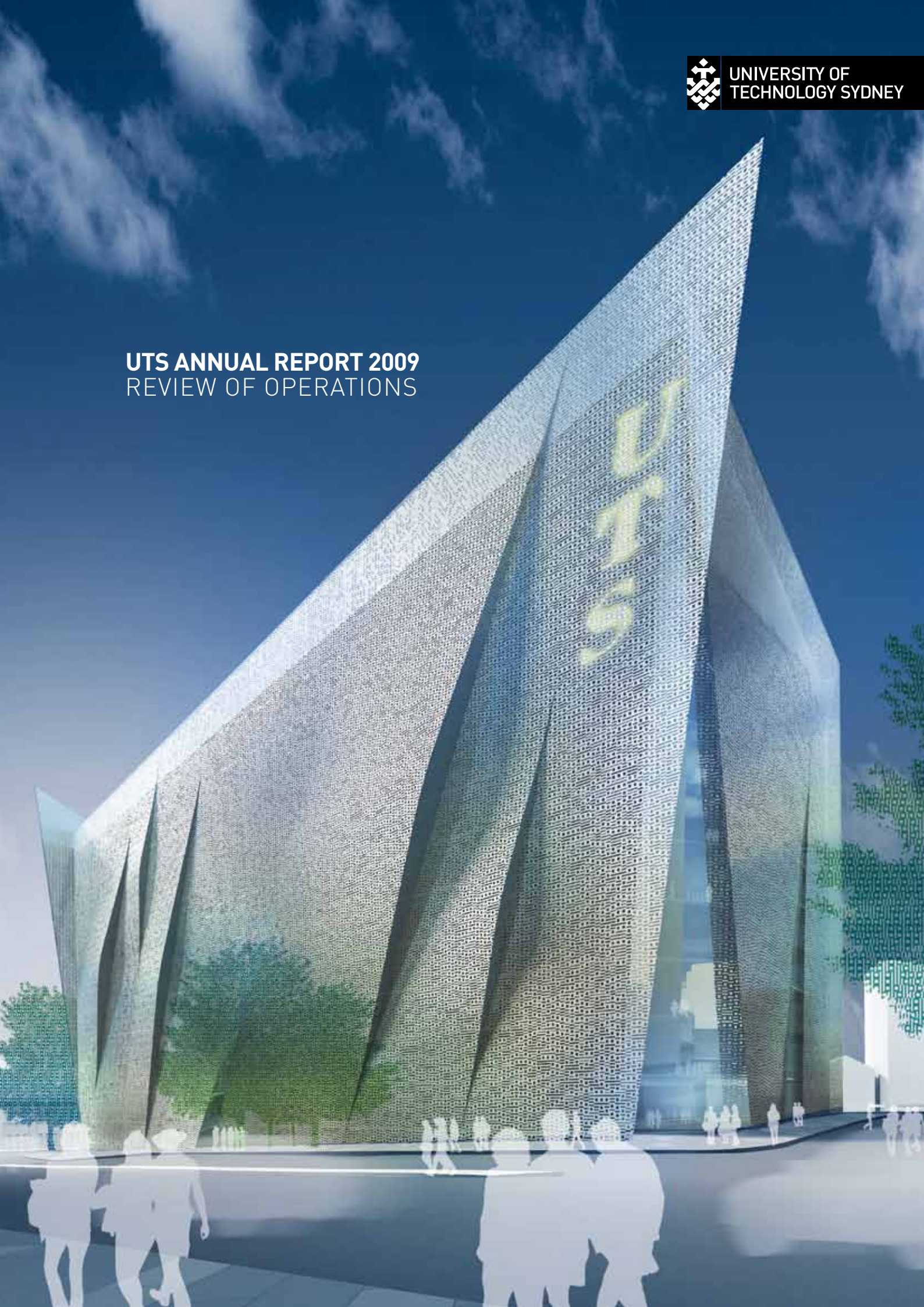




UNIVERSITY OF  
TECHNOLOGY SYDNEY

**UTS ANNUAL REPORT 2009**  
REVIEW OF OPERATIONS





Cover image: Artist's impression of the Broadway building by architects Denton Corker Marshall.  
This page: Artist's impression of the interior of the Broadway building by architects Denton Corker Marshall.

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## Letter of submission

The Hon. Verity Firth MP  
New South Wales Minister for Education and Training  
Governor Macquarie Tower  
1 Farrer Place  
Sydney NSW 2000

Dear Minister

In accordance with the *Annual Reports (Statutory Bodies) Act 1984* (NSW), we submit to you the *University of Technology, Sydney, Annual Report 2009*, with financial statements endorsed by the university's Council, for submission to Parliament.

This year saw the beginning of a new strategic direction for UTS, which led us to review our courses and assessment, take measures to further improve our teaching environment, develop a new personnel strategy, review our governance and progress with our campus development.

We have finalised the design of an avant-garde building for our engineering and information technology disciplines, which will be a great addition to Sydney, and which will be foremost in our works to advance our campus in 2010.

This announcement added to the excitement of a year that saw considerable regulatory change at a federal level, the adoption of a new strategic plan for UTS, a healthy increase in student enrolments and impressive achievements by our faculties, all of which are discussed on the following pages.

Yours faithfully,



Professor Vicki Sara  
Chancellor



Professor Ross Milbourne  
Vice-Chancellor

April 2010

## About UTS

The University of Technology, Sydney, was established by the *University of Technology, Sydney, Act 1989* (NSW), which merged a number of educational institutions together to conduct university-level teaching and research.

This year we began a new chapter, with the implementation of the UTS Strategic Plan 2009–2018 — our updated vision, purpose and planning framework to focus UTS for the 21st century.

The centrepiece of our new plan is our vision 'to be a world-leading university of technology'. All aspects of the plan — purpose, values, objectives and educational model — are designed to fulfil this vision.

In 2009, we continued our commitment to the UTS model — global practice-oriented learning for the 21st century. This declares our position as a higher-education provider and the ethos of our teaching and learning.

The model has three features: an integrated exposure to professional practice through practice-oriented education, professional practice situated in a global workplace, and learning that is research-inspired and integrated.

(Further information on the UTS model is provided on page 11.)

This is the approach we take in our teaching across the disciplines of business, communication, architecture, building, design, education, engineering, information technology, international studies, law, nursing, midwifery, health and science.

In our research across these disciplines, we aim to be 'a leader in collaboration and a preferred research partner for industry, business, government and the professions, focusing on the cutting edge of creativity and technology, and driven by advance knowledge and learning to progress the professions, industry and communities of the world'.

Our students range from school leavers to the mature-aged, and from those interested in short-term professional development to those focused on intensive higher research. We offer opportunities to disadvantaged students and scholarships to those showing particular merit. We also open the university to the local community and to industry through various partnerships, events and the use of our facilities.

## About this annual report

Focused on the university's new strategic plan and on the decade ahead, this report summarises the main activities of UTS during 2009.

The initial overview provides a snapshot of the university and of our most significant undertakings. The next five sections of the report (teaching overview to staff and resources) cover our core operations, while the remaining sections (external activities to strategy and performance) provide context and explain how we support our operations.

The report is designed to be easy to read and accessible, and complies with New South Wales and federal annual reporting regulations.

## Structure of UTS

### CHANCELLOR AND COUNCIL

#### Vice-Chancellor and President

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

Faculties • Jumbunna Indigenous House of Learning • Planning and Quality Unit

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

Alumni Relations Office • Development Office • UTS International • UTS Shopfront • 2SER

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

Research and Innovation Office • University Graduate School • Institute for Sustainable Futures • Centre for Local Government

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

ELSSA Centre • Equity and Diversity Unit • Institute for Interactive Media and Learning • Student Ombud  
Student Services Unit • University Library

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

Events, Exhibitions and Projects • Human Resources Unit • Information Technology Division • Marketing and Communication Unit  
Registrar (Governance Support Unit, Student Administration Unit, UTS Legal Services)

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

Facilities Management Unit • Financial Services Unit • UTS Commercial

### Major related entities

accessUTS Pty Ltd • INSEARCH Ltd • UTS Union Ltd

## Key statistics

	2005	2006	2007	2008	2009
<b>Student satisfaction (%)</b>	70	74	71	72	74
<b>Graduate employment<sup>1</sup> (%)</b>	84	88	85	86	78
<b>Course completions (headcount)</b>					
Total	11,214	9996	9196	8982	8808
Undergraduate	6131	5492	5456	5026	4789
Postgraduate	4959	4338	3577	3770	3824
Higher research	124	166	163	187	195
<b>Enrolments (headcount)</b>					
Total applications	61,468	60,969	62,138 <sup>2</sup>	64,990 <sup>2</sup>	66,183
Total enrolments	31,602	32,708	32,204	32,027	33,429
Undergraduate	19,403	21,371	21,664	21,125	21,426
Postgraduate	12,199	11,337	10,540	10,902	12,003
International	8173	8952	8106	7324	7910
Low socioeconomic status <sup>3</sup>	1876	1976	2029	2184	2247
<b>Staff (headcount)</b>					
Academic	–	868	874	890	933
Support	–	1315	1230	1256	1345
<b>Research</b>					
Research strengths	–	–	25	26	28
Cooperative Research Centres	6	6	6	5	6
University research institutes	4	5	2	2	2
ARC Centres of Excellence	2	2	2	2	2
Centres of enterprise, research and/or community service	21	20	22	18	17
External research funding (\$'000)	28,738	31,241	35,627	32,202	34,466
> from national competitive grants	12,084	12,171	14,118	11,093	14,290
<b>Income (%) (excluding deferred government contributions)</b>					
Government grants	35.6	34.9	36.0	37.7	38.9
Fees and charges	32.8	31.7	29.3	27.5	28.2
HECS-HELP	18.1	18.9	19.2	19.0	18.6
Other	13.5	14.6	15.5	15.8	14.3
<b>Expenditure (%)</b>					
Employee benefits	62.6	61.5	60.8	60.8	60.6
Other	23.5	23.8	23.7	24.7	25.7
Depreciation and amortisation	10.2	10.7	12.2	11.6	11.3
Repairs and maintenance	1.9	2.7	2.1	2.2	1.8
Bad and doubtful debts	0.2	0.1	0.0	0.0	0.0
Borrowing costs	1.5	1.1	1.2	0.7	0.6
<b>Finance (\$'000)</b>					
Total assets	1,070,254	1,111,195	1,199,375	1,400,398	1,457,655
Total revenue from continuing operations	373,441	356,506	402,549	475,109	516,481
Total expenses from continuing operations	359,747	332,927	367,523	422,617	457,863

<sup>1</sup> Full-time and part-time employment of first degree Australian graduates.

<sup>2</sup> Figures are for end of October, rather than year end.

<sup>3</sup> Using the federal Department of Education, Employment and Workplace Relations' low socioeconomic status classification.

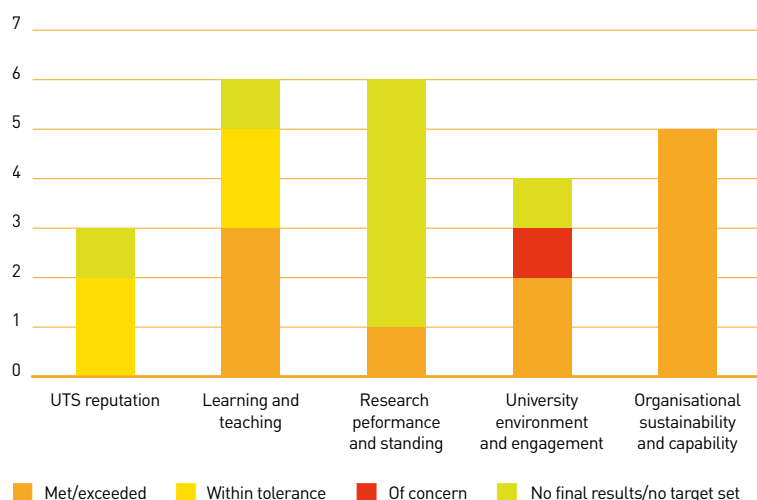
## Fulfilling our objectives

This year was the first year we operated under the UTS Strategic Plan 2009–2018, created to position the university for the 21st century. The plan expresses our vision — to be a world-leading university of technology — purpose, values, objectives and educational model.

The objectives form the centre of the plan and are supported by a range of strategies (further information is provided on pages 63–5). The objectives are listed below, along with our corresponding main achievements for the year.

Objectives	Activities	Page
1. Strengthen the standing of the UTS model of global practice-oriented learning	> faculties' revision of courses focused on the UTS model	24
	> extension of the work-ready wiki	12
	> improvement of students' professional experience	11
	> enhancement of our technology-enabled campus	14
	> increase in international inbound students	40
	> faculties' involvement in industry events and use of industry lecturers	51
	> launch of the Bachelor of Global Studies	26
2. Increase the scale, quality and impact of research in our discipline fields	> focus on our aim to be one of the top 12 research universities in Australia	19
	> UTS appointed to lead the Australian Centre of Excellence for Local Government and the Creative Industries Innovation Centre	22
	> Faculty of Science research student workshops and support scheme	39
	> visiting Fulbright Professor Nancy Polikoff at the Faculty of Law	34
	> research agreements between the Faculty of Design, Architecture and Building and universities in Britain and the Netherlands	30
	> launch of the Centre for Child and Youth: Culture and Wellbeing	27
3. Enhance our strong, inclusive university environment through state-of-the-art learning, research and social spaces, infrastructure and highly responsive services	> finalisation of the Broadway building design	49
	> enhancement of library resources for researchers	20
	> alumni 'ASPIRE!' exhibition	53
	> organisation and hosting of the Australia–China business leaders' forum	53
4. Build the capabilities of our people and processes to sustain and improve performance into our third decade and beyond	> high staff engagement recorded in our staff survey	44
	> workforce planning project	46
	> healthy net operating surplus	69
	> Banksia Large Business Sustainability Awards finalist	67

## Performance in brief



With the launch of our new strategic plan, we also introduced a revised line-up of key performance indicators (KPIs) to measure our progress in fulfilling the plan.

In 2009, KPI metrics for 19 of the 22 KPIs were operational and used to measure performance. Eight of the 19 active KPIs have multiple metrics and therefore a total of 24 metrics were used to track performance.

Results for 46 per cent of active KPI metrics met or exceeded performance targets set for the year and 17 per cent were within tolerance of target. Result for one metric (4 per cent) was below tolerance and therefore considered 'of concern'. For the remaining 33 per cent of active metrics, final results were either not available at the time of producing this report or no targets were set for the year.

Further information on KPIs is provided on pages 64–5.

**Our overall performance during 2009 was strong.**

## Highlights of 2009

- > First year of operation under our new strategic plan (page 3)
- > Top ranking in the federal government's Learning and Teaching Performance Fund in the health and business, law and economics categories (page 14)
- > Approval of the Broadway building — a state-of-the art purpose-built structure for our Faculty of Engineering and Information Technology (page 49)
- > Lead in three new national research centres in the areas of local government, literacy and the creative industries (pages 22, 27)
- > Staff survey shows our staff are highly engaged with the university's direction and objectives (page 44)





## Chancellor's message



Chancellor Professor Vicki Sara, shown here with the Hon. Michael Kirby AC CMG, received an honorary doctorate in recognition of her distinguished contributions to science and research.

Photo: GFP Studios

All of these developments bring us closer to our vision of being a world-leading university of technology.

A most gratifying aspect of my role is seeing plans come to fruition, bringing impressive changes to the university.

A central role of the UTS Council is to oversee development of the most significant plans of the university. One of the most prominent of these is the campus masterplan, which aims to develop an inspiring environment for learning and discovery.

This year, at the end of July, a special Council meeting was held to consider the winning design for a new building adjacent to the Tower building on Broadway, to be purpose-built for the Faculty of Engineering and Information Technology.

Council accepted the design by architectural firm Denton Corker Marshall, who were the unanimous winners of our two-stage design competition for the building. Construction is due to begin in 2010, and it promises to be an outstanding building for UTS and for the community of Sydney; a showcase for us as a technology-led campus.

Our redeveloped City campus means that we will have one of the highest-quality, most distinctive, learning environments in the country.

These burgeoning construction plans in the first year of our new 10-year strategic plan have created a sharper sense of purpose and newness about the university.

Our strong results in student enrolments and research income added to the positive vibe among students and staff. In fact, staff were decidedly optimistic, with our staff survey conveying a very positive sentiment about the university's direction.

These internal developments complemented announcements from the federal government.

Our research reputation received a boost when the federal government announced that it had chosen UTS to lead two new significant national centres — the Australian Centre of Excellence for Local Government and the Creative Industries Innovation Centre.

Another important announcement by the federal government is its bold vision for future university enrolments: 40 per cent of 25–34 year olds to hold a bachelor's degree by 2025.

This will present challenges and opportunities for UTS and the higher

education sector. It is pleasing to see robust national discussion about the role of higher education and what it is possible to achieve.

All of these developments bring us closer to our vision of being a world-leading university of technology. We plan to continue improving our campus, research, teaching and all other aspects of university life as we work towards this ambitious goal.

There is a lot yet to be worked out. We have got a long way to go in the development of our City campus, just as at the national level there is much to do as the government shapes a new direction for higher education.

The outlook is exciting. Our plans are set in place and we are on our way.

A handwritten signature in black ink that reads "Vicki Sara".

Professor Vicki Sara  
Chancellor

## Vice-Chancellor's message



UTS Vice-Chancellor Professor Ross Milbourne

Photo: Chris Bennett

2009 was a year of many achievements and successes, and a very positive start to our third decade as a university.

It was our first year operating under our new strategic plan, 'Own the Future'. The plan is a concise, collaborative document that reflects our values and articulates our goal of becoming a world-leading university of technology.

The 2009 staff survey showed our staff are highly engaged with the university's strategic direction. Staff also rated the university very highly on industry and professional engagement, mirroring the external view that UTS is 'good to do business with'. Pleasingly, our reputation with industry and for collaborative engagement is growing.

We are particularly proud of our international reputation for the successful fusion of innovation, creativity and technology. This was recognised when the federal government announced \$17 million in funding for the Creative Industries Innovation Centre, based at UTS. This national centre is increasing the competitiveness, profitability and productivity of Australia's creative industries.

UTS has strong industry links and active teaching and research programs, in all aspects of the creative industries, and our graduates continue to excel in these areas. We were very proud when UTS alumna Genevieve Clay won the world's largest short film festival, Tropfest, with her outstanding film *Be My Brother*.

Our approach to creativity and technology is just as apparent in our teaching and learning. We have been developing the teaching and learning infrastructure of our campuses, incorporating advanced

technology into our classrooms, laboratories and other learning spaces to create the best environment for students. We have combined this with creative learning, such as the use of virtual environments, and extracurricular learning in the community, in the workplace and in professional organisations. As a result of this and many other initiatives, we have been the only university in Australia ranked in the top echelons of the federal government's Learning and Teaching Performance Fund for three consecutive years, recognising the excellence of our teaching and learning.

Our accelerated investment in research also continued to deliver improvements in performance, and we were fortunate to attract several research teams of distinction to UTS. In September, the Federal Minister for Innovation, Industry, Science and Research, Senator the Hon. Kim Carr, named one of our new researchers, Dr Sanjiang Li, senior lecturer with the Centre for Quantum Computation and Intelligent Systems, among the first 200 Future Fellows — Australia's outstanding national and international mid-career researchers.

Our new Australian Centre of Excellence for Local Government exemplifies our inclusive approach to collaborative research. In July, I joined the Prime Minister when he announced \$8 million in funding to establish the centre, which is chaired by former federal minister for local government Margaret Reynolds and directed by UTS Professor Graham Sansom. Our partners in this important venture include universities, specialist schools, associations and public institutes, and by working together we will make a very real difference to local government in Australia.

**We are particularly proud of our international reputation for the successful fusion of innovation, creativity and technology.**

This year saw changes in our senior management team. With the retirement of Professor Sue Rowley, we welcomed Professor Attila Brungs as the new Deputy Vice-Chancellor (Research).

We farewelled Dr Rosalind Dubs, Deputy Vice-Chancellor (External Relations), and appointed Professor Bill Purcell, Deputy Vice-Chancellor (International and Development), who is overseeing relations with our alumni and engagement with local and global communities.

Another highlight of 2009 was the conferring of honorary doctorates on our Chancellor, Professor Vicki Sara, in recognition of her distinguished contributions to science and research, and on the Hon. Michael Kirby, AC CMG, for his distinguished contributions to Australian and international law and human rights and equal opportunity.

We continue to be an Equal Opportunity for Women in the Workplace Agency Employer of Choice, and on behalf of all our staff I was delighted to accept the award of Leading CEO for the Advancement of Women at the 2009 EOWA Business Achievement Awards.

We welcomed the federal government's response to the Bradley review of higher education and the increases in funding that will flow from 2012, while acknowledging the substantial challenges faced by the sector in achieving the government's ambitious targets: by 2025, 40 per cent of all 25 to 34 year olds will hold a qualification at bachelor level or above; and by 2020, 20 per cent of higher education enrolments at the undergraduate level will be of people from a low socioeconomic background.

As I foreshadowed last year, 2009 was a tumultuous year globally. UTS, I am pleased to report, has weathered the financial storm and we are in a strong position to begin



At the alumni awards ceremony in October, Greg Poche was awarded the Chancellor's Award for Excellence for his ethical approach to business and for his outstanding service to the community through philanthropy.

From left: Vice-Chancellor Professor Ross Milbourne, Greg Poche, Chancellor Professor Vicki Sara and Kay Poche.

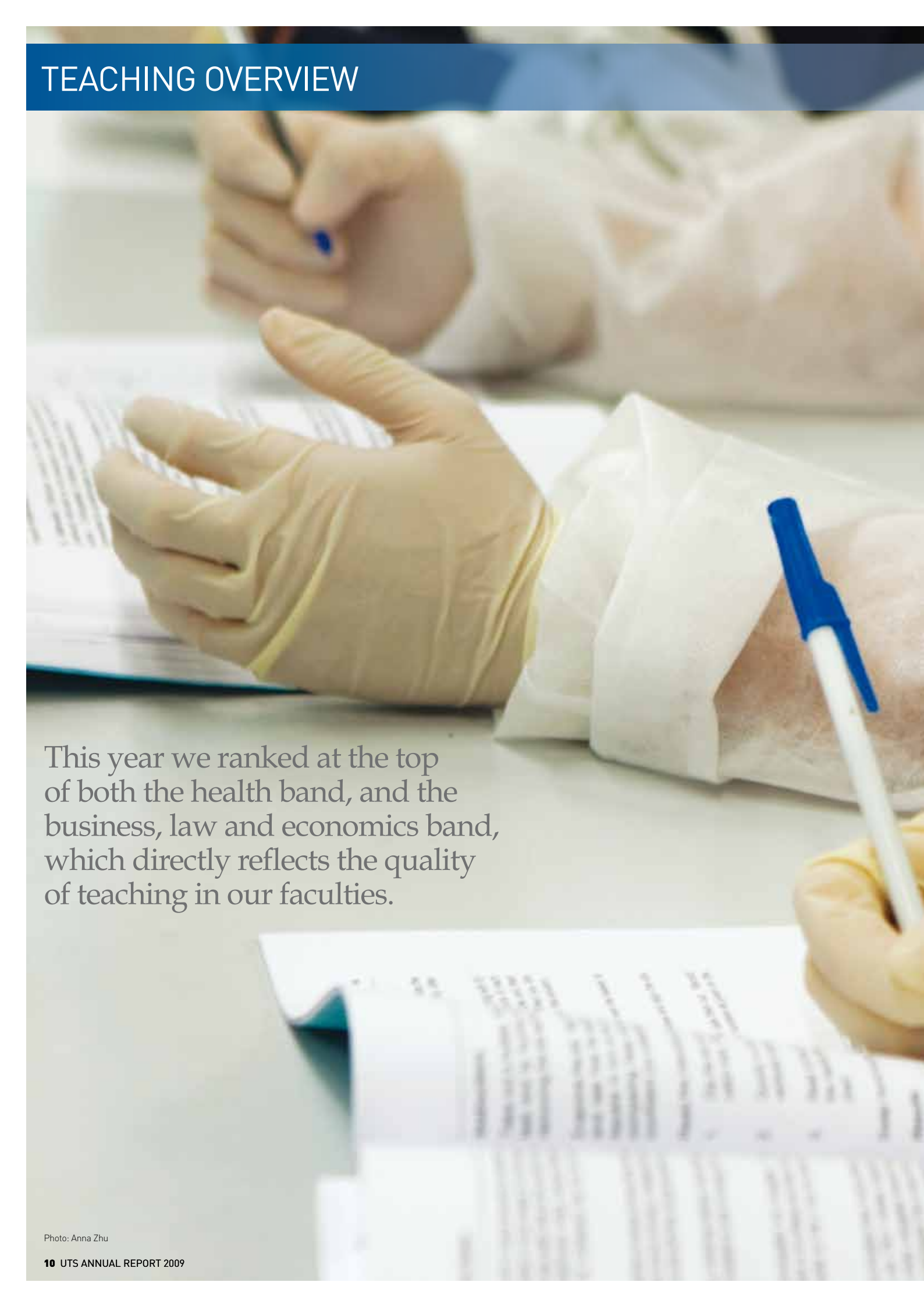
Photo: Matthew Duchesne/Milk & Honey

our exciting campus redevelopment, which was approved by the state government in December. We are creating a 'sticky' campus: an inspiring and inviting place where students can live, study, learn and socialise. Building will take several years, and we will work hard to minimise disruptions to staff and students. The result will be a revitalised campus that exemplifies UTS as a world-leading university of technology.


*Ross Milbourne*

Professor Ross Milbourne  
Vice-Chancellor

## TEACHING OVERVIEW



This year we ranked at the top of both the health band, and the business, law and economics band, which directly reflects the quality of teaching in our faculties.



This year we strengthened our commitment to the UTS model of global practice-oriented learning.

This model was made part of the university's strategic plan — our master guiding document — for 2009 through to 2018, so it is a core aspect of our identity and position as an institute of higher learning.

The model has three distinct but interrelated features:

- > integrated exposure to professional practice through dynamic and multifaceted modes of practice-oriented education, including work placements in industry, clinical placements and simulations, projects for community organisations, consulting projects and high levels of practitioner/professional engagement in the classroom and in curriculum design
- > professional practice situated in a global workplace, with international mobility and international and cultural engagement as centrepiece
- > learning that is research-inspired and integrated, providing academic rigour with cutting edge technology to equip graduates for lifelong learning.

While UTS has long had practice-oriented learning as its education model, it has not previously been expressed in this manner or instituted so formally.

In 2008, with preparation underway for a 10-year strategic plan for the university and a need to provide a clear distinction and point of difference in terms of what we offer as a university, we felt that the formalisation of our approach to higher education was important.

In 2009, as can be read in the 'Faculty reports' section of this volume of the annual report, our faculties brought their courses and teaching further in line with the UTS model.

Many faculties have undergone extensive revision of particular courses as well as of their general curriculum in order to further embed the UTS model — by closely aligning research to inform teaching, strengthening ties with industry and upgrading technology used in teaching.

## Improving students' professional experience

A continuing project was our review of industry and professional experience placements for students.

This is a central feature of many of our courses, often occurring towards the end of students' studies, and is considered essential in preparing them for their field of work.

In this review our focus was to improve the quality of students' learning experiences in various work and professional experience contexts. We found a need for those managing industry placements to:

- > articulate clear rationales for the nature, scheduling and duration of industry and professional experiences
- > build opportunities for students to connect their learning on campus with their learning in the field
- > streamline communication processes when preparing and supporting students and personnel in industry and professional experience placements.

The development of guidelines and quality assurance in industry and professional placements will be a priority in 2010.

## Integrating a work focus in the classroom

In line with the UTS model, integrating key work skills into the curriculum is another way in which we prepare students for the professional world.

Our 'work-ready' project aims 'to improve the integration of "work-readiness" into the curriculum by making available short well-designed learning activities contextualised in collaboration with our professional societies'.

The project is centred on a 'work-ready wiki' — an online collection of learning activities to assist academics to foster work-readiness in their students.

These learning activities are based on 11 key attributes, including communication, research and technology literacy, determined through industry consultation. Each key attribute is broken down for specific professions into 'relevant understandings, knowledge and skill-sets' that can be taught and learnt.

We developed this work-ready project in response to employer demand for

graduates who are well educated in their profession and well prepared for the realities of the contemporary workplace.

Most faculties are involved in this project, as are the university's teaching and careers services. At the beginning of the year the work-ready wiki held 300 learning activities and was used across a number of core business subjects in the undergraduate programs.

## Preparing students for a global workplace

Also central to the UTS model is the preparation of students for the global workplace. There are many ways we provide an international context to educate our students: from guest lectures by international academics to everyday teaching in an international context, we emphasise the globalised nature of modern professions and of the contemporary world of work.

We offer direct international and cross-cultural engagement through such courses as our new Bachelor of Global Studies and our international studies program,

where students spend a semester or a year overseas at a partner university.

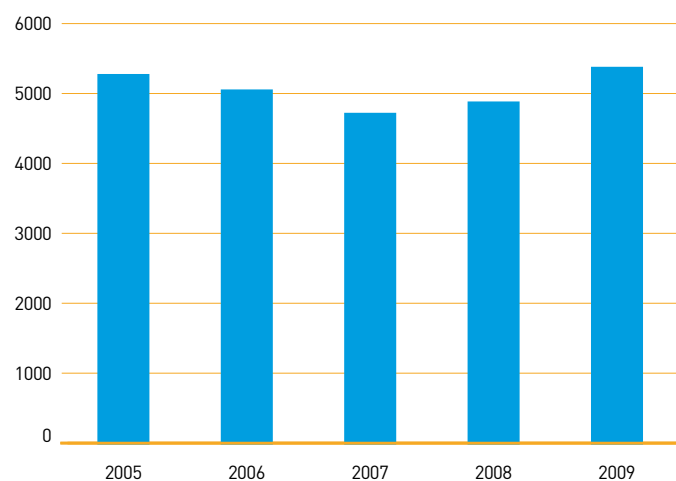
The Faculty of Arts and Social Sciences operates the international studies program — a flagship area of study at UTS — which can be combined with many courses across our faculties. We are one of the leading universities in Australia offering international studies. Our performance in this area is summed up by one of our key performance indicators — internationalisation of student experiences (see below).

Due to our ongoing assessment of international partners and student demand for particular locations, we expanded the program this year to include a number of additional universities in Switzerland and France, as well as our first in Argentina.

UTS now has student exchange agreements with universities in Asia, Europe, North America and South America. These agreements may be at university-level or they may be restricted to particular faculties or groups of faculties. The accompanying international partners' map identifies our partners and their locations around the globe.

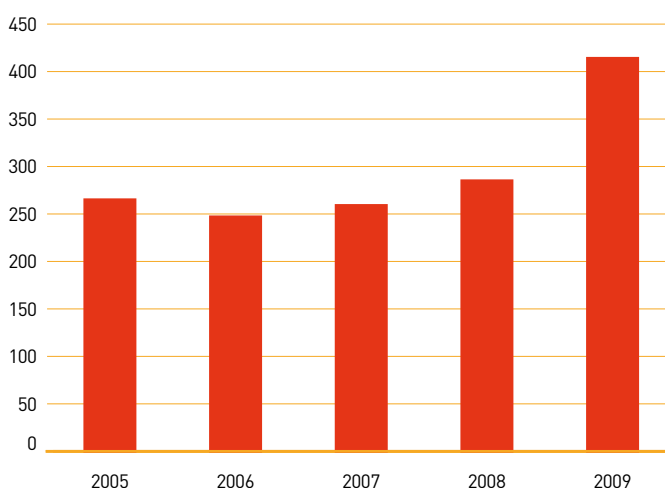
### Key performance indicator — Internationalisation of student experiences

Inbound international students<sup>1</sup>



Our two intakes in 2009 of commencing international students were our highest ever intakes, exceeding our 2009 target.

Outbound domestic students<sup>1</sup>



Our 2009 outbound domestic students figures also exceeded our set target. Overall rates of outbound mobility are expected to increase as UTS provides additional overseas study opportunities, e.g. internships and short-term study programs. (Figures for this metric comprise exchange outbound, in-country exchange and in-country study EFTSL.)

Further information on our key performance indicators is available on pages 64–5.  
<sup>1</sup>Equivalent full-time student load.

## Student exchange partners

### NORTH AMERICA

- Appalachian State University
- A&T State University
- California State University, Sacramento
- Clarkson University
- East Carolina University
- Laval University
- North Carolina State University at Raleigh
- University of North Carolina (Wilmington, Greensboro, Asheville, Charlotte, Chapel Hill)
- Oregon State University
- Pace University
- Ryerson University
- San Diego State University
- San Francisco State University
- State University of New York at New Paltz
- University of Arizona
- The University of Hawaii at Manoa
- University of Miami
- University of North Carolina (Wilmington, Greensboro, Asheville, Charlotte, Chapel Hill)
- University of Ottawa
- University of Regina
- University of Texas at Austin
- University of Texas at El Paso
- Washington College
- Western Carolina University
- Winston Salem State University

### SOUTH AMERICA

- Adolfo Ibañez University
- Institute of Technology and Superior Studies Monterrey (Monterrey, Guadalajara, State of Mexico, Cuernavaca)
- National Autonomous University of Mexico
- Pontifical Catholic University of Chile
- University of the Andes
- University of the Américas Puebla
- University of Guadalajara

### EUROPE

- Aachen University of Applied Sciences
- Aalborg University
- Aarhus School of Business
- Academy of Fine Arts Vienna
- Amiens Picardie School of Management
- Berlin University of Applied Sciences
- Budapest University of Technology and Economics
- Catholic University of the Sacred Heart
- Central School of Electronics
- City University, London
- Frankfurt School of Finance & Management
- The Danish School of Journalism
- Dalarna University
- Dauphine University Paris
- Delft University of Technology
- Dublin City University
- Erasmus University Rotterdam
- European Business School London
- Haagse Hogeschool, The Hague
- Hannover University of Applied Sciences
- Jönköping University
- Karlsruhe Institute of Technology
- KTH Royal Institute of Technology
- Linköping University
- Loughborough University
- Manchester Metropolitan University
- Mikkeli University of Applied Sciences
- National Institute of Applied Sciences of Lyon
- Oxford Brookes University
- Paris Graduate School of Management
- Reims Management School
- Skema Business School
- Strasbourg Management School
- Technical University of Berlin
- Technical University of Denmark
- Telecom Business School
- Telecom SudParis
- Tilburg University
- Toulouse Business School
- University of Aarhus
- University of Amsterdam
- University of Bern
- The University of Copenhagen
- University for the Creative Arts
- University of Duisburg-Essen
- University of East Anglia
- University Konstanz
- University of Lausanne
- University of Mannheim
- University of Navarre
- University of Stockholm
- University of Technology of Troyes
- University of the West of England
- University of Westminster
- University of Zurich
- Uppsala University
- Vienna University of Economics and Business Administration
- Vorarlberg University of Applied Sciences

### ASIA

- Ateneo de Manila University
- City University of Hong Kong
- Hong Kong Polytechnic University
- King Mongkut's University of Technology Thonburi
- Nanyang Technological University
- RMK Engineering College
- Shanghai University
- Shanxi University
- University of Electro-Communications
- The University of Nottingham Ningbo
- University of Science, Malaysia
- Yonsei University

## Improving our learning spaces

Another major element of our focus on the UTS model is improving the university's physical learning environment.

This year we continued to identify and assess best practice in teaching and learning space design, both internationally and locally.

We had several teaching and learning space improvement projects, including the realisation of two informal learning spaces, one in Building 2 and one in Building 5, which have reactivated spaces that were previously poorly used and lacked facilities. The new spaces are now hives of activity. In order to measure their success, post-occupancy evaluations were commissioned. The data collected from those evaluations demonstrated high levels of occupancy and highly favourable feedback in terms of the spaces being fit for purpose.

A particular focus in 2009 was developing a 'learning spaces brief' for the new Broadway building. Our teaching and learning spaces improvement working group will act in an advisory capacity alongside members of the Faculty of Engineering and Information Technology to develop a design brief in the first half of 2010 with Denton Corker Marshall, the design practice that created the Broadway building design.

At the end of 2009 the working group was in the process of compiling a report to communicate best practice in teaching and learning space design and evaluation.

Of significant benefit to this improvement project was the award of \$16 million, announced in 2008, from the federal government's Teaching and Learning Capital Fund for Higher Education, to target new infrastructure as well as the upgrading of existing facilities.

Technology upgrades were also a central focus this year. UTS now has wireless internet access on all campuses, with 10 wireless hotspots going live at Kuring-gai campus in 2009. Students, staff and visitors can access the network using their own wireless-ready laptops. (Specific technology use in teaching and research is discussed in the 'Faculty reports' section in this volume of the annual report.)

Electronic services were central to changes at the library this year. A new catalogue search tool was released in first semester, allowing users to search the catalogue in the same way as an internet search engine.

We implemented a system to visually display the location of available computers in the library to reduce waiting time, and we introduced SMS to remind users when they have a request waiting to be picked up, a recall notice on items currently on loan or an overdue notice. The library also launched on YouTube, Twitter, Facebook and RSS feeds to broaden communication with all library users.

Technology was also a focus of our refurbishments this year with the library's international cultural and news centre upgraded to improve its look and sound and to add international television channels and online resources.

We also introduced open reserve to the Blake library (the main City campus library) and constructed space to house the communication and UTSeScholarship departments, improving accessibility. Similarly, the curriculum collection area at Kuring-gai campus library was given a minor face lift and study spaces were improved on the entrance level.

We conducted a materials availability survey in September to determine the library's ease of use. Eighty-four per cent of the respondents were successful in their search for items, which indicates an improvement in the services offered by the library and that its catalogues are working well.

## Judging the standard of teaching and learning

UTS was again highly ranked in the federal government's Learning and Teaching Performance Fund this year and was consequently allocated \$5 million 'for excellence and improvement in teaching and learning'.

The university has performed exceptionally well in this fund for the past few years. This year we ranked at the top of both the health band, and the business, law and economics band, which directly reflects the quality of teaching in our faculties.

The government determines the allocation of funds based on feedback from recent graduates, who are asked to report on the attainment of generic skills, experiences of good teaching, their overall satisfaction and whether they are in full-time employment or further full-time study.

Other indicators used to determine the rankings are retention and progression rates.



UTS recipients of an Australian Learning and Teaching Council Citation.

From left: Dr Peter Docherty, Professor John Hay (chair of the ALTC board), Kerry Hunter and Harry Tse.

Photo: Justine Perl



## Recognition for our staff

Our strong reputation for teaching was further confirmed this year when several staff were awarded the highest accolade for higher education teaching in the country: an Australian Learning and Teaching Council citation for outstanding contributions to student learning.

These are awarded to academic and professional staff 'who have made a significant contribution to the quality of student learning in a specific area of responsibility over a sustained period'. An award of \$10,000 is made in recognition of this service.

The citations awarded were as follows.

- > *For a scholarly collaboration that has provided economics students with a learning environment in which to improve the quality of their analytical writing*

**Recipients:** Dr Peter Docherty (Faculty of Business), Dr Ross Forman (Faculty of Arts and Social Sciences), Harry Tse (Faculty of Business) and Kerry Hunter (ELSSA Centre)

- > *For an innovative, timely, sustainable approach to providing alternative format resources via an individualised webpage to students with print disabilities, consequently improving academic performance*

**Recipients:** Beth Marnane, Madeleine Mann and Rolf Wood (UTS Library)

- > *For approaches to learning and teaching that inspire and challenge students to understand diverse perspectives and to see a 'human' side to international economics*

**Recipient:** Dr Gordon Menzies (Faculty of Business)

## How our students performed

Our performance in learning, which is given a high ranking in the Learning and Teaching Performance Fund, can also be judged by the performance of our various student groups.

There are different entry criteria for different types of admission: from Universities Admissions Index (replaced by the Australian Tertiary Admission Rank in June) requirements for Commonwealth-supported students to those paying fees upfront and those admitted through a special admission scheme.

The table below indicates the pass rate for each group.

## Improving our teaching climate

This year we finalised an investigation into the best ways to support our adjunct and casual academic staff.

Higher education in general relies heavily on casual teaching staff. At UTS, casual staff comprise 28 per cent of our academic workforce.

We set out to 'align university and sessional staff expectations about workload, to better support and integrate those staff, and develop strategies for the management and reward of adjunct and casual staff'.

We gathered perspectives from casual academic staff about their conditions and experiences via questionnaires and focus groups. We then documented examples of good practice in the support of casual academics, both within the university and externally, and made a number of recommendations to improve the management and support of our casual staff.

The final report was submitted to senior university management in May. A wide range of issues was addressed — communication, contracts, induction and professional development, recognition and supervision — and a number of steps were taken to improve support, such as developing a casual academics' website, hosting a conference and workshops for casual staff and appointing subject coordinators to mentor casual staff.

These ways of supporting our casual teachers are in line with our broader focus on strengthening our teaching environment at UTS.

### Student pass rates (%)

	2005	2006	2007	2008	2009
<b>Fee type</b>					
Commonwealth supported	90	90	91	92	<b>90</b>
Domestic full fee	93	93	92	92	<b>92</b>
International full fee	90	88	89	90	<b>89</b>
<b>Special admission schemes (undergraduate)</b>					
inpUTS educational access scheme	86	87	89	90	<b>88</b>
UTS special admission scheme	–	86	85	89	<b>85</b>
Other undergraduate	91	91	91	92	<b>92</b>
Average (all students)	90	90	91	91	<b>91</b>



## Integrating teaching and research

Over the past few years, our teaching and learning committee has been pursuing the important strategy of improving the university's research performance and reputation, while maintaining the university's high value on teaching.

This work was carried out by a working party, which undertook a survey of staff attitudes to teaching and to the pressures associated with maintaining high-quality teaching. It also looked at the university's appointments and promotions processes, giving special consideration to the issue of how the teaching and research dimensions of the academic workload can be managed by individual academic staff as effectively as possible.

The working party's final report will be presented to Academic Board early in 2010.

## Putting the right policies in place

Another way we sought to improve teaching at UTS in 2009 was to organise and improve our teaching policies and processes.

Our particular focus for this year was aligning our policies with the Australian Universities Quality Agency's framework for risk assessment and identifying possible gaps. Once completed, this analysis will be submitted to the teaching and learning committee of our Academic Board for consideration.

The other major policy project for the year was a review of our coursework subjects assessment policy and procedures manual. In August and September a working group sought feedback on the current manual from staff, students and alumni. From these comments, a revised draft manual was created and made available to faculties for response.

The review resulted in substantial changes. In particular, the coursework subjects assessment policy was separated from the procedures for assessing subjects. In December, Academic Board endorsed the revised policy.

### Enrolments by course level (headcount)

	2005	2006	2007	2008	2009
Postgraduate	12,199	11,337	10,540	10,902	12,003
Undergraduate	19,403	21,371	21,664	21,125	21,426
<b>Total</b>	<b>31,602</b>	<b>32,708</b>	<b>32,204</b>	<b>32,027</b>	<b>33,429</b>

### Course completions

	2005	2006	2007	2008	2009
Higher doctorate	2	3	2	1	1
PhD	95	115	121	148	153
Master's by research	27	48	40	38	41
Master's by coursework	3341	2929	2416	2568	2705
Graduate diploma/certificate	1618	1409	1161	1202	1119
Bachelor's	6123	5485	5451	5023	4778
Sub-degree	11,214	9996	9196	8982	8808
<b>Total</b>	<b>31,602</b>	<b>32,708</b>	<b>32,204</b>	<b>32,027</b>	<b>33,429</b>

## Cross-faculty courses in new technology

A number of collaborative courses began or were prepared this year between faculties.

The Faculty of Arts and Social Sciences and the Faculty of Design, Architecture and Building developed several degrees, focusing on practical learning, relevance and digital technology, including the **Bachelor of Sound and Music Design**. This degree prepares students for the new area of merging sound and music design, which is becoming important in product design, mobile devices, computer interfaces and interactive and installation media. The degree will be offered in 2010 and is expected to be the only such course in Australia.

The two faculties also developed the **Bachelor of Design in Photography and Situated Media**, which explores traditional photographic practice and more contemporary dimensions of media and imaging in urban environments.




Photo: Anna Zhu

## RESEARCH OVERVIEW



This focus on research quality and excellence fits with our aim to become one of the top 12 research universities in Australia by 2013.



Working with industry to tackle real-world issues is the central focus of our research. This is a practical focus with the aim of producing socially, economically and environmentally significant outcomes.

In line with the UTS model of global practice-oriented learning, the other major aim of our research is to inspire teaching. Many faculties worked this year to integrate their research with teaching (further information is provided in the 'Faculty reports' section in this volume of the annual report).

This year the federal government renewed its focus on research and the role of universities. Its announcement that future funding will be indexed and that there will be changes to the Excellence in Research for Australia Initiative, which was finalised and trialled in 2009, has the potential to dramatically change the university research environment.

Under this initiative, which will comprise a new research quality and evaluation system, the federal government will increase funding for research infrastructure, strategic concentrated research and the number and value of postgraduate scholarships. It will also promote university-business research as well as inter-university research, and measure research performance and quality.

While the new initiative has not yet begun, the federal government budget, announced in May, allocated \$3.6 billion to higher education research, innovation and science over the next four years — a substantial start to a new focus on Australian research.

This focus on research quality and excellence fits with our aim to become one of the top 12 research universities in Australia by 2013. We seek to achieve this

by increasing our dedicated research staff, research income, journal publications, citations and top-level PhD completions. This is a challenging task and, while we made some progress in 2009, we still have a long way to go.

One setback in our research improvement was a fall in our proportion of dedicated research staff to 6.5 per cent, down from 7.5 per cent last year. (Overall, our figure is up since we announced our ambition to become a top-12 research university, when we had 5.5 per cent of staff dedicated to research.)

We have taken a long-term view to achieving this goal, supported by our research investment plan, now in its second year, to improve our performance in key research areas for UTS, particularly research funding and reputation.

Our research reputation grew in 2009. Measuring our leadership and participation in particular research groups and determining impact, our research leadership index jumped from 86 to 102, exceeding our 2009 target of 82.

We had a substantial increase in research income this year, to \$26 million, and our faculties began a range of initiatives to further support this aim, including support schemes for research students and research grant application assistance for staff. These were complemented by university-wide efforts to support research students and the university's Research and Innovation Office's grant application support.

We also expect the appointment of Professor Attila Brungs as our Deputy Vice-Chancellor and Vice-President (Research) to provide fresh energy in the research activity and planning of the university.

## Our research strengths

We have 28 research strengths — areas where we lead nationally in research — including our five priority investment research programs made up of institutes and centres producing research that has particular national and international impact on areas of global importance, such as climate change and the study of China.

We focus our research efforts through these areas of strength to grow our research reputation and presence, and this year we reaped some of the benefits.

The federal government funded the university to lead or participate in national research initiatives in several areas, and provided substantial capital funding to some collaborative institutes in which we participate.

- > UTS was chosen to lead the Centre for Child and Youth: Culture and Wellbeing (see page 27).
- > We also were appointed to head the Australian Centre for Excellence in Local Government (see page 22).
- > We were made the lead institution in the Creative Industries Innovation Centre (see page 22).
- > Our Institute for Sustainable Futures became a member of the federal

government's three-year Mineral Futures Collaboration Cluster, with other institutes and universities, to develop a sustainable future for Australia's minerals industry.

- > \$19.5 million was allocated to the Sydney Institute of Marine Science from the government's Education Investment Fund. The institute is a joint venture between UTS and other universities.

Internally, we focused on developing our research strengths, with a number of new centres approved by our Academic Board. These included the:

- > Centre for Creative Practice and Cultural Economy, based in the Faculty of Arts and Social Sciences, which researches such fields as public history and economics (it was split from the Centre for Contemporary Design Practices in the Faculty of Design, Architecture and Building)
- > Centre for Environmental Sustainability, based in the Faculty of Science, which researches sustainable Australian natural resource management
- > Centre for Technology in Water and Wastewater, based in the Faculty of Engineering and Information Technology, which researches sustainable management of water resources.

## Improving research resources

Essential to supporting our research is the university's library, which further developed its resources for researchers in a number of ways in 2009.

It extended the services of the UTS digital scholarly output collection — UTSeScholarship — to include a data curation service UTSeData. This complements the existing services of UTSePress (publishing scholarly journals, books and conference proceedings) and UTSiResearch (digitally capturing, storing, indexing, preserving and redistributing our scholarly research).

The library also increased its subscriptions to databases to provide support for research at UTS. These included:

- > the 'Henry Stewart talks: Marketing and management collection', which provides access to presentations by experts in marketing, advertising, media and management on topics as diverse as change management, improving customer experience, multichannel marketing and mobile marketing
- > MintGlobal, a business information service that provides detailed company data, Datamonitor industry profiles, business news and merger and acquisition deal data on both public and private companies
- > TVNews, which indexes Australian television news, current affairs and selected documentaries from the free-to-air networks with links to digitised video content; it is updated daily, with stories appearing on an evening news broadcast generally being available for access the next morning
- > the daily news website Crikey, which provides independent blogs and commentary on politics, media, business, the environment and society.

## Major research projects

**The applicability of research and practice on nation rebuilding in North American Indigenous communities to Australian Indigenous communities**  
 Funding: \$297,000 (ARC Discovery Projects funding scheme, over three years)  
 Recipient: Jumbunna Indigenous House of Learning

**A new end use of recycled water for sustainable Australian water**  
 Funding: \$249,000 (ARC Linkage Projects funding scheme, over three years)  
 Recipient: Centre for Environmental Sustainability

**China's rural migrant workers: social transition and cultural practice**  
 Funding: \$170,000 (ARC Discovery Projects funding scheme, over three years)  
 Recipient: China Research Centre

**Investigation of factors that render Indigenous communities in NSW less prone to crime**  
 Funding: \$154,000 (ARC Linkage Project funding scheme, over three years)  
 Recipient: Jumbunna Indigenous House of Learning

**Political history of the New South Wales Aboriginal Land Rights Act 1983**  
 Funding: \$103,000 (ARC Discovery Indigenous Researchers Development funding scheme)  
 Recipients: Faculty of Arts and Social Sciences, Faculty of Business

## UTS research strength areas

### Priority investment research programs

Plant Functional Biology and Climate Change Cluster (C3)  
 China Research  
 Biotechnology of Infectious Diseases  
 Study of Choice  
 Quantum Computation and Intelligent Systems

### Research strengths

- > **Business innovation**
  - Corporate Governance
  - Management and Organisation Studies
  - Quantitative Finance Research
- > **Communication and intelligent systems**
  - Human-Centred Technology Design
  - Real-Time Information Networks
- > **Creative and civil societies**
  - Forensic Science
  - Law Research
  - Contemporary Design Practice
  - Cosmopolitan Civil Societies
  - Research in Learning and Change
  - Transforming Cultures
  - Strengthening Indigenous Communities
  - Creative Practices and Cultural Economy
- > **Future services and industries**
  - Nanoscale Technology
  - Intelligent Mechatronic Systems
  - Innovation in IT Services and Applications
- > **Health futures**
  - Health Economics Research and Evaluation
  - Health Technologies
  - Health Services and Practice
- > **Sustainability and the built environment**
  - Sustainable Futures
  - Built Infrastructure
  - Environmental Sustainability
  - Technology in Water and Wastewater



Photo: Anna Zhu

## Funding

Our research income of \$26 million in 2009 exceeded our target of \$25 million and was a healthy increase on 2008's total of \$22.6 million.

Increasing research income is essential for us to improve our overall research performance, and indicates that we are increasingly seen as a research institution.

In 2009 we received funding from the Australian Research Council for 20 projects. Of the 50 institutions that received funding for ARC Discovery Projects, UTS ranked 13th in terms of the number of projects awarded and 15th with regard to the amount of ARC funding awarded, with UTS being awarded over \$4 million.

The major research projects faculties received funding for this year are highlighted in the 'Faculty reports' section in this volume of the annual report. The major inter-faculty projects funded by the ARC are on page 20.

## Global and industry developments

Collaboration is the central thrust of our research, as we aim to be a preferred research partner of industry.

2009 saw the first full year of activity with our commercialisation partner, UniQuest, which is responsible for the worldwide commercialisation, marketing and licensing of the university's intellectual property. Over 80 intellectual property disclosures were generated throughout the year, as well as 12 patent applications, more than double our total patent applications for 2008.

To further our international presence in research, as well as our role with industry, we established a number of significant agreements internationally and with industry.

- > Faculty of Engineering and Information Technology Professor of Structural Engineering Keith Crews was chosen to head an international research consortium to develop large-span timber buildings for a wide range of uses in Australia, New Zealand and other export markets. UTS was granted more than

\$1.6 million for research to advance sustainable timber as a viable alternative building material in large-scale projects.

- > A similar agreement was struck between UTS and China's Zunyi Lusheng Health-Source Science and Technology Development Co to analyse the effect of green tea on diabetes. Faculty of Science Professor Xianqin Qu leads the \$90,00 project.
- > Also in China, the university signed a memorandum of understanding with the China Scholarship Council to collaborate on a designated doctoral program. The council will sponsor 10 students for UTS research scholarship places and collaborate in priority areas of study.
- > Professor Michael Keane of the Faculty of Business was awarded the Ken Arrow Award for the best health economics paper of the year by the International Health Economics Association.
- > Our Institute for Sustainable Futures collaborated with the University of Newcastle to host the \$20 million Clean Energy Enterprise Connect Centre, along with a number of other participating institutions.

## UTS leads national centres

In 2009, UTS was chosen to lead two significant newly formed national centres, sponsored by the federal government.

The inaugural board meeting of the **Australian Centre of Excellence for Local Government** was held at the university in October.

Federal Parliamentary Secretary for Local Government Maxine McKew opened the meeting, hailing the centre as a key driver to promote best practice, innovation and professionalism in local government.

The centre was then officially announced in November by Prime Minister Kevin Rudd. The government contributed \$8 million in funding to create the centre to enhance professionalism and skills, showcase innovation and best practice, encourage policy debate, and conduct research for Australian local governments.

The centre's board is chaired by former senator and local government minister Margaret Reynolds, and includes UTS Deputy Vice-Chancellor and Vice-President (Research) Professor Attila Brungs. Other universities and organisations are partners in the centre, which is based at the UTS City campus.

The **Creative Industries Innovation Centre** was launched in February by Federal Minister for Innovation, Industry, Science and Research Kim Carr, and Minister for the Environment, Heritage and the Arts Peter Garrett.

The centre is headquartered at the UTS City campus. It was created to support the growth of creative business, such as media, architecture and fashion. A number of other universities will act as partners in this centre.

It is directed by Lisa Colley, formerly the UTS director of exhibitions, events and projects, and the Australia Council for the Arts director of policy, communication and research.



Chair of the Australian Centre of Excellence for Local Government, Margaret Reynolds, at the centre's launch.

Photo: Morris McLennan



- > Faculty of Business dean Professor Roy Green was appointed chair of the National Manufacturing Roundtable in October. The roundtable featured panel discussions focusing on a policy research paper on the future of manufacturing in Australia.
- > Jumbunna Indigenous House of Learning research fellow Nicole Watson won the David Unaipon award at the Queensland Literary Awards in August for the best unpublished manuscript by an unpublished author. The prize included publication.
- > UTS assisted the New South Wales Government in its inquiry into trampoline safety, and our campus was a meeting place for the Department of Services, Technology and Administration's Products Safety Committee to discuss the issue and view testing.



## Rewarding our research trailblazers

Each year we recognise the research ideas of staff and students in our annual Trailblazer awards. The awards identify and reward innovative early-stage research that has the potential to benefit industry and the community.

The 2009 winners are:

- > Open winner — Steven Moody, Faculty of Science, who developed an improved electron microscope detector that allows higher resolution imaging and quality, which can also operate at any chamber pressure.
- > Student winner — Gary Redman, Faculty of Design, Architecture and Building, for his concept design of a new type of turbine aircraft engine that does not use fossil fuel.
- > Open runner-up — Associate Professor Huu Hao Ngo and Dr Wenshan Guo, Faculty of Engineering and Information Technology, who developed a novel technology to help improve the quality of domestic wastewater for reuse.
- > Student runner-up — Dorothy Curnow, Faculty of Science, for her easy to use and compact prototype device that helps relieve stressed or tight lower back muscles.
- > Open highly commended — Associate Professor Simon Darcy and Bruce Cameron, Faculty of Business, for their e-portal that helps tourists with mobility, hearing, vision or cognitive disabilities enjoy an 'accessible destination experience' in Sydney.
- > Student highly commended — Mohamed Al-Jaafrah, Faculty of Engineering and Information Technology, who discovered a methodology to calculate cardiovascular parameters, including oxygen saturation level, systolic, diastolic and mean blood pressures with a non-invasive and cost efficient sensor.

The winners share a prize pool of \$15,000 to help them further develop their research ideas.

The Trailblazer awards are run in conjunction with UniQuest, the university's commercialisation partner.

Photo: Joanne Saad

# FACULTY REPORTS

The faculties focused on updating their teaching and facilities this year in line with the university's new strategic plan and in order to be in the best position for growth in the next decade.

Most of the changes introduced by the faculties in 2009 were to ensure they were in full accordance with the UTS model of global practice-oriented learning (see page 11). Their focus was on course revision, implementing new technology, improving research culture, strengthening international connections and improving the 'work-readiness' of their graduates.

The UTS model was the central focus of the Faculty of Science's review of its postgraduate program, which resulted in the design of a new flexible and industry-relevant Master of Science. The same approach was taken by the Faculty of Arts and Social Sciences with a strong focus on 'real-world relevance' in its new Bachelor of Global Studies.

The Faculty of Design, Architecture and Building developed its Master of Advanced Architecture in consultation with industry to ensure the 'work-readiness' of its students.


Improvements to research culture were made by the Faculty of Business and the Faculty of Law, who set up systems to support staff applications for external research funds, with the Faculty of Law also offering a mentoring program for those beginning their research careers. These initiatives are already improving research funding and are expected to continue to do so in the years ahead.

Creating a quality learning environment was the focus of the Faculty of Nursing, Midwifery and Health, which received capital funds of \$4.8 million to upgrade laboratories, classrooms and amenities. It also acquired three state-of-the-art simulation manikins to provide realistic patient training for students.

For the Faculty of Engineering and Information Technology, its new building, designed and confirmed in 2009, will provide one of the best environments in the nation for the study of its disciplines.

While there were many ways faculties went about improving their processes and the capabilities of their staff, one example comes from the Faculty of Science, which sought to make sure its teaching staff were capable of coping with the different requirements of its renewed curriculum. The faculty reviewed staff workloads and identified that student assessment was a particularly time-consuming activity, and is making plans to address this next year.

These and many more initiatives are covered in more detail in the following pages. The wide range of faculty reforms across teaching, research and external activities, all closely aligned to the common goal of implementing the UTS model and improving research and graduate work-readiness, reveal an impressive consistency and focus in the university's teaching and research goals.



Deputy Prime Minister Julia Gillard visiting the Faculty of Nursing, Midwifery and Health's simulation laboratories, following the announcement that the faculty would receive \$2.4 million in funding for its teaching and research facilities.

Photo: Chris Bennett



Creating a quality learning environment was the focus of the Faculty of Nursing, Midwifery and Health.

## Teaching

The launch of the flagship Bachelor of Global Studies was one of the highlights in a year when several new courses began as the faculty adapted its teaching to the UTS model of practical learning with an international focus.

Students also enrolled for the first time in the revised Bachelor of Arts in Communication courses, which were redesigned with an eye for practical learning, such as extending the use of technology in students' learning.

The curriculum revision was equally focused on integrating relevant global and social concerns. This led to the inclusion of Aboriginal Studies as a sub-major in communications courses. Similarly, during the year the Indigenous strand in the faculty's education courses was revised, with recommendations for change due in 2010. International economic and social factors were also made central in the new Bachelor of Global Studies.

The faculty increased the number of partners in its international studies program, which can be completed as part of many undergraduate courses across the university. This was in response to growing student demand for study in particular locations and to our regular reviews of existing partners. New study agreements were made with universities in Argentina, France and Switzerland.

## Research

With the establishment of new research centres and the awarding of a number of major grants, the faculty worked towards increasing the scale and quality of research in its key disciplines.

To achieve this the faculty supported the expansion of research activities and publication output of five research centres: the China Research Centre, the Centre for Research in Learning and Change, Transforming Cultures, Cosmopolitan Civil Societies and the Centre for Creative Practice and Cultural Economy.

Established in 2009, the Centre for Creative Practice and Cultural Economy 'merges creative practice with cross-disciplinary areas such as cultural analysis, information technology, media, public history and economics'. It is another focus of 'creative and civil societies' — one of the university's five research strengths.

Important publications included senior lecturer in journalism Tony Maniaty's *Shooting Balibo*, published by Penguin in June 2009. Tony covered the conflict between Indonesia and East Timor in 1975 for ABC News, and returned in August 2008 with the cast and crew of the feature film *Balibo*, based on the story of the Balibo Five.

The faculty continued to develop its research activities in various disciplines, including creative writing, health communication, media arts, media studies, journalism, public communication, India studies, education, social sciences, cultural studies and language and literacy. Literacy will also be the first focus of the faculty's major new collaborative research centre — the Centre for Child and Youth: Culture and Wellbeing.

## Major research projects

**Komuniti Tok Piksa: integrating Papua New Guinea Highland narratives into visual HIV and AIDS prevention and education materials**  
Funding: \$400,000 (AusAID/Papua New Guinea AIDS Council)  
Recipient: Centre for Health Communications

**China's Tibetan Buddhist margins: identity, culture and development**  
Funding: \$280,000 (ARC Discovery Projects funding scheme, over three years)  
Recipient: Social and Political Change Group

**Changing the media diet — investigating the power of the news media to prevent obesity**  
Funding: \$255,000 (ARC Discovery Projects funding scheme, over three years)  
Recipient: Journalism, Information and Media Studies Group

**Alternative public spheres: Alexander Kluge's film and television experiments**  
Funding: \$146,000 (ARC Discovery Projects funding scheme, over three years)  
Recipient: Cultural Studies Group

**Developing early literacy in informal settings: engaging disadvantaged Aboriginal and CALD families outside formal settings**  
Funding: \$140,000 (ARC Linkage Projects funding scheme, over two years)  
Recipient: Centre for Research in Learning and Change



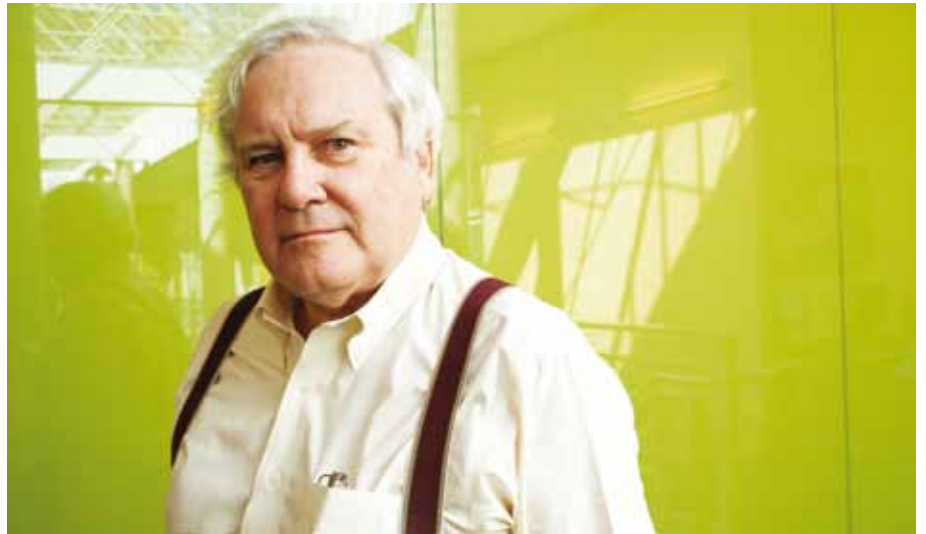
## External activities

The excellence of the faculty's journalism courses was recognised by its students' performance in national awards in 2009.

Nic Christensen won the MEDIA Super Student Journalist of the Year Award, out of 100 entries, for his article 'The Chinese businessman bankrolling Australian politics', which took four months to research and became a national story that reached the pages of *The Age* and *The Sydney Morning Herald*. The winner for 2008, announced in February, was UTS student John Connell for his piece 'The desert talks too', a radio story about the Northern Territory intervention.

UTS journalism students also won nine 2008 Ossie Awards for Student Journalism (awarded in 2009) from 15 categories. The annual awards, named after journalist Osmar White, are organised by the Journalism Education Association of Australia and judged by media executives in Australia and New Zealand. Prizes were awarded for news and feature writing, current affairs reporting and student publications.

The faculty maintained its association with the Sydney Writers' Festival: the *UTS Writers' Anthology 2009* was launched at the festival and faculty academic Dr Katrina Schlunke participated in two sessions, one in conversation with Eva Hornug (author of *Dogboy*) about human-animal relations, and another with Filipino poet Marjorie Evasco about writing in the mother tongue.



The award-winning Australian author Frank Moorhouse was the inaugural writer-in-residence at UTS in 2009. Funded by the Copyright Agency Limited, the role was established to promote the study, appreciation and dissemination of Australian literature.

In his time at the university, Moorhouse worked on the third novel in his *Palais des Nations* trilogy, gave public lectures, including a literary breakfast, and talked to writing classes about his writing and his career as an author.

Photo: Joanne Saad

## Youth centre tackles literacy

The Centre for Child and Youth: Culture and Wellbeing embarked on a major research project titled 'Literate Australia', following its launch in October by Therese Rein.

In partnership with Family Planning NSW, the project addresses the issue of literacy among Australia's young people and aims to foster community initiatives that enhance literacy skills.

Led by centre director Professor Rosemary Johnston, the centre will also pursue other projects relating to education, health, sport, family and the community. Using funding grants and community sponsorship, the centre will integrate technology, research, teaching and practice in all fields pertaining to the culture and wellbeing of children and youth.

The centre has a diverse and high-profile advisory board. From nursing to engineering to design, a range of experts and academics are combining their research efforts in the battle against illiteracy.



From left: Senior lecturer Tony Maniaty at Maubisse markets, East Timor, during the filming of *Balibo*; *Balibo* director Robert Connolly with soldier extras; and the Balibo Five under fire in a scene from *Balibo*.

Photos: Tony Maniaty

## Teaching

The faculty has a mission to produce graduates who are 'forward-thinking, work-ready'. Its efforts to improve courses and student support in 2009 were focused on creating an environment to produce such graduates.

It began to review a range of courses to find ways to increase practical learning and ensure its courses impart critical thinking, the ability to practically apply information and understand the wider business environment, and good communication, ethics and leadership skills — core attributes of forward-thinking, work-ready students. The review of the faculty's undergraduate and postgraduate courses will be completed in 2010.

Hand in hand with these reviews, the faculty is seeking reaccreditation of its courses from industry bodies, such as CPA Australia. Such approval recognises courses as being relevant and allows graduates to either enter the bodies' professional programs or join as members, recognising them as industry professionals.

Complementing these activities, the faculty continued its involvement in the work-ready wiki (further information is provided in the 'Teaching overview' section in this volume

of the annual report), and particularly focused on developing activities in the core subjects of the Bachelor of Business to improve student work-readiness. This will continue into 2010.

With the same aim, the faculty engaged in a number of measures to support student learning.

Focusing on improving students' English-language competence, it established a project to assess student communication skills and participated in a UTS pilot communication assessment scheme with commencing Master of Business Administration students in first semester and undergraduate students in second semester.

Continuing to implement new technology for teaching, the faculty participated in university-level projects and continued its support of technology in teaching via its own grants to several staff to develop the use of podcasts in teaching.

Internationally, the faculty is exploring possible partnerships with universities to create a global Executive Master of Business Administration degree, with Faculty of Business dean Professor Roy Green leading discussions.

## Major research projects

**How the allocation of children's time affects the stimulation of cognitive and non-cognitive development**

**Funding:** \$300,000 (ARC Discovery Projects funding scheme, over three years)

**Recipient:** Centre for the Study of Choice

**Experiments in the dynamics of preference and choice in an evolving social network**

**Funding:** \$292,000 (ARC Linkage Projects funding scheme, over four years)

**Recipient:** Centre for the Study of Choice (with PureProfile)

**The modelling and estimation of volatility in energy markets**

**Funding:** \$284,000 (ARC Discovery Projects funding scheme, over three years)

**Recipient:** School of Finance and Economics

**The implications for greying Australia of international property market interlinkages**

**Funding:** \$120,000 (ARC Discovery Projects funding scheme, over two years)

**Recipient:** School of Finance and Economics

**The impact of caregiving on the health of informal carers: change over time and association with stressors and resources**

**Funding:** \$59,000 (National Health and Medical Research Council)

**Recipient:** Centre for Health Economics Research and Evaluation



Photo: Anna Zhu

## Research

The faculty's 'forward-thinking, work-ready' mission also applies to its research, which involves industry and looks at current business issues. Its research focuses on the areas of accounting, finance, economics, leisure, sport, tourism, management and marketing.

The faculty established an external grant assistance scheme to increase external competitive grants. In 2009 it provided assistance to two Australian Research Council Discovery Projects applications and to one application for an ARC Linkage Project.

The ARC awarded funding for five Discovery Projects at a total of \$1.5 million, and for two ARC Linkage Projects valued at \$292,000. The faculty was also awarded a grant of \$59,000 from the National Health and Medical Research Council.

Eighteen of the faculty's postgraduate research students were made Doctors of Philosophy and one was awarded a master's degree by research. One of the doctoral graduates, Dr David Pihlens of the Centre for the Study of Choice, received the Chancellor's Award for an outstanding PhD thesis.

## External activities

Business21C ([business21c.com.au](http://business21c.com.au)) was launched in October as a way for the faculty to share and engage with stakeholders about business. The faculty wants this 'thought leadership website' to 'lead the agenda and drive the process of questioning what is at the heart of business, academia and social progress'.

Business21C is not limited to its eponymous website; it has a presence across social networking media, such as Twitter and Facebook and a channel on YouTube. It shares videos centred on the faculty, and articles across a range of topics such as sustainability, technology and marketing. It also hosts events, including a live discussion at the Museum of Sydney on 'The ABC in the digital age', led by Australian Broadcasting Corporation New South Wales state director Mike McClusky.

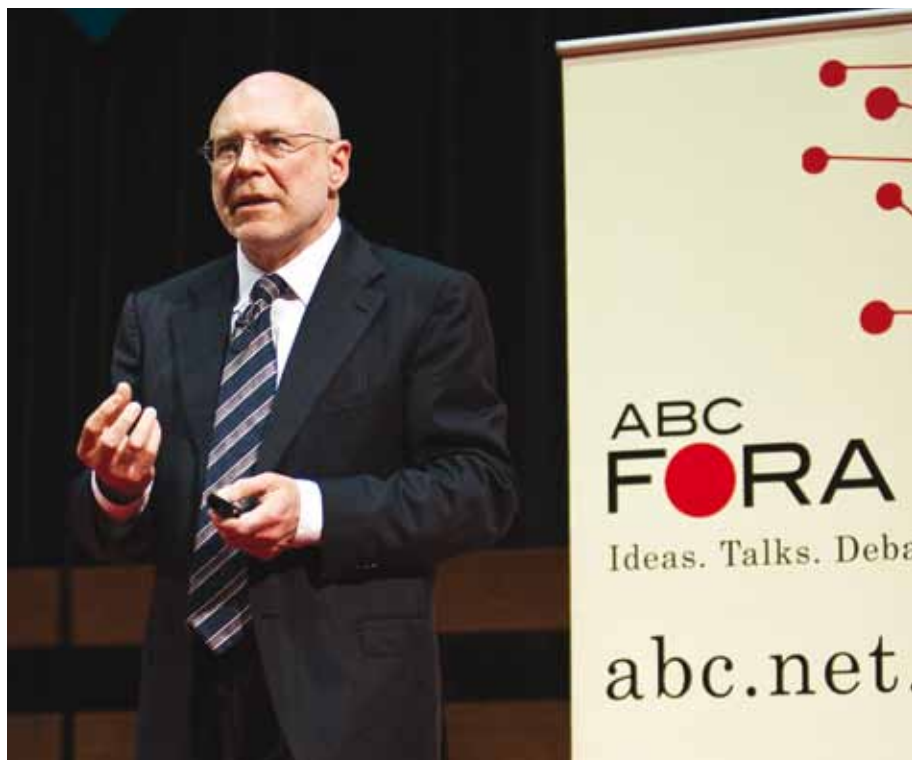
Partners in the Business21C project include Deloitte, Corporate Express and the university's Centre for Health Economics Research and Evaluation.

The faculty also hosted the annual Paul Woolley Centre for Capital Market Dysfunctionality conference in October. The theme of the 2009 conference was

'The crash of the financial system — bad luck or bad structure'. The invitation-only event featured speakers from UTS, the University of Oxford, Princeton University, the Reserve Bank of Australia, Rutgers University and London School of Economics.

A range of other external events was also held, with the purpose of engaging those interested in, and significant to, the faculty.

- > A panel discussion on 'Do Australian business systems fail our best people' was held in September with Future Fund chair David Murray, Deloitte Touche Tohmatsu Australia chief executive Giam Swiegers, Imperial College London Professor John Bessant and UTS Graduate School of Business director Julia Connell.
- > In August a UTSpeaks public lecture was held, entitled 'Power to the people', with Centre for the Study of Choice executive director Jordan Louviere and visiting Professor Richard Carson.
- > A UTSpeaks public lecture 'Australia's knowledge-based future — how innovation policy can create long-term growth and jobs' was held in July, featuring faculty dean Professor Roy Green.
- > A range of events was hosted for the faculty's large number of alumni, including a Christmas presentation by the high-profile executive chairman of the Mitchell Communication Group, Harold Mitchell.



Dean Professor Roy Green giving the UTSpeaks public lecture 'Australia's knowledge-based future — how innovation policy can create long-term growth and jobs'.

Photo: Chris Bennett

## Teaching

In 2009, the faculty put a lot of resources into preparing courses for 2010, across its architecture, design and built environment schools.

The post-professional Master of Advanced Architecture course was finalised in 2009. The course was developed in consultation with industry and is expected to further improve the faculty's offering in architectural studies. Considered to have particular appeal to international students, the course will be launched in 2010 and will offer specialisations in design technologies and urbanism. As well as visiting international scholars, research-led teaching will be a particular feature of this new master's course.

The School of the Built Environment revised its construction project management and property economics programs to improve the use of digital technology in these courses and create common areas of study between property economics, project management and architecture. The Doctor of Project Management was also revised, with new subjects introduced. The faculty is planning to apply for accreditation of this degree with the Project Management Institute.

The School of Design developed two new courses throughout the year: the Bachelor of Design in Photography and Situated Media, which will launch in 2010, and a new Master of Design degree that draws significantly on the expertise and practices of senior design academics.

Further integration of digital technology is a priority for the faculty, and a defining aspect of its teaching. This focus on technology has enabled the faculty's degrees to be known for their use and integration of digital technology. It is one of the faculty's objectives to be identified, and to develop a strong reputation, for its 'technology-led thinking'.

This year, building information modelling and geographic information system analytical tools were introduced into teaching in the faculty's built environment school. Such technology offers a more graphic and three-dimensional basis for understanding and interpreting built environment issues.

In architectural and design studies, a range of software and fabrication types was introduced in 2009, emphasising design and form generation through software.

The faculty also aims to be internationally recognised for the quality of its courses.

To that end, the faculty formed an association with the highly regarded University of Texas at Austin and France's SKEMA Business School (formerly ESC Lille School of Management) to expand the options offered within its project management discipline.

It also formed an association with the Architectural Association in London — one of the world's most renowned schools of architecture — whose staff will run design studios for the new Master of Advanced Architecture.

International students were the focus of the School of the Built Environment's diploma course, developed in conjunction with UTS pathway course provider INSEARCH. Due to launch in 2010, the course will provide a pathway for international students into the construction project management and property economics programs. This is part of the faculty's strategy to develop international markets for these programs.

2009 also saw major renovation and redesign of the faculty's fabrication workshop and photomedia workshop. The dramatic improvements in these teaching and research facilities lay the foundation for new teaching developments in these areas.

## Research

The faculty's research aims are to focus on new technology and conduct research that is of benefit to society. Its strategy to make this happen is to have five research themes fully externally funded by 2015. A lot of work was done to progress this strategy in 2009.

> The Asia-Pacific Centre for Complex Real Property Rights was launched. Its focus is

on land tenure, property rights, advocacy and consultancy.

- > The Centre for Designing Out Crime, in partnership with the New South Wales Attorney General, was granted further funding, engaged students in projects and will soon offer postgraduate studies. The centre developed a model for railway station rubbish bins that was commercially accepted. It also made new international associations with Delft University of Technology (Netherlands) and Central Saint Martins College of Art and Design.
- > Two research laboratories were established: the Urban-aid Research Laboratory, focusing on sustainable housing, digital urban media and design enterprise; and the Sense-aware Research Lab, focusing on the interface between spatial design, sound and human action. Additionally, the faculty's Interactivation Lab increased its number of postgraduate research students.

The School of Design identified grants to help develop its research strengths in contemporary design practice and funding. It was awarded grants by organisations including the New South Wales Government and the Australian Learning and Teaching Council, and sponsorship from Sydney Design Week.

Another significant research objective of the school was to develop intellectual property and other research projects with industry. This external focus was a priority for staff who established projects with such organisations as IBM, James Cook University and The Digital Textile Studio.



The graduate fashion show at the faculty's end-of-year design exhibition, Republic of Design.

Photo: Anna Zhu



## External activities

Exhibitions held throughout the year highlighted the School of Architecture's unique approach and use of digital technology underlying design practice. Student and staff work was shown at Customs House, The Architectural Association in London and the Beijing Biennale, as well as being featured in professional journals such as *Architectural Review Australia*.

The faculty's flagship end-of-year design exhibition, Republic of Design, attracted 5000 visitors over its eight days and exhibited its digital computational approaches in design practice. The faculty co-sponsored the UTS: Sydney International Animation Festival, which included two well-attended industry panels, 12 film sessions and a session hosted by internationally acclaimed British producer Claire Kitson. Media coverage was substantial, website visits increased and the Sydney film-going public was exposed to UTS as the institution where creativity meets technology.

The faculty's focus on industry and international input was obvious in a series of architectural lectures held throughout the year, which the faculty regards as important to maintaining a lively extracurricular program and culture. Guests included Tom Wiscombe from EMERGENT in Los Angeles, Oscar-winning animator Chris Landreth, and Brian Massumi from Université de Montréal, among many others.

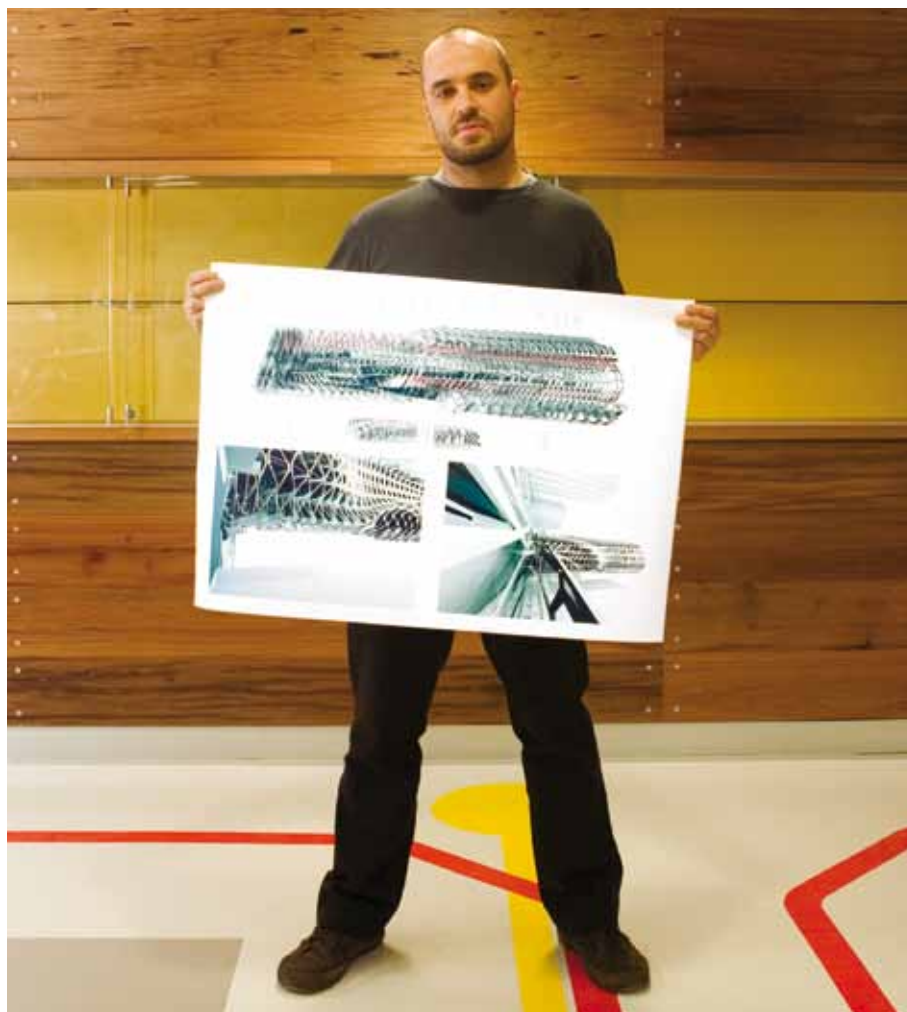
International links were also strengthened and extended as staff visited overseas institutions. School of Architecture staff visited and presented to such organisations as the Architectural Association in London, judged prizes in New Zealand, led guest design studios in Japan and the US, and went on recruitment trips to India and Hong Kong.

Our architecture academics also contributed locally. The faculty had a significant presence at the Australian Institute of Architects annual conference. It also appointed an adjunct professor in urban design to be involved in the City of Sydney's Ultimo precinct research and teaching project.

The faculty also worked with other faculties and government agencies on the Traditional Knowledge Revival Pathways (TKRP) project in Cape York Indigenous communities. It developed a database of traditional knowledge, which was close to completion at the end of 2009. TKRP was also involved in the Land Alive Media Project, with the School of Design, Jumbunna Indigenous House of Learning and the Gandangara Land Council.

In 2009, students from the faculty won a number of national and international awards.

- > UTS students won two of the three major awards at this year's New South Wales Chapter Australian Institute of Architects' student awards: Luke Novotny and Peter Ung won the Partridge Partners Prize, while Jessica Paterson took home the Mirvac Design Award
- > Tom Fereday (industrial design) won the Qantas Spirit of Australia SOYA Award
- > Brad Stebbing (industrial design) won the Belle Georg Jensen Design Award
- > Yiyi Lu (visual communications) was named one of *The Australian* newspaper's 100 emerging leaders
- > Michael Newton and Gary Redman (industrial design) placed equal second in NASA's fundamental aeronautics competition
- > Kieran Choy (industrial design) won the student prototype division of the Vibrant Visions in Design Awards for his 'aurastool'
- > Steph Rajalingam was selected as one of nine artists to exhibit in the 2009 Sydney, City of Villages art exhibition
- > Industrial design students Renata Hidajat, Shawn Kim and Phillip Nicotra won first, second and third respectively at the Cormack Innovation New South Wales Awards
- > Fashion and textiles students Laura Beaven, Katelyn Gray and Nikki Cohen were among the top 10 finalists of the Australians in New York Fashion Foundation's internship award
- > Nicolò Bianchino (visual communications) won the 2009 Ignite! Design Graduate Award.



Luke Novotny, winner (with Peter Ung) of the Australian Institute of Architects' NSW Partridge Partners Prize for structure in architecture.

Photo: Lucy Middleton; styling: Madelin Fuller. First published in *TOWER*, winter 2009

# ENGINEERING AND INFORMATION TECHNOLOGY

The faculty was the focus of one of the most significant announcements from the university in 2009 — our plans for the Broadway building, which will be purpose-built for engineering and information technology studies, due for completion in 2013.

Designs from architecture practice Denton Corker Marshall for the five-green-star building were released mid-year to a favourable reception. Not only will this be a superb building for the faculty, it will be crafted with the latest technology to support

and advance our teaching and research. (Further information is provided on page 49.)

Also of significance to the faculty was the departure of long-time dean Professor Archie Johnston in August. Professor Johnston had been dean of the faculty since its inception in mid-2008 and dean of the Faculty of Engineering before that — a total of 10 years. His expansion of the faculty's research and external relations, both domestically and internationally, was continued in 2009 by acting dean Professor Hung Nguyen.

## Teaching

Technology use was a central focus for the faculty in its teaching during the year.

To increase the informed use of technology in student learning, several faculty staff were awarded TEDD grants to a total value of approximately \$80,000. These grants will be used in various ways, such as 'improving the support of student learning needs through pattern analysis of the student experience', and 'development and concept proof of an innovative assessment system for effective teaching and enhanced learning in structural engineering'.

As well as these internal measures to improve students' learning experiences, the faculty strengthened its relationships with business, industry and the professions, all with the aim of building the right attributes in graduates.

A principal way in which industry is involved with the faculty is by offering scholarships to students. Four new scholarships were prepared this year to be offered in 2010 to students in hardship. These scholarships were funded by the John Heine Memorial Foundation, the John Hughes Memorial (sponsored by the Hughes family, the Australian Computer Society and UTS), Patni Computer Systems, 3W Consulting and Contracting and Recruitment. The faculty offered one equity scholarship in 2009, sponsored by the Linden Little Foundation.

The faculty continued to offer its cooperative scholarships in 2009: 21 were offered to commencing engineering students and 23 were offered to Bachelor of Information Technology students. This included the Westpac Banking Corporation's Young Woman's Scholarship for 2009, which was awarded to Bachelor of Information Technology student Rania Ramadan-Jradi.

Industry also provides awards to encourage and recognise students. The Australian Water Association hosted the New South Wales Water Awards mid-year, and the tertiary student prize recognising academic excellence went to UTS civil engineering graduate John McKibbin.

## Research

Associate Professor Sanjiang Li, from the faculty's Centre for Quantum Computation and Intelligent Systems, was named among the 200 outstanding national and international mid-career researchers who were made future fellows by the federal government's Australian Research Council.

## Major research projects

### Mining multiple information sources through collaborative and comparative analysis

Funding: \$335,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: Centre for Quantum Computation and Intelligent Systems

### Recycling water and nutrients using a high-rate membrane bioreactor coupled with an ion-exchange system

Funding: \$290,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: School of Civil and Environmental Engineering

### Photodesorption phenomena and photoreactive nanosorbent materials for water and wastewater purification

Funding: \$180,000 (ARC Linkage Projects funding scheme over four years)

Recipient: Centre for Technology in Water and Wastewater (with Photo and Environmental Technology Co. Ltd)

### An innovative powertrain architecture and optimal energy management for plug-in hybrid electric vehicles

Funding: \$160,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: School of Electrical, Mechanical and Mechatronics Systems

### Enhanced analysis of time dependent viscous behaviour of soft clay

Funding: \$157,000 (ARC Linkage Projects funding scheme, over four years)

Recipient: School of Civil and Environmental Engineering (with Austress Menard Pty Ltd)

### Pattern discovery of discriminating behaviour associated with hidden communities

Funding: \$150,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: Centre for Quantum Computation and Intelligent Systems

### Properties and characterisation of magneto-rheological materials under rotating magnetic field excitation

Funding: \$130,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: School of Electrical, Mechanical and Mechatronic Systems

### A new end user of recycled water for sustainable Australian water

Funding: \$249,000 (ARC Linkage Projects funding scheme)

Recipient: Faculty of Engineering and Information Technology (with City West Water, Gold Coast Water, Port Macquarie-Hastings Council, Sydney Olympic Park Authority)



Photo: Anna Zhu

Honours weren't limited to staff, however, with a student team from the faculty and the Centre for Autonomous Systems (UTS node) coming fifth overall in the RoboCup Challenge in Austria, against 40 teams from around the world. The UTS team won first place in the autonomy category and second place in mobility.

The faculty performed strongly in higher research degrees, with 46 research students graduating in 2009, 33 of whom were doctorate graduates. To increase this number the faculty advertised 30 PhD scholarships valued at \$22,500 each for local students to start in 2010.

## External activities

The faculty used a range of technology and events to connect with industry and potential students, and achieved a number of firsts in 2009.

A simple marketing initiative was the launch of 'The Box' in July. The game is an internet-based, interactive challenge whereby players solve IT and engineering-related problems to progress through various levels, learning facts about the IT and engineering professions and the faculty as they do so. The game is profiled on Twitter, with approximately 350 players registered to date. Its purpose is to increase the appropriate use of virtual environments to support learning and social engagement in a temporary context.

The inaugural Faculty of Engineering and Information Technology 'Discovery Day' was held on 17 June. It, and the repeat event on 25 November, was a great success, with over 320 students from 16 schools attending to learn about

engineering and IT courses at UTS and to take part in hands-on activities.

A number of other such events were also held to increase opportunities for staff, student and alumni interaction to strengthen knowledge, capabilities and networks. These included the 2009 Sydney International Animation Festival, hosted by UTS with the faculty as a sponsor, which featured the latest highlights of world animation and works by IT students. The faculty was also a corporate sponsor of the 2009 Australian Engineering Excellence Awards facilitated by Engineers Australia.

In conjunction with the Faculty of Science, the faculty hosted its first combined engineering and IT alumni event in April at the Powerhouse Museum, with an exclusive viewing of the *Star Wars: Where Science Meets Imagination* exhibition. More than 150 alumni attended.

To strengthen relations, particularly global relations, the faculty held its first international Master of Engineering Management networking event in Singapore in November. This event increased interaction between the faculty and some of its Australian industry partners and the local engineering and IT profession in Singapore.

Also involving industry, the faculty held its annual engineering Careers Expo in October. This was a great success with 33 exhibitors and over 500 students attending. The expo commenced with scholarship sponsors giving presentations to students. Presenting companies included Sydney Water, TransGrid, Weir Minerals, Howden, Thales Australia, Raytheon, Laing O'Rourke and Robert Bird Group.

In May, the faculty hosted several staff from Rajamangala University of Technology Thanyaburi, Thailand, who were at UTS to undertake a short course in climate change issues in the water and energy sector, and to explore research collaboration opportunities in energy-related issues. The trip was funded by the Royal Thai Government.



Dean Professor Archie Johnston with staff from Rajamangala University of Technology Thanyaburi, Thailand.

## Teaching

For the third year in a row, the faculty was singled out by the federal government for its excellence in teaching and learning. Named as one of only four universities to achieve an A1 ranking in the category of business, law and economics, the announcement stands as recognition of the faculty's best-practice teaching methods, flexible study options and graduates who are confident, work-ready critical thinkers with a strong social conscience.

Eager to maintain this status, in 2009 the faculty launched its revised Master of Laws course, which was updated to reflect the research strengths of the faculty. This revision, as with the other teaching initiatives of the faculty, was aimed at improving students' experience. The revised Master of Laws course had an increase in applications, which was seen as an endorsement of the changes made to it.

New courses introduced during the year included the Graduate Certificate in Australian Law and a new combined degree, the Bachelor of Science in Information Technology Bachelor of Laws.

Other areas of focus during the year were the development of student resources and the improved integration of practical skills-based learning in courses.

The faculty's focus on graduates' work-readiness is part of a university-wide effort to install practical, useful skills that fully prepare students for the contemporary workplace. Law courses are taught by internationally qualified academic staff and senior industry-based members of the legal profession, who ensure that students gain practical skills as well as theoretical and professional training.

Another way the faculty aimed to improve students' work-readiness was through the development of a strategy to strengthen students' mooting skills. Outcomes of this strategy included increased student participation in mooting competitions and UTS winning the national Sir Harry Gibbs Constitutional Law Mooting Competition. The competition brings together universities from around Australia to test their mooting skills.

The faculty also supported its students by developing online resources to encourage their engagement with the faculty. This took

the form of the 'Law school: a survivor's guide' website ([survivelaw.com](http://survivelaw.com)) — a 10-part guide packed with practical tips on how to navigate legal assessments, practise effective time management and deal with depression.

The website was created and is managed by UTS staff and features interviews with law school veterans and legal high flyers such as retired High Court of Australia Justice and UTS honorary doctorate Michael Kirby, AC CMG, barrister and former NSW Young Lawyers president Joshua Knackstraedt and author and columnist Lisa Pryor.

## Research

The faculty had two major research objectives for 2009: greater success in securing research grants and further development of international research links.

To this end it provided practical support to its staff for research grant applications, as well as training and mentoring for early-career researchers.

The result of these efforts was the granting of funds for two Australian Research Council Discovery Projects and two projects under the ARC Linkage Infrastructure, Equipment and Facilities scheme.

As part of its international focus, the faculty sought visitors who complemented its research aims and strengths, and encouraged its research networks to develop international links.

In 2009, the faculty co-hosted Professor Nancy Polikoff, a specialist in family law, civil procedure and sexuality and the law, from the American University's Washington College of Law. Funding came from the United States senior specialist program of the Australian-American Fulbright Commission, which assists Australian educational institutions in bringing US academics to Australia for two- to six-week periods. The program enables collaboration with US faculties and professionals on curriculum and faculty development, institutional planning and a range of other activities.

Professor Polikoff delivered public lectures on marriage, 'Beyond (straight and gay) marriage', and family law, 'American developments in family law: second parent recognition and children's rights'.

The faculty also hosted a public seminar for Professor Sarah Franklin from the London School of Economics on the regulation of the use of human embryos in stem cell research.

## Major research projects

**Enhancing reproductive opportunity in Australia: reconsidering consent, altruism and the legal status of embryos in ART processes**

Funding: \$304,000 (ARC Discovery Projects funding scheme, over three years)

Recipient: Faculty of Law

**The International and Humanitarian Law Library — a global dimension in Australian legal research infrastructure**

Funding: \$190,000 (ARC Linkage Infrastructure funding scheme and Department of Foreign Affairs and Trade Partnership Fund, over three years)

Recipient: Australasian Legal Information Institute, Faculty of Law

**Making Victoria a model jurisdiction for free access to law in Australia and nationally, for the benefit of all Victorians**

Funding: \$838,927 (Legal Services Board, over three years)

Recipient: Australasian Legal Information Institute, Faculty of Law

**Anti-Slavery Project**

Funding: \$250,000 (Attorney-General's Department (Commonwealth), over two years)

Recipient: Anti-Slavery Project, Faculty of Law

**A comparative study of the telecommunications incumbents corporate governance between Australia and China**

Funding: \$23,500 (Endeavour Awards)

Recipient: Faculty of Law

**Trafficking of women into Australia: preparation of report to Australian Women's Coalition**

Funding: \$5000 (Australian Women's Coalition)

Recipient: Anti-Slavery Project, Faculty of Law

## External activities

As well as establishing research links, the faculty's international guests strengthened its external focus, which centres on the academic world, the legal profession, alumni and potential students.

Focusing on students, the faculty prepared a structured major gifts program of externally funded merit and equity-based law scholarships.

- > Law alumni merit scholarship (\$10,000)
- > Eric Dreikurs merit and equity scholarship (\$6000) offered from 2010
- > Colin Biggers and Paisley merit scholarship (\$5000) offered from 2010
- > Rosalind Dubs excellence award (\$2000) offered from 2010.

The faculty also sought to extend its links with the legal profession and the judiciary through making four adjunct appointments: the Supreme Court of New South Wales Justice Robert McDougall, the Family Court of Australia Justice Colleen Moore, retiring judge Brian Tamberlin of the Federal Court of Australia, and financial services lawyer Ian Enright.

## Alumna named best female lawyer

Anny Slater won the Women Lawyers Association of the NSW award for Woman Lawyer of the Year in Private Practice in September.

The award was judged by a panel of representatives from the Attorney-General's Department of New South Wales, the New South Wales Bar Association, the Law Society of New South Wales and the Australian Corporate Lawyers' Association.

Anny is a graduate of the UTS Faculty of Law and a lecturer in its Master of Industrial Property. She is also principal of Slaters Intellectual Property Lawyers.

Anny created Slaters in 2001 when PricewaterhouseCoopers Legal was broken up. She described the transition from partner at a large practice to sole practitioner as a 'mental and financial jump' with considerable risk. But success quickly followed with the practice named Best Enterprise at the Australian Business Awards in 2008.



## Law graduate honoured at alumni exhibition

Law graduate Clary Castrission, pictured above, featured in the university's inaugural alumni exhibition (see page 53) held in the Tower building in October. Clary was honoured for his achievements in the area of social justice.

Clary graduated with a Bachelor of Arts (Media Arts and Production) Bachelor of Laws (Honours) in 2007. During his years studying law, Clary was inspired by one of his law professors, Professor Sam Blay, to go out into the real world to make a difference.

This led to Clary co-founding the 40K Home Foundation, a non-profit organisation that aims to reduce poverty in developing communities around the world. The foundation is currently building an eco-shelter and community centre for the children of exploited quarry workers in Bangalore.

His relationship with Professor Blay continues: Professor Blay is a member of the 40K board.

**survivelaw.com — a website packed with practical tips on how to navigate legal assessments, practise effective time management and deal with depression**



## Ranked top in teaching

The faculty was ranked top in the federal government's Learning and Teaching Performance Fund for the second year in a row. It placed in the top band in the health category of the fund in 2009, following the same performance in 2008.

The faculty took out the number one place overall among all New South Wales health faculties, with UTS the only university in the state in the A1 band.

UTS was also the highest ranked New South Wales university in the individual measures of student satisfaction, with good teaching, satisfaction with generic skills and overall satisfaction within the health category.

This is a significant achievement for the faculty and meaningful recognition of its teachers, program staff and support structures.

Photo: Anna Zhu

One of the most significant announcements affecting the faculty this year was from Deputy Prime Minister and Federal Minister for Education Julia Gillard, who visited UTS in October and announced that the faculty would receive \$2.4 million in funding for its teaching and research facilities from the capital development fund for Australian universities.

The funds, matched by another \$2.4 million from UTS, will be used to build additional simulation clinical practice laboratories, classrooms, office accommodation, meeting rooms and amenities. These projects will complement several other projects at the faculty to upgrade facilities and use of technology in teaching.

## Teaching

In 2009, projects undertaken by the faculty included the upgrade of existing nursing practice laboratories at the Kuring-gai campus. At the beginning of the year, the seven existing laboratories were internally demolished and reconfigured into six clinical practice laboratories — replicas of contemporary hospital ward environments.

One clinical simulation laboratory was also built. It contains a range of advanced simulation equipment including a high-fidelity full-body patient simulator (SimMan) on which students can practise while being observed and directed by teaching staff in a one-way viewing booth and control room adjacent to the laboratory.

A little later in the year, the faculty added a simulated manikin (NeoNewB) at the Kuring-gai campus for training of neonatal postgraduate students. The baby manikin features a wide range of lifelike features and allows students to practise the skills required for an emergency situation where a baby needs immediate help to survive.

At the end of the year an even more lifelike manikin (SimMan 3G) was acquired for nursing students at the City campus. The advanced features of this manikin mean students can practise scenarios that involve transporting patients.

These simulation manikins are part of the faculty's commitment to integrating simulation into all its nursing and midwifery curricula.

Such practical technology was not the only focus of the faculty, with podcasting used to provide accessible learning resources for students in cardiovascular and respiratory nursing subjects. The collection was created as an additional resource for the established 'Clinically Speaking' program, an oral communication skills program for nursing students from non-English-speaking backgrounds.

The podcasts contain video clips filmed in the UTS clinical laboratories, where various communication scenarios are carried out including handover, explanation of care to a patient and introduction of the nurse to a patient.

As well as enhancing its clinical courses the faculty also prepared new courses in health services planning to begin in 2010, after winning a bid from two state governments.

The departments of health in New South Wales and Queensland teamed up and chose UTS to develop and deliver three university courses in health services planning. The states seek to enhance capacity in planning and development of health services by building a workforce with tailored qualifications in health services planning. The courses were created in consultation with the two departments and will cater for health services planners with a range of skill levels.

## Research

This year several faculty staff and students received national and international recognition of their research.

Professor Lynn Chenoweth published research findings in the world-leading specialist neurology journal *The Lancet Neurology* from the 'Caring for aged dementia care resident study'. The study also received international recognition from leading institutions including King's College London.

The study found that 'when staff engage and communicate with a resident as a human being who has rights, then the person is able to maintain their integrity as a human being rather than being treated as a "dementia person"'. Findings showed that person-centred care reduced agitation when compared with 'usual care' at the end of a four-month treatment period.

In another achievement of national significance, Professor Caroline Homer was appointed to the National Health and Medical Research Council's research committee for 2009–11.

The committee's major role is to advise and make recommendations on research grant applications and funding. The federal government allocated more than \$700 million in the 2009 federal budget to fund health and medical research projects, programs, scholarships, fellowships and infrastructure support.

Research student Jenny Burrows won the National Stroke Foundation's new investigator award for her work training stroke survivors and their carers to mentor inpatient stroke survivors and their carers as part of a project that has achieved national recognition.

## External activities

The faculty is involved in a wide range of nursing and health events and projects nationally and internationally, and is often sought out for involvement due to its expertise.

Professors Pat Brodie and Jackie Crisp were appointed to the oversight team of the New South Wales Government's \$485 million reform of the public hospital system. Professor Brodie joined the independent panel that provides a transparent monitoring process and will regularly audit progress of the plan. Professor of Child and Adolescent Nursing Jackie Crisp joined the Community and Clinicians Expert Advisory Council.

Extending its influence and role internationally, the faculty was awarded \$433,000 to deliver a leadership capacity-building program for nursing and midwifery leaders in the Pacific, in partnership with the South Pacific Chief Nursing and Midwifery Officers Alliance.

This followed the faculty's naming last year as a World Health Organization Collaborating Centre for Nursing, Midwifery and Health Development. One aspect of this was that the faculty will have a training role in the region.



Midwifery student Lizzie Nicholl shows a newborn baby simulator to Deputy Prime Minister Julia Gillard.

Photo: Chris Bennett

A total of 30 fellows (professionals from the Asia-Pacific region who have the potential to assume leadership roles) completed the three-month program from May to July 2009. They were taught leadership-building, policy development and implementation, human resources for health, regulation and data literacy.

Professor Martha Hill from The Johns Hopkins University School of Nursing in Baltimore visited the faculty in January. During her visit, Professor Hill delivered the distinguished lecture 'Fighting the pressure', giving first-hand insights into the benefits of a multi-professional approach to research for delivering better outcomes in high blood pressure care and control.

Professor Hill has considerable expertise in community-based research on improving treatment and outcomes for vulnerable and underserved populations through the integration of multi-professional health care.

## Teaching

The UTS model of global practice-oriented learning was at the heart of the faculty's teaching initiatives in 2009. To centre its teaching on the UTS model, the faculty reviewed its courses and teaching practice. One of the main results of this was the development of a new master's program.

For the new Master of Science the faculty focused on creating a flexible degree that imparts industry-relevant skills. The program will launch in mid-2010 with majors in environmental change management, medical biotechnology, science management and forensic science.

As part of this postgraduate curriculum renewal, the Diploma in Scientific Practice will be discontinued, as will the current Master of Science Management; both will be replaced by the new master's program.

Short courses were revised. Five modules in contaminated site assessment remediation and management were developed and run throughout 2009. Students completing these courses will receive credit towards the environmental change management major of the new Master of Science program.

Complementing its focus on the UTS model, the faculty reviewed how it was preparing students for the global workplace by determining the right attributes for today's graduates and making sure they were incorporated in its subjects. To this end the faculty reviewed all subject outlines for graduate attributes, making them the baseline from which progress will be judged. It developed a specific set of science graduate attributes and set up a mentoring program for academic staff regarding the imparting of graduate attributes, which will continue in 2010.

A similar measure intended to make students more work-ready was to increase the informed use of technology in their learning. The faculty reviewed alternative technologies for laboratory-based practical sessions in several courses and bought hardware and software to develop opportunities for 2010.

This focus on work-readiness and latest industry trends extended to reaccrediting science courses with professional institutions such as the Australian Institute of Physics, the Australasian Marine Science Association, the Australian Institute of Medical Science and the Australian Biotechnology Association.

Industry relevance, technology and curriculum weren't the faculty's only focuses in achieving its teaching objectives. Staff workload was also considered a crucial factor. During the year staff workloads were reviewed to ensure alignment with faculty objectives. Assessment and marking were identified as significant aspects of staff workloads, and reviewing this will be a priority in 2010.

## Research

The staff workload review was also aimed at supporting the faculty's research and development objectives.

One of these objectives is to improve research performance management through establishing benchmarks of performance, key performance indicators to judge progress and effective management of research performance.

Part of this was the faculty's promotion of research grant opportunities to staff. It was awarded grants from several institutions, including the Australian Research Council's Discovery Projects funding scheme, the National Centre for Immunisation Research and Surveillance, the National Centre for Groundwater Research and Training and the Queensland Government.

Another measure taken to improve research performance management was the appointment of a UniQuest business development manager to the faculty. UniQuest is a university-affiliated research

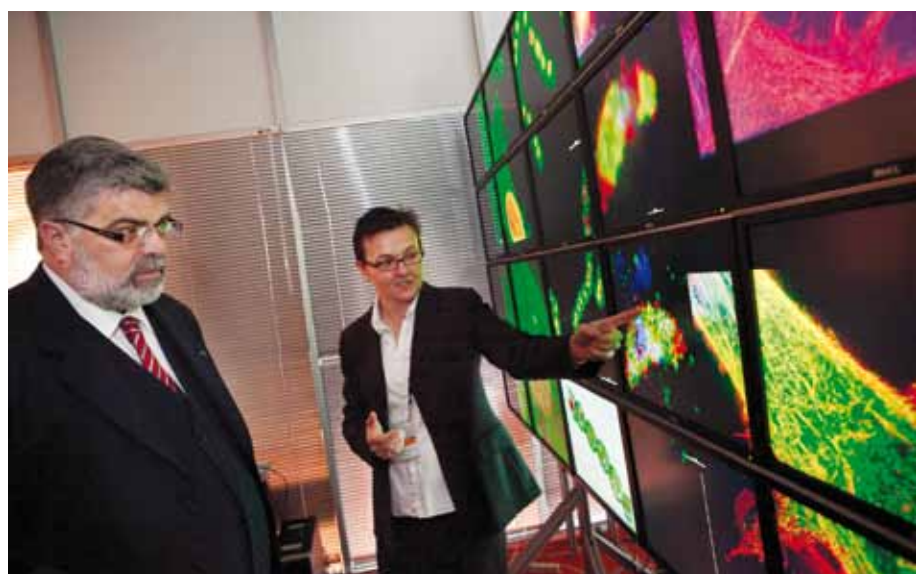
commercialisation company, with which the university made agreements in 2008. During the year this role helped in the application of research grants, marketing and negotiation.

The faculty complemented its focus on research performance with the implementation of the university's research investment plan, as it applied to the faculty. The five-year plan was created in 2008 as a university-wide strategy to improve our research standing.

An outcome of this was the development of an appointment strategy for key research positions in the faculty. This was achieved with senior appointments to be made in 2010 in the Institute for Biotechnology of Infectious Diseases and the Plant Functional Biology and Climate Change Cluster.

Other ways the faculty implemented the research investment plan included the purchase of the \$1.5 million DeltaVision OMX 3D-SIM structured illumination microscope, part of the new Microbial Imaging Facility launched by Federal Minister for Innovation, Industry, Science and Research Kim Carr. The facility provides high-resolution imaging and has research links with a number of international universities and laboratories.

The establishment of such links was behind the faculty's science research day in September, where industry and staff of other faculties attended with the aim of promoting opportunities for collaboration.



Associate Professor Cynthia Whitchurch, director of the Microbial Imaging Facility, with Federal Minister for Innovation, Industry, Science and Research Senator Kim Carr, unveiling the new facility including Australia's first DeltaVision OMX 3D-Sim super-resolution microscope.

Photo: Carmen Lee Spiers



## Major research projects

### New valuation and parallel simulation methods for finance and insurance

**Funding:** \$431,000 (ARC Discovery Projects funding scheme, over three years)

**Recipient:** Department of Mathematical Sciences

### Investigating the ability of honey to inhibit bacterial biofilms found in chronic wounds

**Funding:** \$315,000 (ARC Linkage Projects funding scheme, over four years)

**Recipient:** Institute for Biotechnology of Infectious Diseases

### Bacterial filamentation as a survival strategy: a goldmine for the discovery of new cell division regulators

**Funding:** \$300,000 (ARC Discovery Projects funding scheme, over three years)

**Recipient:** Department of Medical and Molecular Biosciences

### Novel technologies to resolve the role of organic matter on iron chemistry and bioavailability in the South Pacific Ocean

**Funding:** \$290,000 (ARC Discovery Projects funding scheme, over three years)

**Recipient:** Department of Environmental Sciences

### Choice experiments to improve predictive power for policymakers

**Funding:** \$155,000 (ARC Discovery Projects funding scheme, over three years)

**Recipient:** Department of Mathematical Sciences

### Near infrared (IR) laser dyes for latent fingerprint detection

**Funding:** \$106,500 (ARC Linkage Projects funding scheme, over four years)

**Recipients:** Centre for Forensic Science (with the Australian Federal Police)

### Preventing asbestosis and mesothelioma

**Funding:** \$81,000 (John T Reid Charitable Trusts)

**Recipient:** Institute for Biotechnology of Infectious Diseases

The development of strategic partnerships with industry and others was a central objective for the faculty. These included:

- > negotiating a memorandum of understanding between UTS and electronic and bio-analytical measurement company Agilent, and establishing a chair in analytic chemistry (supported by Agilent)
- > creating a forensic internship scheme for five UTS students with the New South Wales Police Force
- > negotiating a memorandum of understanding with the New South Wales Government's Department of Environment, Climate Change and Water for various partnerships
- > continuing strategy development with the Sydney Institute of Marine Science, of which UTS is a member. SIMS was awarded a \$19.5 million grant from the Education Investment Fund announced in the federal budget in May, adding to the \$1.2 million from the NSW Government and the Ian Potter Foundation announced in February.

Another key objective in 2009 was to consider improvements to ensure the development of high-quality research students. To achieve this the faculty ran workshops to improve student retention, implemented assessment processes to keep research projects on track, and budgeted to provide support and access to students in need of facilities.

## External activities

Research was also a focus of the faculty's external strategies, and was at the heart of the development of its relationship with the university's community relations arm, UTS Shopfront. A number of potential projects were discussed during the year, centring on potential collaborations with community groups and the faculty's departments of mathematical sciences or environmental sciences.

The faculty also managed its own community involvement through such activities as the Ultimo Science Festival, high school outreach programs and industry-focused events.

Engaging the Sydney community through outreach and marketing was the core objective of the faculty's involvement in the Ultimo Science Festival, held in conjunction with the Powerhouse Museum, the Australian Broadcasting Corporation and TAFE NSW. The faculty arranged a number of events for high school students and a public talk on the Great Barrier Reef.

Of equal importance was the faculty's engagement with industry to develop multi-faceted partnerships. One initiative in 2009 to create awareness of its researchers' activities and encourage collaboration was the first dean's lunch held in September. This involved 14 external health industry partners.

The faculty also engaged with the international community to showcase its teaching and research facilities and its courses. During the year more than 60 international guests visited the faculty from Asia, the Middle East, Europe and North America.



High school students taking part in a tour of the faculty's laboratories during the Ultimo Science Festival.

Photo: Jayne Ion

# STUDENTS

## Our student profile

International and postgraduate student numbers increased soundly this year as we exceeded our expected performance in student enrolments.

This year, despite the global financial crisis, we anticipated stronger international demand for our postgraduate courses. For this reason we continued our efforts to increase international undergraduate enrolments to balance out the performance in international postgraduate enrolments, with funding provided for student recruitment strategies in India and the United States.

In 2009 we had our second consecutive annual increase in onshore international coursework students, resulting in our highest ever international student load of 5716 (equivalent full-time student load).

Domestically, we allocated funding to enhance marketing to postgraduate students and to improve service delivery. Again, postgraduate enrolments jumped to a total of 12,000 (by headcount) — a significant improvement on 2008. We believe that this is partly due to a general upswing in postgraduate education as people return to study in the wake of the global financial crisis.

Our total student enrolment in 2009 was 23,668 (EFTSL), exceeding our target

of 23,097. This increase also included Commonwealth-supported students.

Our number of domestic higher research degree students fell significantly below our target of 675 EFTSL. This was partly due to different student load reporting standards, as well as to a continuing attrition rate of research students. As a result completions are at record levels.


## Future plans

In managing our student enrolments and maintaining the strong performance of 2009, next year we:

- > will continue to work at improving our competitive position in the postgraduate market
- > expect more modest growth in international enrolments: poor global economic performance, the strong local dollar, and student visa changes are expected to temper international demand
- > will expand our efforts to attract international research students.

The federal government has announced that by 2025 it wants 40 per cent of 25–34 year olds to hold a bachelor's degree. Such an increase is likely to have implications for future management of our student load, and will be a focus of discussions between higher education providers and the government in 2010.





In 2009 we had our second consecutive annual increase in onshore international coursework students.

## Student load by fee type\*

	2005	2006	2007	2008	2009
<b>Category</b>					
Commonwealth supported	12,794	13,250	13,422	14,012	14,563
Domestic full fee	2485	2449	2541	2662	2826
International full fee	6016	6629	5751	5330	5716
Research (funded)	703	711	687	653	475
Unfunded	0	0	0	0	88
<b>Total</b>	<b>21,998</b>	<b>23,039</b>	<b>22,400</b>	<b>22,656</b>	<b>23,668</b>

\* All figures are equivalent full-time student load (which is calculated based on credit points taken as a percentage of standard full-time credit point load).

## Supporting our students

There are many ways in which we offer assistance and support to our students, ranging from our efforts to maintain a sociable, engaging university experience to direct scholastic support for those in need.

Some particular initiatives in 2009 included the funding of a pilot English language and communication project run by the university's ELSSA Centre. The project — involving a post-enrolment language assessment of a sample of UTS students — will inform the development and

introduction of educational strategies aimed at improving all students' written and oral communication skills, helping to strengthen what we regard as a key graduate attribute of UTS students.

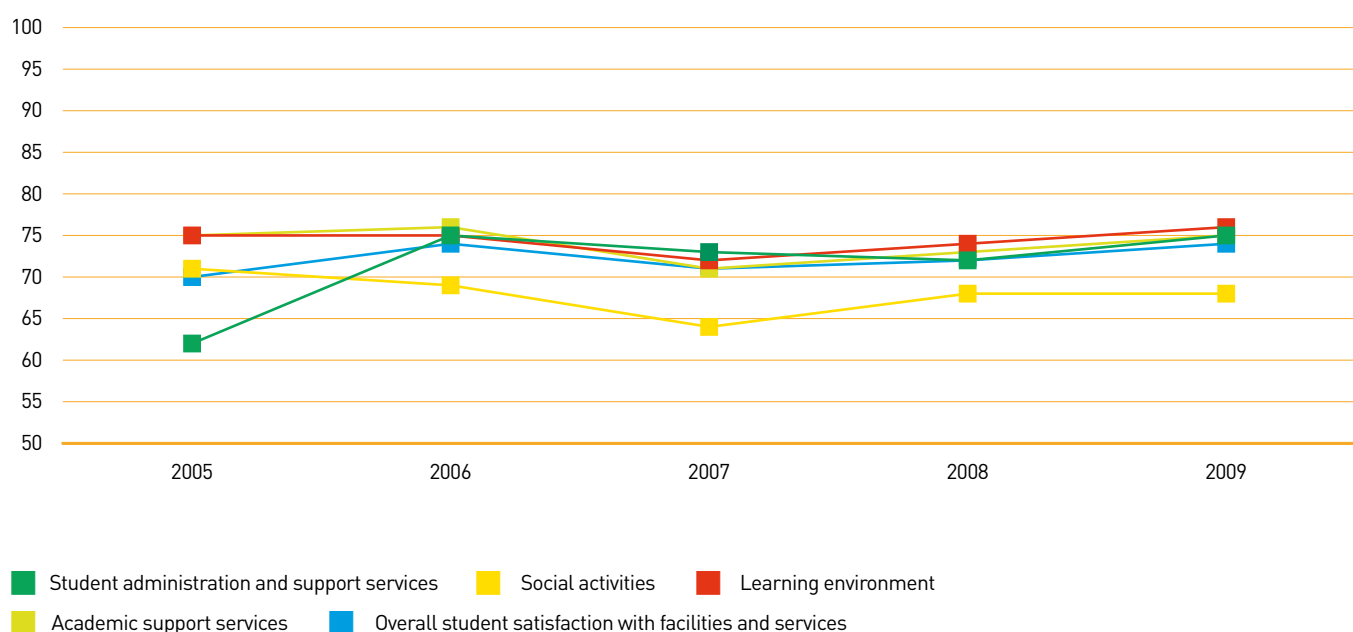
Funding was also provided to extend our peer-assisted learning program to all faculties. This program targets subjects that students are known to find difficult, and offers support through weekly groups, collaborative learning and development of study skills. Results have proven that regular participants in the program perform better than non-participants.

## Reaching out to students

UTS intensified its focus on widening the participation in higher education of students from low socioeconomic backgrounds, and providing the environment and services they need to succeed. This renewed push is in line with significant federal government policy and budget commitments.

In keeping with this focus, the university introduced five new Vice-Chancellor's Merit Scholarships for students in financial need who demonstrate academic excellence.

## Key performance indicator — Student satisfaction with facilities and services (%)



In 2009 we had an increase in student satisfaction in all areas except social activities, which remained stable compared to last year.

Further information on our key performance indicators is available on pages 64–5.

We also continued to reach out to high school students with a range of activities including the U@UTS one-day university 'taster', attended by 180 year 10 students. Reaching out to high school students was also the aim of the hands-on days run by the Faculty of Engineering and Information Technology and the Faculty of Science. These days are designed to encourage young women to consider non-traditional areas of study. The events attracted over 200 students from secondary schools, including 15 from rural schools linked with the Country Education Foundation of Australia.

Another successful program was the 'Make it Reel' cineliteracy summer school program, designed to help year 9 and 10 students improve their literacy skills through making short films. Students from 10 priority-funded high schools took part in the program.

## Listening to students

There are a number of key areas within the university that deal with student issues, complaints and needs. These are principally the Student Administration Unit, the Student Services Unit, the Student Ombud and the Equity and Diversity Unit.

Very few formal complaints were received by the Student Administration Unit this year. The unit dealt with 19 complaints, most of which were in fact queries and were resolved on the spot without the need for any change to services.

Key processes that changed as a result of the issues raised by students related to improvements in scheduling of exams to better support the safety of students and fraud detection training for staff in the Student Administration Unit who deal directly with coursework applications.

The Student Ombud had 13 formal requests for assistance during the year, mostly relating to academic and administrative matters.

In response to requests over the years, the ombud took an opportunity to become involved in the review of the policy and procedures for the assessment of coursework subjects.

This review covered querying marks/grades for assessment tasks, re-marking and resubmission, and reviewing final assessment results: these three areas had been the sources of requests for assistance over a number of years.

Following the review, in December the Academic Board approved revised policy and procedures for the assessment of coursework subjects. It is anticipated these revised policy and procedures will assist students with addressing their queries, and assist staff in their handling of student queries concerning subject assessment.

The Equity and Diversity Unit is a contact point for students with concerns or complaints involving discrimination or harassment. In most cases staff assist students to resolve matters themselves. Only very few cases go on to a formal investigation phase.

Overall, the unit dealt with 16 student complaints in 2009. Eleven were enquiries only and five involved formal investigations.

In 2010 the unit is scheduled to review the operation of the university's student complaint procedures, in consultation with the Human Resources Unit and other relevant areas.

## Student sporting achievements

- > Michael Mercieca, a first-year Bachelor of Engineering student, was named 2009 New South Wales Senior Men's Artistic Gymnastics Champion, and a member of the men's national junior squad.
- > In the Australian Formula 3 Championship, Thomas Tweedie won both the National Class Championship and Graham Watson rookie of the year award in convincing fashion with 12 class wins and three outright podiums from 16 races. He also competed in the European F3 Championship. Thomas is enrolled in a Bachelor of Business.
- > Ashleigh Dean and the Australian Women's Softball Team won the Southern Cross Challenge, held in New Zealand. Ashleigh was named right fielder in the all-star team. Ashleigh, who is studying a Bachelor of Information Technology, was also selected to travel with the Australian team to compete in the Japan Cup in Tokyo.
- > Kayle Leathem was offered a full NSW Institute of Sport Scholarship for water polo. Kayle, a Bachelor of Education student, was a member of the Australian Youth Olympic Team who won Silver at this year's Youth Olympic Festival.
- > Nursing student Joanne Brigden-Jones won the NSW Institute of Sport's academic excellence award in November. Joanne is the Australian K1 500 metres Kayaking Champion.



Bachelor of Engineering student Michael Mercieca (right) was named 2009 New South Wales Senior Men's Artistic Gymnastics Champion. Photo: UTS Union.

# STAFF AND RESOURCES

A range of workforce challenges resulting from an ageing workforce, labour shortages and competition for highly skilled talent continue to affect organisations globally and locally, including UTS.

Our Human Resources Unit partnered with faculties and units to identify priorities and strategies to meet these challenges and maintain an effective workforce. The areas of workforce planning, attraction and recruitment of new staff, and continuing to build engagement with current staff, were priorities for 2009.

## Staff engagement

One of our key performance indicators is the level of staff engagement as measured through our staff survey. In August we conducted a second staff survey with 64 per cent of continuing and fixed-term staff responding along with 196 casual staff.

The 2009 results were benchmarked against a selection of 24 participating Australian universities and more than 1000 other organisations across a wide range of industries.

Our overall engagement score exceeded the universities' benchmark, and other results demonstrated significant improvements

in the level of staff understanding of and commitment to the university's direction and objectives.

Staff also reported increased confidence in the university's management of change and innovation and of recruitment and selection. Job satisfaction and teamwork continued to be rated very highly. While there are still a range of areas where staff were less satisfied, none of the results decreased by a statistically significant value from the previous staff survey in 2007.

## UTS values

To achieve our purpose as stated in the UTS Strategic Plan 2009–2018, we are building on the characteristics that have served us well over the previous two decades, such as being a friendly, fair and positive place to work, with a strong emphasis on being collaborative, innovative and performance-oriented as we move into our third decade.

The UTS values, enshrined in the new strategic plan, guide the performance of the university as a whole, both in the achievement of our strategic objectives and in the conduct of our everyday business. They are intended to guide the interactions of staff with each other, with our students and with the wider community.



Image: Artist's impression of the new multipurpose sports hall by PTW Architects.

In 2009 we began an exciting new phase of campus development with design of a cutting edge building on Broadway and approval to build accommodation on campus for 720 students as well as a multipurpose sports hall.



These values are a group of positive statements that are deliberately unique, reflecting our distinctive culture. The process of fully implementing the values is a journey we began in 2009 but which will unfold over the coming years as they are translated into the everyday behaviours that are relevant to the wide range of our work. Initial steps included:

- > building values-based behavioural expectations into the work-planning feedback and development programs tailored to specific work groups
- > developing a toolkit for managers to assist with staff discussions regarding the implementation of the strategic plan, including the values
- > running a range of learning and development and wellbeing programs that support the values.

## Focus on strategic priorities

We are currently conducting a multi-year review of future options for academic career pathways in our workforce planning and participating in the Australian Technology Network of Universities' Workplace Productivity Project reviewing pay and career structures.

This involves an examination of the likely nature of academic work in 2013, identifying future academic roles, career pathways, reward mechanisms and subsequent human resources strategies. These projects are ongoing.

To support high-quality teaching and learning outcomes across the university, we have implemented a range of support initiatives for casual academic staff, including induction and web-based information resources, continuation of the casual academics conference and a range of policy and practice adjustments.

In support of our research investment plan we have conducted international recruitment and orientation of a number of new high-calibre researchers, and we are reviewing our human resources strategy, policies, processes and enterprise

agreements to support the attraction and retention of high-performing research academics.

This includes building the UTS business intelligence portal to incorporate staff data with research data to facilitate the measurement of research KPIs. The portal provides management information to UTS decision makers and data with which we measure the achievement of strategic goals and benchmarks. To support our research goals, we also developed a generic set of objectives and performance indicators for use in work planning and review by associate deans (research) and research directors.

## Staff profile of the future

To build the capabilities of our people and processes to sustain and improve performance into our third decade and beyond, we have undertaken a workforce planning project to develop target workforce profile scenarios for 2013.

This involved supply and demand forecasts for staff numbers, roles, career paths and capabilities, and the identification of gaps. We are currently examining these gaps across the university and working with faculties and divisions to develop human resources strategies to fill them.



A residential tower will rise from the existing Building 6 podium, providing 720 student beds.

Image: Artist's impression by architects Nettleton Tribe with Lacoste and Stevenson



### Number of staff (headcount)

	2006	2007	2008	2009
Academic	868	874	890	933
Support	1,315	1,230	1,256	1,345
<b>Total</b>	<b>2,183</b>	<b>2,104</b>	<b>2,146</b>	<b>2,278</b>

## The legislative framework

In 2009 there were a number of changes to the legislative framework within which we operate. These included:

- > the *Fair Work Act 2009* (Cwlth), which replaced the *Workplace Relations Act 1996* from July. Parts of the new Act commenced operation in 2009, with the remainder, including the national employment standards, due to commence 1 January 2010
- > the Australian Industrial Relations Commission's establishment of two new modern awards as part of the new national workplace relations system: one covering academic staff and the other covering support staff. These awards will apply from 2010, although the terms and conditions of employment for staff at UTS are found in our enterprise agreements
- > amendments made by the *Migration Legislation Amendment (Worker Protection) Act 2008* in September 2009, which resulted in changes to the sponsorship framework for certain visa classes and new records requirements for all staff in relation to evidence of their 'right to work' in Australia status
- > a range of superannuation taxation changes arising from the federal budget.

Our Human Resources Unit conducted reviews of a number of employment instruments, contracts of employment, information and processes for staff, to ensure UTS compliance with new and amended legislation. These included:

- > a new offer of employment letter and employment contracts
- > new directives, procedures and guidelines, including:
  - > Outside Work Directive (replacing Outside Work Policy and Directive)
  - > Annual Academic Promotion Guidelines
  - > Intellectual Property Policy

- > Fraud and Corruption Prevention and Protected Disclosures Policy (replacing Policy on Reporting Corrupt Conduct, Maladministration and Serious and Substantial Waste within UTS)
- > Authorisations for Human Resources Delegations
- > Professional Experience Program
- > negotiating the next UTS collective agreements, which cover the employment conditions and arrangements for academic and support staff reflecting the requirements of the *Fair Work Act 2009* — these agreements have been under negotiation since 1 July 2009
- > updating our processes for obtaining and recording the 'right to work in Australia' status of all staff, including those employed on a casual basis
- > updating our options and information for staff in relation to salary packaging of a range of items, including superannuation and motor vehicles.

## Safety and wellbeing

Our key focus has been building awareness about safety and wellbeing rights and responsibilities among staff and managers, which has involved:

- > mandating safety training for supervisors, focusing initially on high-risk faculties
- > running a 'mock court' for supervisors to highlight responsibilities for safety risk management
- > improving information sources for staff and students, such as producing an animated film (with Faculty of Design, Architecture and Building students), videos on 'setting up your computer workstation' and 'easy office stretches', new brochures, and continuing the rollout of environment, health and safety essentials training for all staff.

Other priorities for 2009 were:

- > integrating safety risk management into curriculum and research project management and approvals
- > implementing the recommendations from an external audit of health and safety at UTS
- > developing and implementing a wellbeing program targeted at the prevention of a range of health risk factors identified by staff.

## Women at UTS

The Women@UTS program promotes professional development and a supportive, inclusive environment for women. The program was reviewed during 2009, with a range of recommendations scheduled for assessment and implementation during 2010.

In 2009 around 40 per cent of all female staff participated in some form of Women@UTS activity. Research, career and leadership programs enjoyed strong attendance and positive feedback.

Prominent guests spoke on women's issues at various Women@UTS events, including Dr Dawn Casey, Director of the Powerhouse Museum; Elizabeth Broderick, Federal Sex Discrimination Commissioner from the Australian Human Rights Commission; and Associate Professor Marion Baird. At a UTS seminar addressing issues facing Muslim women in non-Islamic societies, speakers included UTS graduate law student from Afghanistan and UNIFEM Peace Scholarship recipient Shahnaz Rafi Gawhay.

Both the university and its staff were recognised in major gender equity-related awards. Our Vice-Chancellor, Professor Ross Milbourne, was named Leading CEO for the Advancement of Women in the Equal Opportunities for Women in the Workplace Agency Business Achievement Awards; while UTS was again named a Best Practice Employer of Choice for Women in the 2009 EOWA awards.

## Promoting Indigenous employment

Initiatives focusing on all aspects of Indigenous participation in UTS — as staff, students and in terms of Indigenous cultural awareness across the university community — remained a focus in 2009.

Wingara, the UTS Indigenous Employment Strategy, continued, and a six-month career coaching program to support career planning and progression for the university's Aboriginal and Torres Strait Islander employees was launched. The UTS Indigenous Staff Network and the Indigenous Women's Network each met three times during the year.



Professor Larissa Behrendt, lawyer, author, Indigenous activist and research director of Jumbunna Indigenous House of Learning, was named Indigenous Person of the Year at the 2009 national NAIDOC awards. Professor Behrendt was also honoured with the UTS Alumni Human Rights Award in 2009.

Photo: Matthew Duchesne/Milk & Honey

## Disability employment, access and awareness

A comprehensive new UTS Disability Action Plan, addressing the needs of both students and staff with a disability, was endorsed in preparation for its official launch by Professor Ron McCallum, AO, Rapporteur to the United Nations Disabilities Convention, in early 2010.

Ensuring that our built environment is accessible for people with disabilities is now embedded in future building plans, thanks to a strategy and communication plan developed by the UTS Accessible Environments Advisory Group.

Five mental health awareness workshops were conducted by the Student Services Unit with assistance from the Equity and Diversity Unit, and two courses promoting awareness and understanding of deaf culture and Auslan were also run through the Equity and Diversity Unit.

Our strong focus on disability employment continued, and was externally recognised. We were awarded the Commonwealth Rehabilitation Service (CRS) Hall of Fame Award, and UTS employee, Dr Elysebeth Leigh, received the CRS Champion Award for her outstanding commitment to providing employment and support to people with a disability. The university was also a finalist in the 'Employment and Inclusion of People with a Disability' category of the national Diversity@Work Awards.

## Shaping our campus

A large-scale expansion and redevelopment of the UTS City campus will commence in 2010. The announcement of the Broadway building, to be purpose-built for the Faculty of Engineering and Information Technology, with its visually arresting exterior design, was perhaps the most significant campus development in 2009.

It is likely to be the most readily identified aspect of our City campus masterplan, which was created in 2008 with the objective of transforming our city locations into a connected, environmentally sustainable, technology-based campus.

Issues addressed in the plan include the fragmented nature of the existing campus; the need for upgraded teaching, learning and research facilities; and expected growth in the number of students and staff in coming years.

The plan accommodates several new buildings, new 'creative spaces', a new learning commons and more student accommodation.

We also completed architectural design briefs for extensions to Buildings 1 and 2 and refurbishments of internal spaces in those buildings. In September we launched a design competition, seeking expressions of interest for this project.

Construction commenced in late 2009 of a new student housing tower at the rear of the existing Peter Johnson building in Harris Street (Building 6) and of a multipurpose sports hall under Alumni Green at the rear of the Tower building.

The new student housing tower, lodged between an apartment complex and the Australian Broadcasting Corporation's commercial tower, will rise from the existing Building 6 podium. The provision of accommodation for 720 students, spread across the 13-level tower, will help to resolve UTS's longstanding lack of on-campus student accommodation. To build the new tower, the university will extend the existing Building 6 podium to create new teaching, learning and social spaces for staff and students.

On a smaller scale, but also affecting the student experience in 2009, were upgrades to student leisure spaces in the Tower building and in areas of the Haymarket section of the City campus.

At our Kuring-gai campus, in Sydney's north, there has been little development news since the New South Wales Government approved our concept plan for the campus and agreed to rezone it to be open to use as a commercial, residential and educational site. We proposed an amendment to the Kuring-gai campus concept plan in November to retain the campus gymnasium — a popular amenity. In late December the New South Wales Minister for Education and Training Verity Firth approved the sale of part of the campus and expressed an interest in acquiring the existing educational component of the site. However, we will continue our educational activities there until at least 2014.



## Broadway building

The new home of the UTS Faculty of Engineering and Information Technology will be one of the most remarkable buildings in Sydney.

Located next to the Tower building on Broadway between Wattle and Jones streets, we believe the iconic building will be a 'gateway' to the campus and the city's southern central business district.

Angled, semi-transparent 'binary screens' will envelope the building and provide a dramatic urban presence. These aluminium sheets will be perforated with a series of zeros and ones (binary language), that will translate to read 'University of Technology Sydney Faculty of Engineering and Information Technology'.

The design positions the building as a single, sculptural object. 'Gills' creased into the aluminium sheets will cut into the building's facade, adding to the organic effect of the building created by the skin-like appearance of the screens, to make the building appear as a living, breathing structure.

The building's floor levels will be concealed within the skin and broken by a crevasse-like atrium through the entire length of the building, giving pedestrian access and connecting with the surrounding locality. Floors on either side of the building will be linked by bridges and stairs.

The atrium will provide a great deal of light and fresh air, and all learning, research and social spaces will be positioned around it.

The design targets a minimum five-star Green Star rating, with an energy-saving strategy expected to deliver a 30 to 45 per cent energy saving over benchmark tertiary educational buildings with similar functional spaces.

The \$170 million building will provide 12 levels of research laboratories, lecture theatres, seminar rooms, teaching laboratories and academic offices. Sustainable technology will be integrated into the building, which was designed by Australian architectural firm Denton Corker Marshall, which has created museums, embassies and courts around the world.

Image: Artist's impression of the Broadway building by architects Denton Corker Marshall.

# EXTERNAL ACTIVITIES

As a university of technology it is essential that our teaching and research remains relevant to the business community.



## Involving industry

We have a strong record of collaboration with industry. As a university of technology it is essential that our teaching and research remains relevant to the business community.

Our relationships with industry are based on mutual benefit: industry gains access to talented graduates, innovative thinking and continuing education for their employees; while our academics thrive on addressing real-world issues and gaining external funding and support.

Our faculties are at the centre of these relationships. Faculties gain valuable input from industry partners through their external advisory networks, where industry contribute to faculty strategy, course development, marketing, funding and external links. Industry also participates in faculty events, funds scholarships and partners in research projects, events and consulting. (Further information on faculties' activities with industry is provided in the 'Faculty reports' section of this volume of the annual report.)

Building on our strong reputation as a university 'excellent to do business with', we aim to be easily accessible to outside partners, understanding their needs to help us shape the future.

In 2009 we strengthened our partnerships with a range of organisations, including Kimberly-Clark Australia, Agilent, IBM Australia, the Australian Broadcasting Corporation, the Australian Federal Police, Deloitte Touche Tohmatsu, Freehills, Ernst and Young, Westpac Banking Corporation, Telstra and Elsevier Australia.

Some of these organisations will be among a select group comprising the new Vice-Chancellor's Industry Advisory Board, modelled on those set up by faculties, which will operate on a university-wide level. This board will convene in 2010 and will be chaired by a high-profile chief executive officer.

## Participating in the community

### UTS Shopfront

A major university focus for community activity is UTS Shopfront, a university-wide program that acts as a gateway for community access to the university. It links disadvantaged and under-resourced community groups to university skills, resources and professional expertise.

Shopfront oversees community-based projects and research carried out by students through their coursework under the supervision of academics. In this collaborative arrangement, students and community groups are involved in all facets of a project's development and implementation. (Further information on faculties' community activities is provided in the 'Faculty reports' section in this volume of the annual report.)

In 2009, Shopfront oversaw 34 projects to completion. These included plans for such organisations as Arts Access Australia, design projects for advocacy groups such as Enough is Enough Anti-Violence Movement, and research and evaluation reports for several organisations including the New South Wales Aboriginal Lands Council.

Shopfront also has a scholarly and international focus and is involved with several publications and groups focused on community.

Publications in 2009 included the monograph *Technology's Refuge*, by Linda Leung, Cath Finney Lamb and Liz Emrys about the use of information communication technologies by refugees; the book *Making Meaning, Making Money: Directions for the Arts and Cultural Industries in the Creative Age*, edited by Kate Oakley and Shopfront's Lisa Andersen; and the second volume of *Gateways: International Journal of Community Research and Engagement* — a special edition on social responsiveness in South Africa. (*Gateways* is edited and managed by Shopfront and the Centre for Urban Research and Learning at Loyola University in the United States.)

Shopfront also participated in the Global Alliance on Community-Engaged Research with 14 international universities. The alliance presented at a UNESCO conference in July.



Ross Gittins with Rose Clements from Microsoft and Alec Bashinsky from Deloitte at the alumni panel event 'Where will you be in 10 years?'

Photo: Matthew Duchesne/Milk & Honey

### Talks and events

The university hosted a range of public talks and events throughout the year for UTS and the external community to share and discuss ideas in a public forum in the spirit of free inquiry. These talks included the university-wide public talks series UTSpeaks and the university library's 'markets forum'.

The Institute for Sustainable Futures held Australia's only large-scale public climate change conference this year, and attended the community-focused World Wide Views on Global Warming conference in Copenhagen.

The markets forums featured Dr Nick Lomb, curator of astronomy, Sydney Observatory, discussing the history of Australian astronomy; Gerard Ryle, news editor, *The Sydney Morning Herald*, on his stories about the controversial Firepower company; and Dr Anita Heiss, author, poet, satirist and social commentator, speaking about the role of literacy in determining the futures of young Indigenous Australians.

Other events we hosted included exhibitions by the UTS Gallery, such as 'Beyond visibility: light and dust', which celebrated the International Year of Astronomy.

### Awards

At our spring graduation ceremonies we conferred honorary doctorates on our Chancellor, Professor Vicki Sara, in recognition of her distinguished contributions to science and research, and the Hon. Michael Kirby, AC CMG, for his distinguished contributions to Australian and international law and human rights and equal opportunity.

Professor Sara has been Chancellor of the university since 2005. She was previously the Australian Research Council's chief executive and has held senior roles at other Australian universities, and conducted scientific research in endocrinology.

Former High Court of Australia Justice Michael Kirby was awarded a Doctor of Laws (*honoris causa*). Mr Kirby was a justice of the High Court of Australia for 13 years and has served on several national and international commissions and worked as a representative for the United Nations.

External acknowledgement was given to Professor Larissa Behrendt, research director of the university's Jumbunna Indigenous House of Learning, who was named Indigenous Person of the Year at the National Aboriginal and Islander Day Observance Committee awards for her contribution to the lives of Indigenous Australians and in recognition of her research and advocacy on Indigenous issues.

## Reaching out to alumni

In 2009, there were some major developments in the university's alumni relations program. A particular highlight was the launch in July of *TOWER*, the university's new magazine for alumni. The magazine includes input from current students studying journalism, visual communications and design, and from graduates of all backgrounds. *TOWER* will be produced twice each year from 2010.

Through such communications we aim to maintain strong connections with our alumni. Approximately 150,000 UTS graduates can be found working worldwide — many in senior leadership roles — across the professions, in government, private business, the arts and the community sectors.

Aside from our communication program, we engage with alumni and involve them in the life of the university through a range of alumni-specific events and activities.

An exhibition showcasing the achievements and contributions of a range of graduates was launched in October 2009. This exhibition, held in the university's Tower building, was designed to celebrate the impact and diversity of graduates of the university, and was timed to coincide with the annual UTS Alumni Awards. At a special ceremony, the Chancellor's Award for Excellence was presented to Greg Poche for his ethical approach to

business and for his outstanding service to the community through philanthropy. Mr Poche graduated from UTS in 1979 with a Bachelor of Business and is credited with building one of Australia's most successful transport companies. He is renowned as a businessperson of integrity and remains one of the foremost leaders in Australian enterprise.

Other major alumni events took place throughout the year, including a reunion of senior alumni from the Faculty of Engineering and Information Technology and the Faculty of Science, to coincide with a special exhibition at Sydney's Powerhouse Museum.

The UTS Chinese Alumni Network was launched, offering graduates of all backgrounds an opportunity to connect with Chinese culture, language and history. The activities of this group will be closely aligned with those of our China Research Centre as the network matures.

Other highlights included the involvement of our Malaysian alumni chapter in a fundraising event for cancer research in Kuala Lumpur, successful alumni reunions in Hong Kong, Shanghai and Kuala Lumpur, academic speaker events in several locations for graduates in China, and the presentation of the Young Australian Alumnus of the Year Award to UTS law graduate Martyn Huckerby at the inaugural Australia China Alumni Awards Ceremony in Beijing.



UTS graduate Genevieve Clay, winner of this year's Tropfest, speaking at our alumni awards.

Photo: Matthew Duchesne/Milk & Honey


## Highlights

- > Industry was widely represented at our careers fair, an annual event for final-year students to meet with potential employers. Approximately 120 companies participated in the fair, including Bloomberg, IBM Australia, KPMG, Qantas Airways, Suncorp-Metway and Sinclair Knight Merz.
- > Our Australia-China business leaders' forum in March saw chief executives of Chinese companies meet their Australian counterparts over a discussion of business culture and how to better work across nations.
- > Within our business faculty, we offered a panel presentation 'Do Australian business systems fail our best people?'. Future Fund Board of Guardians chair David Murray and Deloitte Touche Tohmatsu Australia chief executive Giam Swiegers debated this issue.

# GOVERNANCE

Council focused on three central issues this year: the higher education landscape over the next 10 years, the federal government's response to the Bradley review of higher education, and ongoing development of the City campus masterplan.





Our guiding legislation is the *University of Technology, Sydney, Act 1989* (NSW) (the UTS Act), which prescribes our purpose, functions and governance.

Responsibility for governance of the university rests with the UTS Council, chaired by the Chancellor.

Council was established by the UTS Act and has powers and functions that include management and control of the university's affairs, concerns and property. The Council's primary responsibilities include approving the university's purpose, strategic direction and business plan (annual budget, performance targets and strategic priorities). The Academic Board, also established by the UTS Act, plays a major role in the academic governance of the university, including mapping our long-term academic direction and developing academic policy.

Council has delegated many of its operational functions to the Vice-Chancellor and senior executive. It has also established

several committees and liaison groups to provide it with expert advice on major areas of activity.

Council focused on three central issues this year: the higher education landscape over the next 10 years, the federal government's response to the Bradley review of higher education, and ongoing development of the City campus masterplan.

Each of these issues had far-reaching implications, requiring strategic consideration and long-term planning.

At its annual retreat, Council spent time considering the next 10 years. The retreat focused on the anticipated landscape of higher education in light of the recommendations arising from the Bradley review, and on the strategic issues that were expected to arise for UTS as a result of the new landscape.

Council's 2010 retreat, to be held in March, will focus on the university's research, international and external relations strategies and equity initiatives.

## Government impact

The federal government's response to the Bradley review was the most significant development in Australian higher education in 2009.

This response, as well as the government's report on the Review of the National Innovation System and the 2009 federal budget, set the teaching and learning and research landscape for Australian universities for the next five to 10 years.

Of the many significant initiatives announced, the indexation of federal government higher education funding was particularly noteworthy. Funding will now be maintained in real terms, increasing with our costs, from 2011 for teaching and 2012 for research. This means that in future we can rely less on student fees as a supplement to funding.

From 2012, additional funding will be available for teaching and learning through compacts performance funding, and from 2010 for universities' low socioeconomic student load.

Compacts are expected to become key to university funding. They are specific agreements between individual universities and the government about the university's purpose and performance levels.

These plans to change university relations, funding and how universities populate courses are complemented by the further-reaching aim of ensuring that 40 per cent of 25–34 year olds have a bachelor's degree by 2025. While this may seem far off, the planning implications are immediate.

In 2009, 34.6 per cent of people in that age group held a bachelor's degree, so there is some way to go in fulfilling that target, which has implications for the size and scope of universities.

## Reviewing our effectiveness

Council has adopted a framework for regular review of the effectiveness of the university's governance. The framework comprises a four-year cycle of internal and external audits, external reviews and annual self-evaluations. A governance audit was conducted early in the year by the university's Planning and Quality Unit. The audit was based on the Better Practice Guide published by the Australian National Audit Office.

The audit found that our governance arrangements complied with legislative and regulatory requirements and were consistent with the National Audit Office's protocols for boards subject to the *Commonwealth Authorities and Companies Act 1997* (Cwlth), taking into account the differences in the higher education sector.

In 2009, Council also commissioned an external consultant to review the effectiveness of its governance. The consultant's report will be provided to Council in 2010.

Council also continues to undertake an annual evaluation of the university's compliance with the National Governance Protocols. In 2009, Council was satisfied that, as in previous years, the university complies with all 11 protocols.

## Membership of Council


In accordance with the UTS Act, Council comprises:

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

In addition to the provisions of the UTS Act that are intended to ensure the ethical behaviour of its members, Council has adopted its own code of conduct by Council members. The code was reviewed last year by the Council's Governance Committee.

**A set of governance principles has been adopted by Council — a framework to be applied at all levels of the university's governance. The principles are to:**

- > focus on the university's purpose and goals
- > perform effectively in clearly defined roles and responsibilities
- > promote and act in accordance with UTS guiding principles
- > make informed, transparent decisions within UTS accountability systems
- > develop the effectiveness of the UTS Council and others responsible for governance
- > recognise and engage the relevant interests of the university's stakeholders.

A photograph of a modern university interior. The space is characterized by large, colorful spherical pendant lights in shades of purple, blue, yellow, and red, which are illuminated from within. The ceiling is made of concrete, and the walls are also concrete. In the foreground, there are white cubicles with posters on them. In the background, several people are sitting at tables, some working on laptops. The overall atmosphere is bright and contemporary.

The university's governance framework includes by-laws, rules, policies and directives, delegations and standing orders. Specific committees, boards and working groups have been established to exercise decision-making authority in certain areas.

## Members of Council



### Chancellor

- 1 Professor Vicki Sara**, BA(Hons), PhD (Sydney), DOC (Karolinska Institute), HonDSc (USQ), HonDSc (VU), HonDUniv (QUT), HonDSc (UTS), FAAS, FTSE (15 Dec 2004 – 14 Dec 2008, 15 Dec 2008 – 14 Dec 2012)

### Vice-Chancellor and President

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

### Chair of Academic Board

- 3 Professor Thomas Clarke**, BSocSc (Birm), MA, PhD (Warw); Professor, School of Management, University of Technology, Sydney (18 Mar 2009 – 31 Dec 2010)

### Members appointed by the Minister

- 4 Dianne Leckie**, BBus (KCAE), MEcon (Macq), FCPA, MAICD; Consultant (7 Feb 2002 – 31 Oct 2002, 1 Nov 2002 – 31 Oct 2006, 1 Nov 2006 – 31 Oct 2010)
- 5 Dr Ron Sandland**, AM, BSc(Hons) (Sydney), PhD (UNSW), FTSE (1 Nov 2008 – 31 Oct 2012)
- 6 The Hon. Penelope (Penny) Sharpe**, MLC, Member for Marrickville, NSW Legislative Council (1 Nov 2008 – 31 Oct 2010)
- 7 Russell Taylor**, MBA, GradDipPSM (UTS), GradDipArts (ANU); Chief Executive Officer, NSW Aboriginal Housing Office (1 Nov 2006 – 31 Oct 2008, 1 Nov 2008 – 31 Oct 2012)
- 8 Warwick Watkins**, AMP:ISMP (Harv), MNatRes, DipScAg (UNE), HDA (Hawks), FAPI, Hon FISA; Chief Executive Officer of the Land and Property Management Authority; Surveyor General of NSW; Registrar General of NSW (1 Nov 2002 – 31 Oct 2006, 1 Nov 2006 – 31 Oct 2010)
- 9 Brian Wilson**, MCom(Hons) (Auck) (1 Nov 2006 – 31 Oct 2010)

### External members appointed by Council

- 10 Tim Dugan**, BAppSc (MedRad) (RMIT), MBA (MelbBusSch), GradDipCompSecPrac CSA; Chief Executive Officer, Lifehouse at RPA (1 Nov 2008 – 31 Oct 2012)
- 11 Robert Kelly**, BComm (UNSW), LLB, LLM (Sydney), MBA (UNSW), FCIS, FAICD; Barrister (1 Nov 2006 – 31 Oct 2010)
- 12 Michael Sexton**, SC, LLB(Hons) (Melb), LLM (Virginia); Solicitor General for New South Wales (12 Dec 2005 – 31 Oct 2008, 1 Nov 2008 – 31 Oct 2012)
- 13 Dr Katherine Woodthorpe**, BSc(Hons) (UMIST), PhD (Leic), FAICD; Chief Executive, Australian Private Equity and Venture Capital Association Ltd; Chair, Cooperative Research Centre for Antarctic Climate and Ecosystems; Director, pSivida Ltd; Director, INSEARCH Ltd (1 Dec 2003 – 31 Oct 2006, 1 Nov 2006 – 31 Oct 2010)

### Members of Convocation appointed by Council

- 14 Megan Cornelius**, AM, BA (Sydney), FAICD, FAIM, FACS; Harvard Leadership Program, Australian Institute of Company Directors Diploma; Deputy Chair, National Offshore Petroleum Safety Authority Board; Director, Expertise Australia Group and Expertise Technology Pty Ltd; Fellow of UTS; member, Advisory Board of UTS Key University Research Centre for Innovative Collaborations, Alliances and Networks (14 Apr 2003 – 31 Oct 2006, 1 Nov 2006 – 31 Oct 2008, 1 Nov 2008 – 31 Oct 2012)
- 15 Dr Valerie Levy**, BA (Col), MA (Penn), PhD (Claremont); member, Ethics Committee, Royal Prince Alfred Hospital (1 Nov 1998 – 31 Oct 2002, 1 Nov 2002 – 31 Oct 2006, 1 Nov 2006 – 31 Oct 2008, 1 Nov 2008 – 31 Oct 2010)

### Members of academic staff

- 16 Professor Jenny Onyx**, MA (Well), PhD (Macq); Professor of Management, Faculty of Business, University of Technology, Sydney (1 Nov 2006 – 31 Oct 2008, 1 Nov 2008 – 31 Oct 2010)
- 17 Professor Greg Skilbeck**, BSc(Hons), PhD (Sydney), MAIG; Associate Dean (Research), Professor of Earth Sciences, Faculty of Science, University of Technology, Sydney (1 Nov 2006 – 31 Oct 2008, 1 Nov 2008 – 31 Oct 2010)

### Member of non-academic staff

- 18 Christopher Cahill**, GradDiplnfsys (CSturt); Director, Information Technology Division, University of Technology, Sydney (1 Nov 2004 – 31 Oct 2006, 1 Nov 2006 – 31 Oct 2008, 1 Nov 2008 – 31 Oct 2010)

### Undergraduate student

- 19 Michelle Swainson**, enrolled Bachelor of Communication, University of Technology, Sydney (1 Nov 2008 – 31 Oct 2010)

### Postgraduate student

- 20 Mayank Sharma**, enrolled Master of Business Administration, University of Technology, Sydney (1 Nov 2008 – 31 Oct 2010)

## Senior executives



### Vice-Chancellor and President

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

The Vice-Chancellor is the university's chief executive officer, responsible for strategy, external relations, planning, oversight of senior executive, establishing annual priorities and the overall performance of UTS.



### 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 for the academic operations of the university, strategic planning, target setting, quality assurance, performance reporting and review.



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

**Professor William Purcell**, BCom(Hons), PhD (UNSW), DipJapSt (KUFS)

The Deputy Vice-Chancellor and Vice-President (International and Development) has overall management responsibility for international strategies, international partnerships, relations with industry, community and government, enterprise development and international marketing.



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

**Professor Attila Brungs**, BSc (Hons) (UNSW), DPhil (Oxf)

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



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

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

Major responsibilities of the Deputy Vice Chancellor and Vice-President (Teaching, Learning and Equity) include ensuring an effective teaching and learning environment, developing a university-wide student focus and promoting equity.



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

**Anne Dwyer**, BBus (CSturt)

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



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

**Patrick Woods**, BSc (Guelph), MBA (McM), ACPA, AICD

The Deputy Vice-Chancellor and Vice-President (Resources) is accountable for financial and commercial services, property development, crisis management and building services.

## Council committees

### Audit and Risk

The Audit and Risk Committee advises Council on the effectiveness of the internal audit function, the annual internal audit plan of the university, and the effectiveness of the external audit and management's responsiveness to the findings and recommendations of both internal and external auditors. It reviews and passes comments to Council and its Finance Committee on the university's annual financial statements and other relevant documents. The committee also advises Council on the university's effectiveness in strategic and operational risk management.

### Commercial Activities

The Commercial Activities Committee advises Council on all matters relating to the university's commercial activity, and takes action to assess, approve, monitor and report on UTS commercial activity.

### Equity Reference Group

The Equity Reference Group reports to Council on the university's equity and diversity performance and provides advice on any action that might be taken by Council in terms of the university's equity and diversity policies.

### Finance

The Finance Committee advises Council on matters relating to the distribution, supervision, audit and reporting of university finances and acts on behalf of Council in areas of delegated authority.

### Governance

The Governance Committee advises Council on matters relating to university governance, in particular on the planning and development of Council's skills, knowledge and experience.

### Honorary Awards

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

### Nominations

The Nominations Committee recommends to Council candidates whom Council may either nominate to the minister for appointment as Council members or appoint as Council members.

### Physical Infrastructure

The Physical Infrastructure Committee advises Council on capital development and management matters within the context of the capital works budget as approved by Council on the recommendation of the Finance Committee. The committee oversees a significant program of works related to the City campus masterplan.

### Remuneration

The Remuneration Committee advises Council on the Vice-Chancellor's and Senior Deputy Vice-Chancellor's performance.

### Student/Council Liaison Group

The Student/Council Liaison Group is a forum for UTS students, members of the university Council and UTS senior management to discuss matters of UTS policy and governance relevant to the student body.

## Academic Board review

In accordance with the UTS Act and By-law, the constitution of the Academic Board is prescribed by the UTS Act and its powers and functions are determined by Council. Academic Board is the principal advisory body to the Council on academic matters. As such it is concerned with policy development as it relates to the university's academic programs in teaching, scholarship and research, course approval and accreditation, and community service.

A review of the structure and composition of the board was undertaken during 2008 with the objective of improving the board's effectiveness as a major governance body of the university and enabling it to have a stronger and more direct involvement in the discussion of strategic academic matters.

One of the outcomes of the review was that the board was reconstituted with a smaller membership.

Professor Thomas Clarke was elected to the position of chair of Academic Board from mid-March 2009 to the end of 2010. Professor Clarke has been with UTS since October 1999 and is director of the Centre for Corporate Governance, a joint centre of the faculties of Business and Law.

Continuing its focus on improving the university's academic governance structures, in 2009 the Academic Board undertook reviews of its committees and of the seven faculty boards.

## Adjusting our organisational structure

Following the retirement of Deputy Vice-Chancellor and Vice-President (External Relations) and Registrar Dr Rosalind Dubs, the external relations functions (community, alumni and development) were aligned with our international division, all now reporting to the Deputy Vice-Chancellor and Vice-President (International and Development).

John Hartigan was appointed Registrar, with responsibility for management of student administration, legal services and university governance support within the corporate services division headed by the Deputy Vice-Chancellor and Vice-President (Corporate Services).

Two senior executive appointments were made during the year.

First, at the beginning of the year Professor William Purcell was appointed to the position of Deputy Vice-Chancellor and Vice-President (International), subsequently International and Development following the retirement of Dr Dubs.

Professor Purcell holds a PhD in economics from the University of New South Wales and a Graduate Diploma in Japanese from Kyoto University of Foreign Studies. He has worked extensively in Asia in research and senior executive positions. He was previously deputy vice-chancellor international at the University of Newcastle.

Second, Professor Attila Brungs was appointed Deputy Vice-Chancellor and Vice-President (Research), following the retirement of Professor Susan Rowley.

Professor Brungs has been a researcher in both industry and academia. Prior to his appointment at UTS in September, Professor Brungs was general manager, science investment, strategy and performance at the CSIRO.

Professor Brungs is a Rhodes Scholar with a doctorate in inorganic chemistry from Oxford University, and was a recipient of the medal in industrial chemistry from the University of New South Wales.

## Our policy on whistleblowing

Protected disclosures are specifically governed by the *Protected Disclosures Act 1994 (NSW)*. The Act enables public officials, which includes UTS employees, to make disclosures in confidence without fear of reprisals.

In November, Council approved a revised policy addressing our legal and ethical obligations to prevent, monitor and report fraud and corrupt conduct. The policy sets out a framework for preventing fraud but, should it occur, also for dealing with fraud and corruption risks and for reporting corruption, maladministration and serious waste.

The Fraud and Corruption Prevention and Protected Disclosures Policy applies to all staff. We are committed to ensuring that:

- > all staff know their obligations to behave ethically
- > all staff know how to make a protected disclosure
- > we thoroughly investigate disclosures
- > we minimise fraud
- > we establish a framework to deal with fraud and corruption risks.

The policy sets out the rights and obligations of those making disclosures and those who are the subject of disclosures. It contains strict rules regarding confidentiality and treatment of subjects of disclosures.

# STRATEGY AND PERFORMANCE

This was the first year of our new strategic plan; a plan which sets our vision for the next decade, together with objectives and strategies for the next five years. Our vision is to be a world-leading university of technology.





Our priorities for 2009 were as follows.

### Strengthen the standing of the UTS model of global practice-oriented learning

- > increase practice-orientation in existing courses
- > implement projects to improve students' work-readiness
- > implement pilot project to improve students' English language competence
- > implement appropriate teaching technologies
- > develop cross and multicultural training programs for staff targeted at specific cultures and practices
- > implement best practice external engagement mechanisms across faculties and units

### Increase the scale, quality and impact of research in our discipline fields

- > implement initial research investment plan and other UTS research strengths
- > implement and embed the research threshold KPIs and research performance management focus across all faculties
- > develop and implement initiatives to increase higher research degree completions and quality
- > develop and implement a framework for international research engagement to support UTS research strengths and priority investment research programs
- > target the first major UTS partnerships

### Enhance our strong, inclusive university environment through state-of-the-art learning, research and social spaces, infrastructure and highly responsive services

- > deliver major 2009 projects approved under the City campus masterplan
- > create a structured framework of alumni networks, events and professional development opportunities
- > develop UTS partner university scheme
- > implement customer relationship management concepts and systems

### Build the capabilities of our people and processes to sustain and improve performance into our third decade and beyond

- > review future options for academic career pathways
- > develop improved staff profile forecasting mechanisms through workforce planning and related projects
- > implement revised UTS planning and improvement framework
- > implement critical technology infrastructure and application initiatives to underpin research, teaching and learning objectives
- > update and improve the university's procurement systems, processes and policies
- > implement UTS integrated business intelligence program
- > develop specific faculty and country plans for international student recruitment
- > introduce a structured major gifts program
- > set greenhouse gas emission targets for the university and establish a strategy for meeting the targets

Each faculty and unit aligned their action plans with these strategic priorities in 2009.

## Our planning and improvement framework

During 2009, we focused on establishing a framework for implementing our new strategic plan and for regularly reviewing our performance against the plan. The planning and improvement framework articulates principles to guide all planning and improvement activities at UTS and informs our annual planning, budget and reporting cycle.

The aims of the new overarching framework are to provide structure and context to all levels of planning at UTS and to provide staff with additional resources to manage improvements within their own areas.

Each year we determine a small number of university-wide strategic priorities (see page 63) for future years in line with our strategic plan. Priorities are determined by the university's senior executive, taking into account government policy and the general higher education environment, and our likely risks.

In line with our planning and improvement framework, our strategic priorities now span one to three years. We have incorporated a multi-year approach to the action planning of our faculties, divisions and units.

## Tracking our performance

We have a range of ways in which we measure our performance against the strategic plan. Principally these are our key performance indicators (KPIs), which were revised to align with our new strategic plan in 2009.

Our KPIs track specific areas and determine the level of our performance in that particular area, for example, teaching quality. We set a target for each KPI and review progress each year to determine whether we are meeting those targets. Implementation of the strategic plan is measured in part against these indicators.

We now have five performance domains, with several KPIs in each:

- > UTS reputation
- > learning and teaching
- > research performance and standing
- > university environment and engagement
- > organisational sustainability and capability.

The KPIs map to the 12 reputational attributes stated in the strategic plan, and to the UTS model of learning and teaching as well as the university's values.

To achieve our vision of being a world-leading university of technology, we need to maintain our existing high performance levels in most areas and improve our performance in others.

The accompanying table summarises our performance in 2009, against the internal performance targets we set for ourselves. For those indicators recording an 'of concern' or 'within tolerance' rating, we are devising improvement actions to be incorporated into the relevant faculty and unit action plans for 2010–12.



### Performance rating for 2009 against target

Key performance indicator	Met/ exceeded target	Within tolerance of target	Of concern
1. Reputation with industry, government and professions		✓	
2. Reputation for being 'excellent to do business with'		✓	
3. Domestic market share		✓	
4. Graduate workplace success	✓		
5. Internationalisation of student experiences	✓		
6. Teaching quality		✓	
7. Student equity	✓		
8. Research leadership and recognition	✓		
9. Research outcomes — higher research degree completions	✓		
10. Research outcomes — publications		2009 data not yet available	
11. Research sustainability — external grant income		✓	
12. Student satisfaction with facilities and services	✓		
13. Indigenous student participation			✓
14. Indigenous staff participation	✓		
15. Staff engagement	✓		
16. Staff equity	✓		
17. Operating surplus	✓		
18. Workforce cost sustainability	✓		
19. Greenhouse gas reductions	✓		

Note: This is not a complete set of the KPIs as some are in development.

Our suite of KPIs is under constant refinement as both our strategic direction and the federal government's policy agenda evolves and as new data sets become available. Our performance is benchmarked internally against past trends and forward targets and externally, where appropriate and where comparable data is available, against the Australian Technology Network of Universities and national and international outcomes.

## Managing our risks

The university's procurement, research performance and campus planning were identified as high risks as we looked ahead to 2010, but no area was identified as critical.

Analysis of our research performance indicates a threat to our future positioning and performance generally, in particular our need to achieve a higher level of performance in the science, engineering and technology research domains, which is core to our future positioning.

Achieving a reasonable level of research funding is key to our reputation and affects our ability to attract and retain high-quality academic staff and industry partnerships. Conversely, the attraction and retention of staff at all levels of research endeavour is key to lifting and sustaining our research performance and building our overall reputation. Currently we are at risk of not meeting the targets outlined in our research investment plan.

The primary strategies for the medium and long-term development of our research performance have been agreed and the investment plan was created to boost our major strengths and support further development.

Implementation of the plan is now well underway. Strategies for recruitment of key research talent have been put in place, new skills in international recruitment have been developed or strengthened and new appointments have been completed, with more underway. Key ongoing challenges include retention of our high-performing researchers and continuing to develop internal talent. The plan will continue to be reviewed and renewed and it is anticipated supplemental strategies will be developed.

Our other major area of concern going into 2010 is our campus development. This relates to continued risks of the campus development project and decisions related to it.

The risks include:

- > impact of state government decisions and the global financial crisis on the possible sale of our Kuring-gai campus
- > impact of the global financial crisis on the overall cost of building projects
- > impact of architectural choices on the overall cost of buildings
- > impact on planning for new capacity, new modes of teaching and learning and more collaborative research
- > impact of availability of student accommodation on international student load.

We have an established campus masterplan and student accommodation plan. Extensive reporting on these processes occurs regularly with senior management, Council and relevant council sub-committees. Senior executive are managing these risks closely, with frequent reporting to Council.

### Key strategic risks for 2010

Risk	Inherent risk	Risk assessment			Executive responsible	Comments
		2010	2011	2012		
1. Student income — fees	critical	moderate	high	high	SDVC/DVC(I)	Uncertainty in international and postgraduate market trends
2. Student income — Commonwealth supported	moderate	low	moderate	moderate	SDVC	
3. Achieving operating result	critical	moderate	moderate	high	DVC(Res)/All	Achieving research income and NSI
4. Research performance	critical	high	high	critical	DVC(R)	Achieving research investment plan performance targets
5. Compacts/new regulation policy	critical	moderate	moderate	moderate	VC/All	Impact of compacts unknown until early/mid 2010
6. Campus planning/implementation	critical	high	critical	critical	DVC(Res)	Critical planning phase
7. Achieving staff profile	critical	moderate	high	high	DVC(CS)	Tight recruitment market, including employment costs, shrinking pool of academics globally
8. Deregulation	high	low	moderate	high	VC/All	Deregulation of student places — competitive impact
9. Reputational impact of campus development plan	high	moderate	high	critical	DVC(Res)/DVC(CS)	Attraction and retention of both students and staff during construction phases
10. Research reform agenda	critical	moderate	high	high	DVC(R)	New models impacting grant outcomes

#### Risk ratings

Critical: Needs active management, planning and decision-making at senior levels in short-term to manage risk.  
 High: Senior management attention and action needed in short to medium-term to reduce risk to acceptable levels.  
 Moderate: Line management responsibility must be defined to ensure risks are being monitored and managed effectively.  
 Low: No major concern and can be managed by routine controls or procedures.

#### Key to abbreviations

SDVC: Senior Deputy Vice-Chancellor and Vice-President  
 DVC(I): Deputy Vice-Chancellor and Vice-President (International and Development)  
 DVC(Res): Deputy Vice-Chancellor and Vice-President (Resources)  
 DVC(R): Deputy Vice-Chancellor and Vice-President (Research)  
 DVC(CS): Deputy Vice-Chancellor and Vice-President (Corporate Services)  
 All: all senior executive

While not rating as a strategic risk, we found an unacceptably high level of risk in an internal audit of our procurement processes this year.

In our procurement audit we discovered few centralised processes for managing travel, with risk in not knowing where staff members may be and an inability to assist should a crisis occur in the relevant country. There is a separate issue of inefficiency in failing to take advantage of potential volume travel booking discounts. In response, the university intends to develop a method of tracking staff and a long-term solution to managing travel.

It was also considered that the 'back-office controls' in our procurement activities could be open to fraud. To address this, in November 2009 Council approved a policy on fraud and corruption prevention and protected disclosures, and control issues will be a priority for management, who will provide regular updates on implementation and performance to Council's Audit and Risk Committee during 2010.

While not 'top risk areas', senior executive regarded our energy consumption, teaching quality, competitive positioning, government policy and organisational capacity and capability as areas that need to be monitored.

Planning ahead, we have a schedule of internal audits for 2010–12 developed in consultation with management and the Audit Office of New South Wales and in consideration of key risks facing UTS. Management will report back on any changes to our risk management framework in April 2010 following review of the university's risk management policy, particularly in light of the changes that are expected when the Australian/New Zealand Standard for Risk Management moves to an international standard.

## A stronger focus on environmental matters

UTS was a finalist in the 2009 Banksia Large Business Sustainability Awards in July. We regard this as an emphatic endorsement of our environmental sustainability initiative, which targets energy and water use, waste recycling, green procurement and sustainable transport solutions to lessen the environmental impact of our operations.

Part of this is also upgrading our existing infrastructure to be more sustainable and, while expanding the campus, building environmentally sustainable solutions into our development plans.

This initiative is backed by a communication program with a dedicated website, faculty and staff e-newsletters, magazines and regular sustainability-themed events.

The UTS Alumni Sustainability Network, the Staff Sustainability Network and the Student Environment Collective regularly collaborate to share ideas and coordinate green initiatives on campus.

In the lead-up to the international greenhouse gas negotiations at the 2009 United Nations' Climate Change Conference in Copenhagen, greenhouse gas reduction was a significant focus of the initiative.

As part of the Australian Technology Network of Universities, we are committed to an ambitious total greenhouse gas reduction target of 10 per cent by 2012–13, and 25 per cent by 2020–21, compared to 2007 emissions.

UTS will contribute to this overall target by reducing its emissions by 11 per cent by 2012, and 30 per cent by 2020. This reduction will be achieved through a combination of the construction of five and six-star Green Star buildings as part of our campus masterplan, the use of 'green power' and the implementation of various energy-saving initiatives identified in our recent energy audit.

The overall Australian Technology Network of Universities' investment in this reduction will be \$20 million by 2020, and our contribution will be in the order of \$7 million. It is expected that these costs will be offset by energy-efficiency gains.

A major energy audit was completed in 2009 and its recommendations led to the development of a three-year energy audit implementation plan with a budget of \$9 million over the next three years. We also formally reported our greenhouse gas emissions in accordance with *National Greenhouse and Energy Reporting Act 2007* (Cwlth) requirements for the first time in 2009.

In other news, we transferred responsibility of the UTS sustainability initiative to the Facilities Management Unit, consolidated the sustainability working groups that steer initiative projects and prepared three strategies covering sustainable transportation, sustainable procurement and climate change, for endorsement by the senior executive in 2010.

We also aimed to improve our water management after joining the Sydney Water 'Every Drop Counts' program in 2008, where we were ranked 2.8 out of five (which is world best practice).

### Global reporting initiative — environmental performance

This table reports on global reporting initiative criteria at UTS. The initiative is a worldwide reporting standard for organisations' environmental and other performance.

Category	Reporting indicator	2009 objectives	2009 performance	2009 targets	Guiding policies and plans
Energy (EN3)	Direct energy consumption by primary energy source (megajoules per square metre)	769MJ/m <sup>2</sup>	772MJ/m <sup>2</sup>	754MJ/m <sup>2</sup>	<ul style="list-style-type: none"> <li>&gt; UTS Design Guidelines</li> <li>&gt; UTS Environmental Sustainability Policy</li> <li>&gt; UTS Energy Management Plan</li> </ul>
Energy (EN6)	Initiatives to provide energy-efficient or renewable energy-based products and services, and reductions in energy requirements as a result of these initiatives	To finalise the energy audit recommendations and put in place a plan for future years to achieve the identified outcomes, also to upgrade the lighting control system in Building 10	The energy audit was finalised and a \$9m, 3-year implementation plan based on the recommendations has been approved. The lighting control system project was not commenced due to resourcing constraints	To initiate the energy audit implementation plan	<ul style="list-style-type: none"> <li>&gt; UTS Environmental Sustainability Policy</li> </ul>
Water (EN8)	Total water withdrawal by source (kilolitres)	To maintain 2008 performance (25% reduction compared to 2002 baseline)	There was a 2% increase compared to 2008, but a reduction of 24.5% relative to 2002	To reduce water consumption by 27% compared to 2002 consumption	<ul style="list-style-type: none"> <li>&gt; Water Savings Action Plan</li> <li>&gt; Sydney Water Every Drop Counts program</li> <li>&gt; UTS Environmental Sustainability Policy</li> </ul>
Water (EN10)	Percentage and total volume of water recycled and reused	Further 3% reduction of total water consumption per year from water reuse projects	This target was not achieved. Recycled water production is approximately 1.9ML, or 1.5% of total intake. No new water reuse projects were initiated in 2009	To maintain recycled water production at 1.9ML/year	<ul style="list-style-type: none"> <li>&gt; Water Savings Action Plan</li> <li>&gt; Sydney Water Every Drop Counts program</li> <li>&gt; UTS Environmental Sustainability Policy</li> </ul>
Emissions (EN16)	Total direct and indirect greenhouse gas emissions by weight (tonnes of carbon dioxide equivalent)	To set emissions reduction targets for 2012–13 and 2020–21	Targets were set through the ATN, namely: <ul style="list-style-type: none"> <li>&gt; 10% absolute reduction by 2012–13</li> <li>&gt; 25% absolute reduction by 2020–21</li> </ul> UTS greenhouse gas emissions as reported under NGER requirements were 44,649kT CO <sub>2</sub> -e	To initiate the energy audit implementation plan	<ul style="list-style-type: none"> <li>&gt; UTS Environmental Sustainability Policy</li> <li>&gt; National Greenhouse and Energy Reporting regulations</li> <li>&gt; ATN Commitment to Sustainability</li> </ul>
Emissions (EN18)	Initiatives to reduce greenhouse gas emissions and reductions achieved	To finalise the energy audit recommendations and put in place a plan for future years to achieve the identified outcomes; also to upgrade the lighting control system in Building 10	The energy audit was finalised and a \$9m, 3-year implementation plan based on the recommendations has been approved. The lighting control system project was not commenced due to resourcing constraints	To initiate the energy audit implementation plan	<ul style="list-style-type: none"> <li>&gt; UTS Environmental Sustainability Policy</li> <li>&gt; National Greenhouse and Energy Reporting regulations</li> <li>&gt; ATN Commitment to Sustainability</li> </ul>
Waste (EN22)	Total weight of waste by type/disposal method	To maintain recycling levels (80% general waste recycling rates; 80% skip bin recycling rate)	Recycling levels are being maintained for skip bins, but due to a recent change in waste-management facility, recycling rates for general waste cannot be reported	To maintain recycling levels for general waste and skip bins	<ul style="list-style-type: none"> <li>&gt; UTS Environmental Sustainability Policy</li> </ul>
Products and services (EN26)	Initiatives to mitigate environmental impacts of products and services, and extent of impact mitigation	To create sustainable procurement procedures/directives	Sustainable procurement procedures and directives are under development but not yet finalised	To finalise sustainable procurement procedures/guidelines	<ul style="list-style-type: none"> <li>&gt; UTS Environmental Sustainability Policy</li> </ul>
Compliance (EN28)	Monetary value of significant fines and total number of non-monetary sanctions for non-compliance with environmental laws and regulations	No fines or sanctions	No fines or sanctions	No fines or sanctions	<ul style="list-style-type: none"> <li>&gt; <i>Protection of the Environment Operations Act 1997</i> (NSW)</li> <li>&gt; <i>Environmentally Hazardous Chemicals Act 1985</i> (NSW)</li> <li>&gt; <i>Contaminated Land Management Act 1997</i> (NSW)</li> <li>&gt; <i>Radiation Control Act 1990</i> (NSW)</li> </ul>

## Our economic performance

The university's 2009 operating result of \$58.6 million exceeds our 2008 surplus of \$52.5 million, with strong growth in revenue contributing to the result.

As a percentage of total revenue, the 2009 result was only exceeded in 2000.

### Resourcing

Revenue increased by 8.7 per cent on 2008 levels with strong increases in Australian Government grants (13 per cent higher than 2008) and student fees (12 per cent higher than 2008).

The 2009 result included Commonwealth grants of \$16 million from the Teaching and Learning Capital fund and an \$8 million grant for the creation of the Australian Centre of Excellence in Local Government.

Student numbers remain steady with equivalent full-time student load (EFTSL) increasing by 5 per cent from 2008 numbers. International student fees, which represent 22 per cent of total revenue, increased 16 per cent from 2008.

We have continued to maximise return on investments with increased cash reserves offset by lower interest rates compared to 2008. The university continues to invest in only term deposits with the big four Australian banks.

### Expenditure

Total expenditure on operating activities was \$457.9 million, which is 8 per cent higher than 2008. As a percentage of revenue, operating expenses were slightly lower than the previous year.

### Capital expenditure

We continue to invest in buildings and infrastructure to improve the learning experience for our students. In 2009 a total of \$51.6 million was spent on capital equipment with significant amounts of building and infrastructure spending commencing in 2010 and continuing for subsequent years.

### Investment portfolio

The majority of the university's investment portfolio is in term deposits with major Australian banks. Our total investment in term deposits at the end of 2009 was \$175 million. The weighted average return on the investment portfolio for the year was 4.96 per cent, compared to the year-end official cash rate of 3.75 per cent.

## 2010 budget priorities

The 2010 budget continues the strategic investment in multi-year strategic priorities, such as the research investment plan, the university campus masterplan, support for student activities (no longer funded by student contributions due to the introduction of voluntary student unionism), the funding of the in-country study component of the International Studies program and the international student exchange scheme. However, due to the tighter funding environment, fewer new activities will be possible than in previous years.

The new strategic priorities funded in this budget concentrate on teaching and learning initiatives to keep UTS at the forefront of innovations in learning and provide work-ready graduates and investment in international activities to strengthen the internationalisation of UTS students.

The 2010 budget has continued and/or enhanced funding for strategic teaching and learning initiatives, including:

- > the establishment of new courses from the academic profile review, together with strategic senior appointments, including:
  - global studies, which commenced in 2009
  - digital technology, which is to commence in 2010, incorporating music and sound, design and photography, and media for interactive environments
- > investment in a global leadership program to encourage our students to undertake study and volunteering activities abroad
- > English language and communications program as a key graduate attribute of UTS
- > extension of the peer-assisted learning scheme to all faculties, which our previous pilot program indicated is extremely successful
- > continuation of our teaching and learning internal grant program
- > new US study abroad and India strategies to improve international student recruitment
- > enhancement of postgraduate student marketing and service delivery
- > business continuity planning and workforce planning.

## Income statement

AT 31 DECEMBER 2009

	University			
	Actual 2009 \$'000	Budget 2009 \$'000	Variance 2009 \$'000	Budget 2010 \$'000
<b>Revenue from continuing operations</b>				
> Australian Government grants	197,118	160,956	36,162	180,179
> Australian Government grants HECS-HELP payments	72,458	67,160	5,298	73,057
> FEE-HELP	27,941	23,038	4,903	29,977
> State and local governments financial assistance	3,820	4,599	(779)	3,954
> HECS-HELP — student payments	23,525	25,099	(1,574)	25,856
> Fees and charges	145,748	133,992	11,756	157,247
> Investment income	10,007	10,152	(145)	3,234
> Royalties, trademarks and licences	416	155	261	260
> Consultancy and contract research	7,498	8,220	(722)	8,478
> Other revenue	16,156	15,663	493	15,414
> Gains on disposal of assets	–	10	(10)	1
> Other income	11,794	10,378	1,416	10,098
<b>Total revenue from continuing operations</b>	<b>516,481</b>	<b>459,422</b>	<b>57,059</b>	<b>507,755</b>
<b>Expenses from continuing operations</b>				
> Employee benefits	277,526	274,230	(3,296)	297,535
> Depreciation and amortisation	51,551	49,828	(1,723)	51,134
> Repairs and maintenance	8,439	8,099	(340)	8,468
> Borrowing costs	2,949	3,168	219	3,077
> Bad and doubtful debts	(141)	369	510	174
> Loss on disposal of assets	282	–	(282)	–
> Deferred super expense	400	–	(400)	–
> Other expenses	116,857	103,728	(13,129)	124,867
<b>Total expenses from continuing operations</b>	<b>457,863</b>	<b>439,422</b>	<b>(18,441)</b>	<b>485,255</b>
<b>Operating result before income tax</b>	<b>58,618</b>	<b>20,000</b>	<b>38,618</b>	<b>22,500</b>
Income tax related to continuing operations	–	–	–	–
<b>Operating result from continuing operations</b>	<b>58,618</b>	<b>20,000</b>	<b>38,618</b>	<b>22,500</b>



## Balance sheet

AT 31 DECEMBER 2009

	University			
	Actual 2009 \$'000	Budget 2009 \$'000	Variance 2009 \$'000	Budget 2010 \$'000
<b>Current assets</b>				
> Cash and cash equivalents	206,741	221,237	(14,496)	146,299
> Receivables	12,452	9,237	3,215	3,781
> Other financial assets	43	43	-	-
> Other non-financial assets	18,631	17,773	858	17,572
<b>Total current assets</b>	<b>237,867</b>	<b>248,290</b>	<b>(10,423)</b>	<b>167,652</b>
<b>Non-current assets</b>				
> Receivables	255,674	128,631	127,043	295,386
> Other financial assets	421	518	(97)	323
> Other non-financial assets	273	-	273	-
> Property, plant and equipment	946,179	872,000	74,179	1,021,058
> Intangible assets	17,241	23,035	(5,794)	-
<b>Total non-current assets</b>	<b>1,219,788</b>	<b>1,024,184</b>	<b>195,604</b>	<b>1,316,767</b>
<b>Total assets</b>	<b>1,457,655</b>	<b>1,272,474</b>	<b>185,181</b>	<b>1,484,419</b>
<b>Current liabilities</b>				
> Trade and other payables	27,596	24,909	(2,687)	26,662
> Borrowings	3,328	-	(3,328)	-
> Provisions	53,160	19,076	(34,084)	20,550
> Other liabilities	10,664	9,639	(1,025)	11,718
<b>Total current liabilities</b>	<b>94,748</b>	<b>53,624</b>	<b>(41,124)</b>	<b>58,930</b>
<b>Non-current liabilities</b>				
> Borrowings	42,989	43,467	478	45,117
> Provisions	267,158	167,445	(99,713)	339,029
> Other liabilities	-	-	-	-
<b>Total non-current liabilities</b>	<b>310,147</b>	<b>210,912</b>	<b>(99,235)</b>	<b>384,146</b>
<b>Total liabilities</b>	<b>404,895</b>	<b>264,536</b>	<b>(140,359)</b>	<b>443,076</b>
<b>Net assets</b>	<b>1,052,760</b>	<b>1,007,938</b>	<b>44,822</b>	<b>1,041,343</b>
<b>Equity</b>				
> Reserves	477,047	464,780	12,267	458,042
> Retained surplus	575,713	543,158	32,555	583,301
<b>Total equity</b>	<b>1,052,760</b>	<b>1,007,938</b>	<b>44,822</b>	<b>1,041,343</b>

## Cash flow statement

TO 31 DECEMBER 2009

	University			
	Actual 2009 \$'000	Budget 2009 \$'000	Variance 2009 \$'000	Budget 2010 \$'000
<b>Cash flows from operating activities</b>				
> Australian government				
> CGS and other Department of Education, Employment and Workplace Relations grants	128,849	123,956	4,893	137,708
> Higher Education Loan Programs and FEE-HELP	95,586	90,958	4,628	103,034
> DEEWR scholarships	5,278	5,199	79	5,523
> DIISR research grants	17,377	17,286	91	17,212
> ARC grants – Discovery	4,914	5,152	(238)	7,772
> ARC grants – Linkages	4,261	3,296	965	2,454
> ARC grants – networks and centres	525	1,005	(480)	145
> Other Australian Government grants	34,311	5,422	28,889	9,365
> State government grants	3,430	4,214	(784)	3,543
> Local government grants	390	385	5	412
> HECS-HELP – student payments	23,517	25,099	(1,582)	25,856
> Receipts from student fees and other customers	198,710	198,171	539	191,497
> Dividends received	1,188	–	1,188	–
> Interest received	10,925	10,152	773	3,234
> Payments to suppliers and employees (GST inclusive)	(414,513)	(414,223)	(290)	(426,674)
> Interest and other costs of finance	(2,949)	(3,168)	219	(3,077)
> Income tax payments	–	–	–	–
<b>Net cash inflow (outflow) from operating activities</b>	<b>111,799</b>	<b>72,904</b>	<b>38,895</b>	<b>78,004</b>
<b>Cash flows from investing activities</b>				
> Proceeds from sale of property, plant and equipment	2,361	–	2,361	30,000
> Purchase of shares	(676)	–	(676)	–
> Payments for property, plant and equipment	(46,651)	(70,416)	23,765	(169,005)
<b>Net cash inflow (outflow) from investing activities</b>	<b>(44,966)</b>	<b>(70,416)</b>	<b>25,450</b>	<b>(139,005)</b>
<b>Cash flows from financing activities</b>				
> Proceeds from borrowings	–	–	–	–
> Repayment of borrowings	–	–	–	–
> Repayment of lease liabilities	(3,400)	(2,975)	(425)	(3,175)
<b>Net cash inflow (outflow) from financing activities</b>	<b>(3,400)</b>	<b>(2,975)</b>	<b>(425)</b>	<b>(3,175)</b>
<b>Net increase/(decrease) in cash held</b>	<b>63,433</b>	<b>(487)</b>	<b>63,920</b>	<b>(64,176)</b>
<b>Cash at beginning of reporting period</b>	<b>143,308</b>	<b>221,724</b>	<b>(78,416)</b>	<b>210,475</b>
<b>Cash at end of reporting period</b>	<b>206,741</b>	<b>221,237</b>	<b>(14,496)</b>	<b>146,299</b>

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## About the annual report

### Compliance

The report was written to comply with significant legislation including the *Annual Reports (Statutory Bodies) Act 1984* (NSW), *Annual Reports (Statutory Bodies) Regulation 2005* (NSW) and the federal government's *Financial Statement Guidelines for Australian Higher Education Providers*. In its structure and writing we have striven for best practice reporting, assuming annual reporting guidelines from state and national annual reporting awards and recommendations from the Audit Office of NSW.

Further information on the *UTS Annual Report 2009* is provided on page 3.

### Paper stock

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### Production costs

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- > cost per copy (both volumes): \$13.77
- > number of copies printed: 2000

### Availability

The university's annual reports are available in Portable Document Format at:

[www.gsu.uts.edu.au/publications/utsannualreport.html](http://www.gsu.uts.edu.au/publications/utsannualreport.html)

They are also available by request to:

Publications coordinator  
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University of Technology, Sydney  
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### Access

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Cover image: Artist's impression of the Broadway building by architects Denton Corker Marshall.  
This page: Artist's impression of the interior of the Broadway building by architects Denton Corker Marshall.

