

UTS Disclosure Log Entry – GIPA2026/02

Provided under s.25 of the NSW Government Information (Public Access) Act 2009.

Date decided:

26 March 2026

Scope of request:

1. The agenda for the UTS leadership retreat held in March 2025 or early April 2025, the related papers, including any attachments, plus any minutes taken on that weekend.
2. The Remuneration committee papers related to outcomes of bonuses, including allowances, supplementary payments, recognition payments, or any other additional payments related to all SSG staff and SSS staff and ULT members for the calendar years of 2024 and 2025.

Information related to individual staff payments and performance is out-of-scope.

3. Aggregate data about the number of SSS staff and SSG staff and ULT members in each year from 2020 to 2025, including the number of relevant staff in each category (SSS, SSG or ULT) for each year.

Disclosure Log version 2

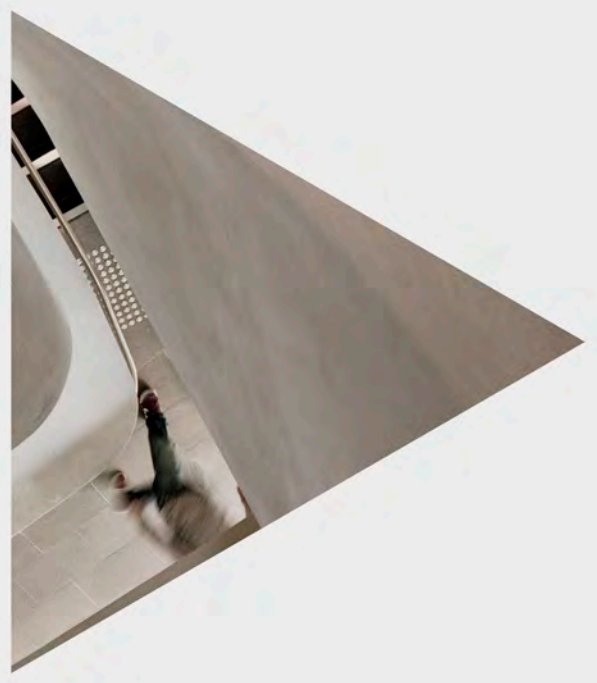
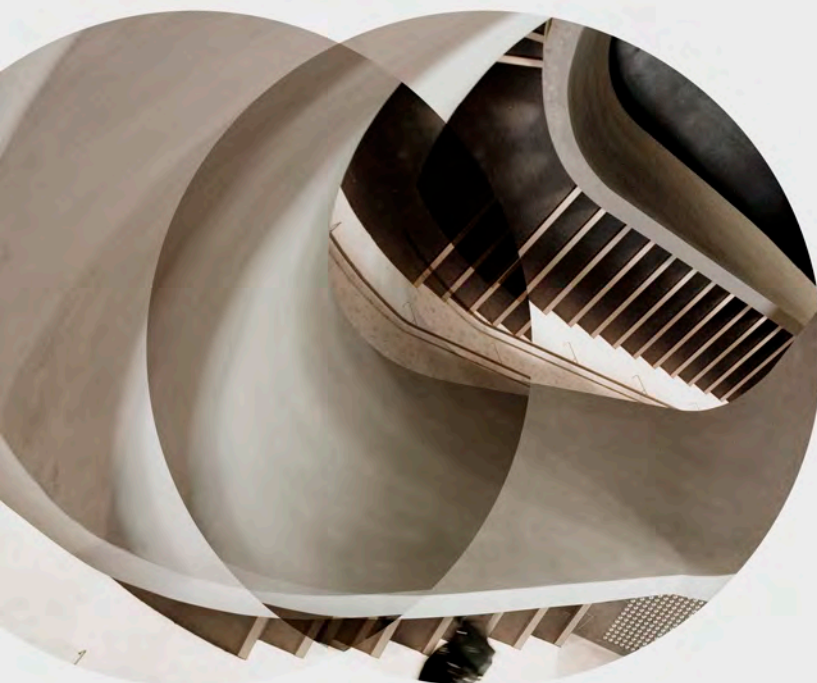
This pack excludes:

- Information that has been withheld under the GIPA Act
- Information that is not in scope of the application.
- Information already decided under previous access applications.

Updated following expiration of review rights (September 2026)

ULT Retreat

Monday 31 March – Tuesday 1 April 2025



Event Information

Accommodation is provided onsite at Manly Pacific for one night on Monday 31 March.

Venue:

Manly Pacific
55 North Steyne, Manly NSW 2095
(02) 9977 7666
manlypacific.com



Directions & Parking:

Limited overnight parking is available onsite and can be accessed via Francis Lane off Raglan Street.

An alternative nearby council parking option is at [Pacific Waves](#), located at 9-15 Central Ave, Manly NSW 2095. This is a 3 min walk from the hotel and will cost ~\$100 overnight.

The venue can also be accessed via ferry to Manly Wharf + 700m walk.
Trip planning for ferry journeys can be found at www.transportnsw.info/

Accommodation

Accommodation is provided onsite at Manly Pacific for one night on Monday 31 March.

Amanda Ander will distribute room key cards once available.

Breakfast

Full buffet breakfast will be available at the hotel in Bistro Manly from 6:30am on Tuesday.

Any additional room service will be charged to you personally.

Practical Information

All retreat sessions will be held in the '*Freshwater*' room located on conference level 1.

Barista drinks are available on arrival and during all breaks, from the level 1 foyer.

Power boards will be available in the conference room, but please bring your own laptop power cable.

Contact

Amanda Ander s14, cl3(a)(b)

Michelle Callen s14, cl3(a)(b)

Pre Reading

Overall

- ULT Retreat Framing Paper
- UTS 2030 – Council Approved
- UTS Annual Plan 2025
Note this has been updated following the Council Retreat, please send any feedback directly to Michelle
- Complexity Leadership
How can clear leadership roles help UTS thrive through the challenges ahead
- Listening: The Forgotten Innovation

Day 1 Pre Reading

- Background finance data
- Session one: Academic workforce
- Session two: Operating Model: Supporting Academic Endeavours
- Session three: Operating Model: Service Model Design
- Session four: Scheduling and reporting
- Session five: IR Strategy and approach

Monday 31 March 2025

All sessions will be held in the **Freshwater** room, located on Conference Level 1.

Time	Session	Led by
From 8:30am	Arrival to conference room <i>Barista drinks available from the level 1 foyer</i>	
9:00am	Welcome: Overview and day one framing Aims and overview	AP
9:15am	Session 1: Academic workforce	KMcG and KR
10:45am	Morning tea	
11:15am	Session 2: Operating Model: Supporting Academic Endeavours	PW
12:15pm	Lunch <i>Downstairs in Bistro Manly</i>	
1.15pm	Session 3: Operating Model: Service Model Design	GB
3pm	Afternoon tea	
3.30pm	Session 4: Scheduling and reporting	SM
4pm	Session 5: IR Strategy and approach	SM
4:30pm	Session 6: Recap and next steps Day one guests leave at the end of this session	AP / all
5:00pm	Wrap Up and Reflections	AP / ULT

Drinks 6pm, Dinner at 6:20pm

Cibaria Manly

<https://cibariamanly.au/>

Next door to Manly Pacific

Tuesday 1 April 2025

Suggest vacating your hotel room prior to the commencement of the first session.

Time	Session	Led by
From 8:15am	Arrival to conference room <i>Barista drinks from the level 1 foyer</i>	
8:30am	Reflections from Day 1	AP / JB
9:30am	Aims and overview of Day 2	AP / JB
9:45am	Fun and insights	JB
10:30am	Morning tea	
11am	Session 7: Complexity leadership	JB
12:15pm	Lunch <i>Downstairs in Bistro Manly</i>	
1:15pm	Session 8: Leadership alignment	JB
2pm onwards	Working afternoon tea	
2:30pm	Session 9: Listening / Collaborative Leadership	JB
3:30pm	Reflections and wrap up	AP / JB
3:45 / 4pm	Retreat ends	

Attendees

UNIVERSITY LEADERSHIP TEAM

Alana Piper	DVC, External Engagement and Partnerships
Andrew Parfitt (AP)	Vice-Chancellor
Anita Stuhmcke	Dean, Law
Carl Rhodes	Dean, UTS Business School
Debra Anderson	Dean, Health
Glen Babington (GB)	COO
James Wallman	Dean, Science
Kate McGrath (KMcG)	DVC Research
Kylie Readman (KR)	DVC Education and Students
Mark Evans	Interim Dean of new faculty
Peta Wyeth (PW)	Dean, FEIT
Robynne Quiggin	PVC (Indigenous Leadership and Engagement)
Vicki Chen	Provost

DAY ONE ADDITIONAL ATTENDEES

Ann-Maree Ashburn	Head of Communication
Belinda Johnson	Chief Financial Officer
s14, cl3(a)(b)	KPMG
Fiona Thomas	Senior Project Specialist
s14, cl3(a)(b)	KPMG
Jennifer Turner	Program Director, Research Productivity and Investment
Mark Sandham	Program Director, Operational Sustainability
Marshall Craddock	Executive Director, People and Culture
s14, cl3(a)(b)	KPMG
Sarah Meaney (SM)	Director, UPMO

SUPPORT TEAM

Amanda Ander	Executive Support Officer
Julie Birtles (JB)	Director, Beyond Excellence (External)
Mark Lillis	Executive Manager, Strategy Alignment
Michelle Callen	Chief of Staff

ULT Retreat overview

The March / April ULT Retreat is framed by the approval of a new strategy, UTS 2030, which has its foundation in UTS 2027, but also responds to our changing environment, which is likely to continue to be characterised by ongoing uncertainty regardless of the outcome of the impending Federal election. A key focus for 2025 will be a year of change as we implement the Operational Sustainability Initiative.

As we developed UTS 2030 it became evident that it can only be delivered through collaboration across UTS and with external partners – a siloed approach to each strategic priority will not work and they have not been designed that way.

As a result, the retreat has been split into two separate, yet interconnected foci:

- Day one will focus on Operational Sustainability Initiative as we review the preliminary designs to test if the \$100 Million reduction in expenditure is in view and if it is implementable. This aims to create clarity on the areas we need to tackle and why, with a view to providing as much certainty as possible on the scope, timing and impact.
- Day two will focus on our leadership and the approach and alignment required by ULT to ensure we can collaboratively deliver on UTS 2030. This extends to establishing clarity on our shared accountability and ways of working to set us up for success.

UTS 2030 and an updated version of the UTS 2025 Annual Plan following the Council Retreat provide useful background reading for the discussions on day one and two.

Implementation of the strategy will be complex as we are tracking towards three horizons:

- It is imperative that we deliver on our Operational Sustainability Initiative – this has a 12-month, financially driven focus that will set the platform for a return to surplus to enable reinvestment into our education and research priorities.
- We have commenced Transformation Programs that will deliver a technology and capability uplift, transforming our underpinning operating models, including the ERP, IT OM and PU OM, which are ongoing over the next two to three years.
- Finally, UTS 2030 marks a five-year strategic change to deliver education and research enablement and secure UTS's position and identity as a leading university of technology.

We must carefully and successfully manage Operational Sustainability and the broader transition, some elements of which will extend for several years, and ensure that we maintain a thriving education and research environment that addresses new and existing demand. We need to identify how we manage the intricacies of each and their interdependencies across different time horizons and investment slates, as well as the associated risk and uncertainty?

As a leadership team we must maintain:

- A clear focus on delivery and execution – the 2025 Annual Plan proves the immediate focus
- Clarity on how we prioritise and why – the ordering in the Annual Plan provides an initial view on this, but we must enable agility and ensure that we can deliver in what is critical to our future success

- A focus on the intersectionality of programs and how we enable the collaboration that is key to our success this year and beyond, how we share information, enable our teams and hold ourselves accountable for the strategic outcomes and annual targets.

At the end of the Retreat the aim is to have a shared understanding of:

- The areas that will be impacted through Operational Sustainability, those that require further work and others that can be ruled out
- Our risk appetite on Operational Sustainability and what is achievable
- The timing and next steps
- More broadly, we will understand the leadership and the behaviours required by us to foster alignment and to protect and enhance alignment through change.

UTS 2030

Introduction

UTS has established itself as a world leading university of technology. In 2025 we hold a position among the top 100 universities in the world, with many of our academic disciplines ranking higher than this on global measures, as a result of sustained strategic focus and an ongoing capacity to leverage both our strengths and points of difference.

Contributing to this success are the foundational outcomes of the UTS Strategic Plan 2008–2018, which saw a dramatic transformation of the UTS campus and growth in our research activities, driven in part through the increasing attractiveness of UTS to international students.

UTS 2027 built on this foundation with an emphasis on lifelong learning, strengthening our attributes through strategic initiatives aimed at differentiating our education and research, and building on our reputation for successfully partnering with industry, government, NGOs, and the broader community.

Recent years have seen significant, even seismic, changes to the Australian and global higher education environment: with volatile economic circumstances, increasing competition, shifting student expectations, the disruption of a global pandemic, and multiple changes to government policy coalescing to reduce the sector's capacity to grow revenue. These changing circumstances, following on from six years of sustained strategic progress, have given us pause to reflect on what we need, and the timeframe required, to build a solid platform for our future success. As a result, we now have a new strategy and a new 2030 strategic horizon.

UTS 2030 has its foundation in UTS 2027, but also responds to our changing environment. It acknowledges the resource constraints and changes to the higher education sector that will be an ongoing feature of the coming years, and sharpens our focus through strategic priorities that will reinforce and amplify the impact we have on the communities we serve.

UTS 2030 is built upon the many achievements of our staff and students to provide a focus and direction which ensures that we will continue to excel into the future.

Who we are

Our vision of being a leading public university of technology with global impact continues to guide us, and our purpose remains to advance knowledge and positively impact the world through our teaching and research.

In only our fourth decade as a university – but with roots going back more than a century through our antecedent institutions – UTS has established a reputation as one of the world's leading young universities.

We contribute to communities in a distinctively UTS way, pairing academic excellence with our collaborative, impact driven approach and a commitment to diversity, social justice, and the self-determination of First Nations peoples.

We seek positive engagement with the world around us. And we encourage our students, staff and alumni to use their voices and their actions to contribute to a just and equitable society.

Our campuses are vibrant centrepieces for student life, innovation, and collaboration. We have, rightly, earned a reputation for being 'good to do business with' from a wide variety of industry

stakeholders. We work across disciplines and with diverse communities to develop innovative solutions to society's big challenges through research, teaching and practice.

UTS 2030 is built upon the attributes our community has cultivated since its inception, and they frame the following principles which we will use to guide our strategic choices:

- **Inclusive:** we foster a diverse community, committed to social justice and advancing the economic, social and cultural prosperity of our communities
- **Sustainable:** we shape a future that addresses the challenges of climate change and environmental degradation through our commitment to contributing to an equitable and just future
- **Collaborative:** we support our staff to excel and innovate, nurturing a culture of positive partnership that delivers mutual benefit across disciplines, with our students, with other universities, and with external partners
- **Globally connected:** we lead research into responsible use of technology across traditional and emerging disciplines for positive global impact, while remaining anchored in the needs and contributions of our local communities
- **Championing Indigenous Excellence:** we recognise that self-determination by Indigenous Australians leads to excellence in Indigenous Education and Research and responsible, respectful engagement with Indigenous Knowledges and Knowledge Systems which benefits the entire community

UTS 2030

UTS 2030 builds on our reputation and distinctive identity as we aspire to be a global, engaged university with the resilience and agility to drive impact which positively shapes a changing world.

We remain steadfast in our vision of being a leading public university of technology recognised for our global impact.

To achieve this vision, we will focus on four strategic priorities with the aim to be:

- A creative and innovative university
- A connected and engaged university
- A student-centred university
- A resilient and agile university

A creative and innovative university

As a research-intensive university creativity and innovation are an essential part of what we do, but we must ensure we are in the best position to elevate and use these intrinsic attributes. We have an opportunity to further differentiate ourselves as a leader in this space. To achieve this we must succeed in harnessing, using and embedding creativity and innovation in everything we do.

As a leading university of technology, we can leverage technology, and human insight and creative capacity, to advance and amplify knowledge which positively impacts our community, economy, health and societal cohesion.

This means thinking differently about how we educate students, both in Australia and overseas, to best prepare them for careers in a changing world - a world that requires critical and creative skills as well as technical ones.

It means harnessing our enormous capacity for generating new ideas, inventing new technologies and turning them into feasible solutions for industry and community.

And it means finding new ways to collaborate across disciplines and professions, building on the interdisciplinary and transdisciplinary approaches we have developed to ensure we create maximum value for the university, our partners, and our communities.

It is an approach that touches everything, from teaching to research, student experience to industry and community engagement, university operations to our entrepreneurial ecosystems.

Initiatives supporting this strategic priority include:

- Empowering our well-respected creative disciplines through our [Creative Industries Strategy](#), and leveraging their unique ways of thinking and working to create new value and opportunities for staff, students and partners across and beyond UTS.
- Engaging our students in a variety of opportunities to apply creative and critical thinking within a contemporary curriculum framing, that equips them with boundary crossing skills and prepares them to make meaningful contributions to society.
- Continuing to create an environment that builds on the achievements of our First Nations researchers who are leaders in storytelling, analysis and creative practice. Our Indigenous-led, community driven research focus will continue to support respectful engagement with Indigenous peoples, their Knowledge systems, the ongoing restoration of Country, social justice and research translation, and providing sector-leading guidance to industry, government and the community sector.
- Building the innovation capacity of our people by expanding our support for [research translation](#), encouraging entrepreneurial behaviour, welcoming new ideas and approaches to support academic endeavours, and continuing to develop our ecosystem for supporting [startups](#) and emerging sectors within UTS and across our precinct.
- Creating new ways to develop and sustain research and education partnerships through our [Knowledge Exchange Framework](#), cementing our position as a university of choice for engagement and partnerships, continuing to translate our research outcomes into practice, and working to co-develop future facilities with industry.

A connected and engaged university

Deep connections with industry and community have always been part of our unique history and identity. We understand that mutually beneficial collaborations with the end-users of our education and research – businesses, governments, NGOs and target communities both locally and globally – are the best way to magnify and accelerate impact, today and into the future.

We will continue to build on our reputation as a preferred partner for research collaboration across a diverse range of fields by investing in our world-class researchers, facilities and infrastructure, enabling our HDRs to work in industry, and ensuring we refine our way of working to gain the deep sector understanding, agility, professionalism, creative intelligence and commercial acumen needed to drive real-world outcomes.

Our students are highly regarded by industry, and our alumni are successful and in demand. We will focus on ensuring we maintain and evolve a contemporary suite of short courses, undergraduate and postgraduate courses which are informed by technology, creativity and innovation alongside the changing needs of industry and the professions. Our courses will be delivered flexibly, and our digital-first approach will continue to provide a lifetime of relevant learning opportunities for students both locally and internationally.

Initiatives supporting this strategic priority include:

- Increasing industry engagement with our teaching and research by aligning our research and teaching focus areas with industry needs, leveraging our major facilities and other assets to attract collaboration and investment, offering more support for partnership delivery, and strengthening our university-wide business development capability.
- Realising a [deeper and more extensive knowledge base](#) which aligns our research activities and expertise with specific sectors to create lasting, mutual value for all involved. We will aim to go beyond traditional university partnerships by forging relationships that span the entire value chain of our chosen sectors and co-create solutions and drive impactful change.
- Serving our students' learning needs by developing tailored digital environments with high-quality partnerships to expand our global digital education offerings and reach new demographics and markets.
- Exploring [global education partnerships](#) that can provide different, long term models for providing a UTS education opportunity to students either partly or entirely offshore, including pathways to degree level courses and further study at UTS.
- Using our [Global Strategic Partnerships](#) strategy to seek out and cement partnerships with leading industry and academic institutions overseas which have strong reputations and complementary expertise to increase our research impact.
- Ensuring our alumni maintain strong lifelong links with UTS by offering them continuing value and community within a revitalised [UTS Alumni network](#) to enrich our community by retaining their insights and connections.

A student-centred university

Through this work we will support our students to thrive in all stages of their educational journey. We will provide pathways to our high quality education and, in partnership with our students, provide a supportive learning environment where all our students feel safe, valued, respected and able to learn.

We welcome students from diverse backgrounds who bring their own perspectives, experiences, and ideas. In doing so we seek to create a dynamic atmosphere that fosters innovation and creativity, encourages collaboration, and enhances the learning environment so that everyone can contribute and thrive.

As student expectations change, we are increasingly responsive to the need for flexibility and personalisation. As our capacity to deliver digital-first education grows, all students will experience the positive impact of a digital learning eco-system regardless of their physical location. Through a digital-first approach, our students can expect us to use, and to work with them to understand, the digital tools they will need for future work and life. Across our teaching research we will take an ethical, engaged and critical approach to emerging technologies, including Generative AI.

UTS is known for its strong connection to industry; employers and the community hold high expectations for UTS graduates. The rigour and quality of our education are evident, with two-thirds of our courses accredited by professional associations, attracting strong demand domestically and internationally.

We will continue to prioritise students' learning in professional contexts, incorporating it into the programs and experiences we offer, in our physical learning spaces, and leveraging our strong connections to industry and our precinct to provide work integrated learning opportunities. As we work towards 2030, we want all students to undertake different forms of professional practice as part of their learning so that they are confident graduates who can meaningfully contribute to the evolution of professions and workplaces of today and tomorrow.

Initiatives supporting this strategic priority include:

- Focusing on improving [pathways to study at UTS](#) which reflect our commitment to removing barriers to accessing higher education and increasing the diversity of our students.
- Recognising that our staff are critical to student success and that quality is enhanced by academics reflecting on and improving their own practice, we will increase professional development opportunities in contemporary teaching and assessment and strengthen recognition of high-quality teaching and support for students.
- Working with students and staff to create a safe, vibrant campus by proactively working to prevent [gender-based violence](#) and [racism](#) in all forms. We will broaden our sector-leading education approach and communicate our expectations to ensure we make our campus, systems, and processes safe, accessible and inclusive for all students.
- [Supporting student success](#) through a whole-of-institution approach to transforming learner engagement, simplifying the curriculum, pioneering programmatic approaches to assessment which scaffold and assure learning, embedding the ways for our students to develop their understanding of the critical role of technology and innovation, and strengthening our students' engagement with professional practice.

- Ensuring that we welcome an increasing number of [Indigenous students](#) into all of our courses and continue to support them to achieve current high levels of completion. Ongoing national leadership of the Indigenous Graduate Attribute which provides relevant curriculum that equips students to work with and for Indigenous Australians in the context of their chosen profession.
- Delivering a consistent, high-quality student experience for all HDR students by embedding the principles of the Student Experience Framework into the HDR student journey and our revitalised [Higher Degree Research program](#).

A resilient and agile university

Our excellence in teaching and research is underpinned by how we operate. We will continue to evolve to provide an environment that meets the dynamic needs of our students, staff, industry and global community. We will continue to invest in the modernisation of our workforce, systems, data and property to support excellence in teaching and research.

We will continue to develop a diverse and inclusive workforce with a culture and environment, physical and digital, that prioritises innovation, creativity, digital literacy, simplicity, continuous improvement and the resilience to get things done. This will enable us to operate in a manner where staff feel valued and empowered to contribute new ideas and collaborate effectively; and where our integrated built and digital environments will make work easier and simpler, enhancing collaboration and enriching the experience of our students and staff.

Underpinning this will be a continued focus on prudently managing our resources so that we can continue to invest in the future growth of our teaching and research priorities and deliver global impact.

Initiatives supporting this strategic priority include:

- Attracting and retaining a talented and diverse workforce and empowering our staff by investing in their development and wellbeing through our [People Strategy](#) and our mutual commitments in our [Employee Value Proposition](#).
- Continuing to develop a vibrant physical and digital campus environment through our Campus 2040 Masterplan and our AI & data and Digital strategies to ensure we can respond to future opportunities and supports our education and research priorities.
- We will use advanced technology to innovate, support our staff, and prepare students for the future of work, ensuring ethical and effective practices which are exemplified by our presence in the [Tech Central precinct in Ultimo](#), creative precinct in Haymarket, our [TechLab](#) in Botany, and our [Sports Science campus](#) at Moore Park.
- Simplifying and streamlining our process, removing duplication and fragmentation through a generational change in our core systems technology and operating model through our Digital and AI & Data Strategies, including our Enterprise Resource Planning (ERP) system.
- Committing to building a sustainable future and enabling investment and growth through the responsible stewardship of our resources as reflected in our [Sustainability Strategy](#) and Finance Plan.

What Success Looks Like in 2030

Our four strategic priorities will collectively contribute to achieving our UTS vision.

The table below encapsulates what success within each of the priorities will look like and outlines the select subset of performance metrics of the Council Key Performance Indicators (KPIs) we will use to track our progress.

Through the Annual Plan we will provide a detailed update on our performance, providing insights and reflections on our achievements and areas for improvement. This structured approach will enable us to remain agile, responsive, and steadfast in our commitment to delivering on UTS 2030.

UTS 2030 Strategic Priorities	What Success Looks Like in 2030	How we will track our progress
<i>A creative and innovative university</i>	Internationally regarded for excellence in teaching and research Recognised for being at the forefront of creativity and innovation	International Reputation– QS Reputation score Field-weighted citation impact (FWCI) Score
<i>A connected and engaged university</i>	Preferred by Industry in the areas we work Increased collaboration within UTS, and with our communities and partners Increased demand for our graduates	Patent Mentions score Policy Citation score Total Income from External Engagement Graduate full-time employment (GOS)
<i>A student-centred university</i>	Meeting student, industry and community expectations in line with our distinctive identity Supporting academic success for all students and particularly those from under-served backgrounds	Domestic Reputation – UTS Brand Tracker score Student satisfaction with overall quality of educational experience (SES) Success Rates of Culturally Distinct and Equity Groups
<i>A resilient and agile university</i>	People aspire to work and engage with UTS Excelling in our enabling operations and agile to take on new opportunities	Staff Engagement Survey Sustainability Index Operating Margin % Gross Debt on EBITDA

UTS Annual Plan 2025

APRIL 2025 – ULT – RETREAT 2025

Acknowledgement of Country

UTS acknowledges the Gadigal People of the Eora Nation, the Boorooberongal People of the Dharug Nation, the Bidiagal people and the Gamaygal people upon whose ancestral lands our university stands.

We would also like to pay respect to the Elders both past and present, acknowledging them as the traditional custodians of knowledge for these lands.

Foreword

Our UTS 2030 strategy marks the beginning of a new era for UTS.

UTS has established itself as a world-leading university of technology. In 2025 we hold a position among the top 100 universities in the world, with many of our academic disciplines ranking higher than this on global measures, as a result of sustained strategic focus and an ongoing capacity to leverage both our strengths and points of difference.

UTS 2027 emphasised lifelong learning and the strengthening our distinctive attributes through strategic initiatives aimed at differentiating our education and research and building on our reputation for successfully partnering with industry, government, NGOs, and the broader community.

Over the life of the strategy there were significant, even seismic, changes to the Australian and global higher education environment: with volatile economic circumstances, increasing competition, shifting student expectations, the disruption of a global pandemic, and multiple changes to government policy all coalescing to reduce the sector's capacity to grow revenue.

These changing circumstances, following on from six years of sustained strategic progress, gave us pause to reflect on what we need to do, and the timeframe required, to build a solid platform for our future success. As a result, we now have a new strategy and a new 2030 strategic horizon.

UTS 2030 has its foundation in UTS 2027, but also responds to our changing environment. It acknowledges the resource constraints and changes to the higher education sector that will be an ongoing feature of the coming years, and sharpens our focus through strategic priorities that

will reinforce and amplify the impact we have on the communities we serve.

Through the focus of our four UTS 2030 strategic priorities we will carefully invest our time and resources in initiatives which:

- elevate our people and amplify our community's intrinsic creativity and innovation
- ensure our campuses are safe, inclusive, vibrant centrepieces for student life and collaboration
- and work across disciplines and with diverse communities to develop solutions to society's big challenges through our research, teaching, and practice.

The work outlined in the UTS Annual Plan 2025, a mixture of new and continuing programs, has been prioritised through careful consideration of our UTS 2030 strategic priorities and the investment and commitment required to ensure our community continues to be a leading public university of technology recognised for our global impact.



Professor Andrew Parfitt
Vice-Chancellor and President
University of Technology Sydney

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Introduction

The UTS Annual Plan gives an overview of the crucial strategic programs of work we are investing in to achieve our UTS 2030 strategic priorities.

It also outlines the operating environment and risk context which guided our investment and prioritisation decisions and provides the annual milestones, deliverables, and measures of success we are using to track the progress of delivery of these programs, our strategic priorities, and our UTS 2030 vision.

The UTS Annual Plan 2025 is the first to be delivered under our new five year strategy.

UTS 2030 builds on our reputation and distinctive identity as we aspire to be a global, engaged university with the resilience and agility to drive impact which positively shapes a changing world.

Our vision of being a leading public university of technology with global impact continues to guide us, and our purpose remains to advance knowledge and positively impact the world through our teaching and research.

To achieve our vision, we will focus on four strategic priorities with the aim to be:

- A creative and innovative university
- A connected and engaged university
- A student-centred university
- A resilient and agile university

Each of these strategic priorities will be delivered through programs which drive transformative change.

Each year through the annual planning process we work to prioritise our investment in programs which support our strategic priorities and ask those program teams to consider their goals for the year in light of the anticipated operating and risk environment. They then articulate their key milestones and annual targets against their program's measures of success.

This detail is then captured in the Annual Plan, which acts as a companion piece to the annual budget.

Through this integrated planning approach (and associated reporting) we ensure that the financial planning and investment prioritisation outlined in the long term financial plan, and corresponding annual budget, can be understood in the overarching context of our UTS 2030 strategy.

The Annual Plan provides a platform for the UTS community to understand areas of strategic focus for the coming year, from which they can then cascade their local area priorities and workplans for the year.

Learn more about the UTS 2030 strategy, enabling plans, and strategic reporting via the [UTS Strategy Hub](#).

The 2025 Operating Environment

The impact of federal government efforts to regulate international student numbers on our 2025-2029 financial plan requires us to take a significant, whole-of-institution approach to achieving a sustainable \$100m overall reduction in ongoing annual expenditure.

International Student Enrolments

In 2024, measures to restrict international student numbers in Australia were proposed for students commencing in 2025. The debate on what the appropriate number of international students for Australia might be, has intensified funding challenges within Australia's higher education sector and prompted a reassessment of our financial plan for 2025 and beyond.

With the decision by the Government not to proceed with the *Education Services for Overseas Students Amendment Bill* in parliament in late 2024, the process for allocating caps in future years and the method by which the allocation will be managed in the long term is unclear and may be assigned to the proposed Australian Training and Education Commission (ATEC). Whatever the mechanism used to implement them, we anticipate international student caps will be in place in 2026.

UTS received an indicative allocation of 4,800 new overseas commencements for 2025, which is similar to our commencing numbers in 2019 and 2023, slightly less than our 2024 number but significantly less than the number we had projected for 2025, based on student demand and in line with our post-COVID financial recovery plan to return to around 30% international student load.

2025-2029 Financial Plan

Taking into account the likely curbs to the growth of international student numbers from 2025, we revised our financial plan for 2025-2029 and now face an annual savings requirement of approximately \$100 million (of annual expenditure of almost \$1.3 billion) from 2026 onwards. This is significantly higher than the previously estimated \$45 million of annual savings we were initially seeking to achieve through our Operational Sustainability Initiative.

This situation reflects broader trends affecting universities across the country, and other universities are experiencing similar levels of funding shortfalls.

Australian Economic Outlook

The OECD economic outlook for Australia predicts that the historically high levels of employment (and low levels of unemployment) will continue in 2025. With the cost-of-living crisis continuing (fuelled in Sydney by record-high housing costs and real wages remaining 4.8% below 2019 levels), we will likely continue to see young people entering the workforce full-time rather than full-time study. As such, the change in study patterns which has seen students taking longer to complete degrees than they have historically is likely to continue.

Federal Government Election 2025

A Federal Election will be held on or before 17 May 2025, and we anticipate that some policy directions may change as a result, irrespective of the outcome.

Australian Universities Accord (the Accord)

Growth from the Accord recommendations is not likely to cut in for several years.

The following recommendations from the Accord will be in place from 2025:

- establishment of the Australian Tertiary Education Commission (ATEC) (as a steward of the tertiary education system).
- the introduction of a new managed growth funding system for universities to more accurately reflect student demand, support efficient growth in student places, and help Australia to reach its tertiary attainment target.
- a needs-based funding system to better support students from underrepresented backgrounds to participate and succeed in higher education.
- a National Student Ombudsman (NSO), intended to be an independent, impartial, and provide higher education students with access to an effective, trauma-informed escalation mechanism. The office, led by Ombud Sarah Bendall, commenced operations on 1 February 2025.
- a one-off 20% reduction to every Australian's HELP or student loan debt,

effective before indexation on 1 June 2025. Additionally, the Government has raised the minimum student debt repayment threshold from \$54,000 in 2024-2025 to \$67,000 in 2025-2026, and repayments will be determined by the portion of a person's income above the new threshold. These reforms will apply to everyone who has a student debt, including all HELP, VET Student Loan, Australian Apprenticeship Support Loan and other student support loans.

Federal Government Strategic Examination of Research and Development

In 2025 the federal government is undertaking a strategic examination of the national research and development (R&D) system following on from the Universities Accord. It is seeking ways to optimise an industry supported R&D system which attracts increased investment and helps grow our core science and innovation capability.

A discussion paper was released for consultation in early 2025 and submissions in response are due in April 2025.

Recommendations are expected in November 2025 for implementation from 2026.

Impact of government policy on International rankings

Across the higher education sector we are seeing deteriorating performance across a range of metrics in all ranking schemas. The results indicate that a continuous decline in performance across Australia's higher education sector is possible in the coming years. The results may be due to a change in ranking reputation methodology, but they also reflect a lack of public investment in research and development in Australia. The cap on international student enrolments is also likely to impact Australian universities' ability to remain competitive in global rankings.

State Government

The NSW Government consulted the community in a variety of areas relevant to the university in 2024 including vocational education (NSW VET Review), research and innovation (Innovation Blueprint and Industry Policy), and its relationship with NSW universities (NSW Higher Education Strategy). We await the outcomes of these consultations, which are expected in the first half of 2025.

Key Risks Profile 2025

This strategic risk profile responds to our external threat landscape, which forms part of our 2025 Operating Environment.

Strategic risks are linked to our strategic priorities. They affect our long-term strategy, objectives, and can relate to innovation or geopolitical events. Key strategic risks for 2025 are:

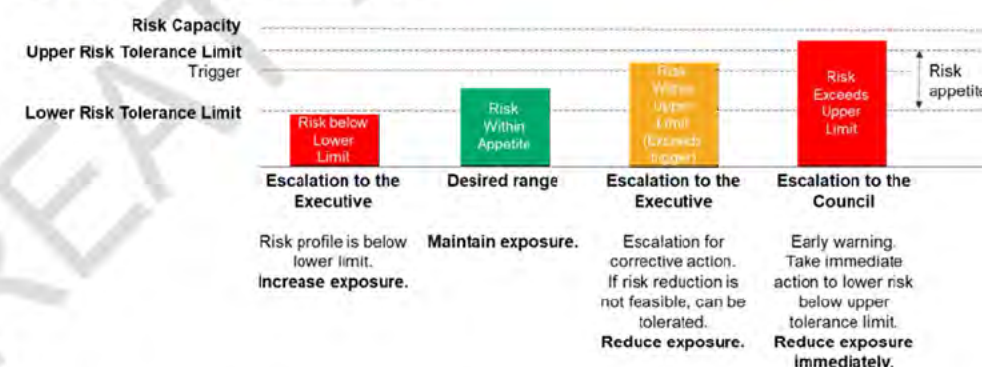
- Rising compliance and regulatory requirements impeding UTS's autonomy and raising our compliance burden.
- Ongoing uncertainty re international student recruitment and subsequent, ongoing revenue impacts.
- Industry Partnerships not resulting in sufficient additional revenue to mitigate loss of government funding and/or international student revenue.
- Research activities failing to achieve the desired impact due to resource allocation issues.
- Losing skilled staff in key positions, impacting talent retention and delivering the People Strategy.
- Failure to address workload, workflow, and workplace culture issues, including the need to build change resilience, increasing psycho-social risks and harming our reputation.

Operational risks that may affect the execution of the Annual Plan 2025 include:

- Inadequate oversight of foreign interference and security-related obligations, limiting research and partnership arrangements.
- Geopolitical tensions disrupting international education and research partnerships.
- Changes to domestic funding arrangements impacting revenue and margin.
- Misalignment between course offerings and market demands, affecting competitiveness.

- Inability to secure timely market information, impacting competitiveness.
- Changing student expectations not being met, affecting reputation and demand.
- Physical and digital campus infrastructure not supporting strategic initiatives.
- Academic workforce structure not aligning with academic excellence goals.

UTS Risk Appetite Thresholds



UTS Risk Appetite Performance (Dec 2024)

Risk Appetite Element	Metric	Current Status
Financial performance	Operating Margin %	Risk Exceeds Upper Limit
Student experience	SES score	Risk Within Appetite
Staff engagement	Pulse survey results	Risk Within Appetite
Research	ERI FY24 Actual	Risk Within Appetite
International student revenue	% of total revenue	Risk Exceeds Upper Limit
Wellbeing and Safety	No class 1 reportable incident	Risk Within Appetite
Expenditure	Workforce cost as % of revenue	Risk Exceeds Upper Limit
Load Mix	Total Student Load (TSL): 14% below 2025 target	Risk Exceeds Upper Limit

Tracking our progress towards 2030

We will use the following measures to track the success of our UTS 2030 strategy. Targets to 2027 have been provided where possible and to align with UTS 2030 we will develop targets out to 2030 for inclusion in the next Annual Plan.

UTS 2030 Strategic Priorities	What Success Looks Like in 2030	How we will track our progress (a select subset of the Council Key Performance Indicators)	2025 Target	2026 Target	2027 Target
<i>A creative and innovative university</i>	Internationally regarded for excellence in teaching and research Recognised for being at the forefront of creativity and innovation	7.2.1 International Reputation – QS Reputation score	62	-	-
		3.1.1 Field-weighted citation impact (FWCI) Score	>65	>65	>65
<i>A connected and engaged university</i>	Preferred by Industry in the areas we work Increased collaboration within UTS, and with our communities and partners Increased demand for our graduates	3.2.2 Patent Mentions score	>33	>33	>33
		3.2.3 Policy Citation score	>10	>10	>10
		8.1 Total Income from external engagement	\$112.07m	-	-
		81.1 External Research Income (HERDC Category 2-4)	\$96.0m	\$103.60m	\$111.80m
		8.1.2 Philanthropic funds received	\$8.1m	-	-
		8.1.3 Income from Enterprise Learning	\$7.97m	\$9.48m	\$11.28m
		2.2.1 Graduate full-time employment (GOS)	77.0%	77.0%	77.0%
<i>A student-centred university</i>	Meeting student, industry and community expectations in line with our distinctive identity	7.1.1 Domestic Reputation – UTS Brand Tracker score	80.5	-	-
		2.1.1 Student satisfaction with overall quality of educational experience (SES) Overall Student Satisfaction (SES) ⁵	76.0%	76.0%	76.0%
	Supporting academic success for all students and particularly those from under-served backgrounds	6.2 Success Rates of Culturally Distinct and Equity Groups ³			
		6.2.1 Low SES Student Success	91%	91%	91%
		6.2.2 Indigenous Student Success	88%	90%	90%
		6.2.3 Students with a Disability Success	90%	90%	90%
		6.2.4 Regional & Remote Student Success	93%	93%	93%
<i>A resilient and agile university</i>	People aspire to work and engage with UTS Excelling in our enabling operations and agile to take on new opportunities Remain recognised and distinctive for who we are	5.1.1 Staff Engagement Survey (Wellbeing at Work Solution score)	69%	71%	73%
		4.1 Sustainability Index	84	-	-
		1.1 Operating Margin %	-6.8%	0.3%	3.5%
		1.2 Gross Debt on EBITDA	3.8	1.6	0.2

An updated suite of Council KPIs has been introduced for 2025 (see [Appendix 1](#) for the full Council KPI Scorecard and footnotes and [Appendix 2](#) for KPI definitions and rationales). Our Council KPIs will continue to be refined in 2025 to ensure they provide insight into of the success of our UTS 2030 strategy.

What's happening in 2025

Alongside the programs of work which support the delivery of UTS 2030 the Operational Sustainability Initiative (OSI) is integral to achieving our strategic priorities.

As such, each year for the duration of OSI implementation we will provide information about what's happening in the programs of work supporting the OSI in the Annual Plan (and associated reporting) alongside details of the programs supporting UTS 2030.

Operational Sustainability Initiative

A key focus for 2025 will be the implementation of our Operational Sustainability Initiative to remove \$100 million of expenditure annually. This requires a whole-of-institution approach that considers the breadth of our offerings and operations including our professional services, teaching, research, and other supporting areas.

It is anticipated that the bulk of this initiative will be completed in 2025, sustainably removing the necessary amount of expenditure and ensuring that we to be able to invest and deliver on our four UTS 2030 Strategic Priorities.

[Learn more about our Operational Sustainability Initiative](#)

In 2024 we identified five operational sustainability programs:

- Operating Model
- Sustainable Teaching and Learning
- Revenue Growth Optimisation – the focus for this program in 2025 will be the CinLearn partnership
- Research Productivity and Investment, and
- Cost Management Program

A discussion paper about the initiative was circulated and initial consultation was undertaken in November 2024 and the University response published in March 2025.

In early 2025 design work is continuing for four of the programs: Operating Model, Sustainable Teaching and Learning, Research Productivity and Investment, and the Cost Management Program.

To identify the appropriate size of the academic workforce, we will integrate insights from the Research Productivity and Investment and Sustainable Teaching and Learning programs.

The size of our professional workforce will be informed by that reduction in academic FTE and the removal of work and efficiencies gained through the Operating Model, alongside our ongoing technology investment.

Any proposed change that may have a significant impact on staff will be managed in line with the processes set out in the relevant UTS Staff Agreement, including the development of detailed change proposals for consultation.

Sustainable Teaching and Learning

The Sustainable Teaching and Learning Program (STL) will transform the university's course portfolio and its delivery. This will address significant changes in response to a range of external drivers that are required to offer first class higher education.

Over the long term this work is intended to:

- increase student progression (success/pass rate)
- increase student retention
- increase course direct margins
- reduce operating cost and margins of adjacent (non-core) business
- increase teaching space utilisation
- improve GOS results
- and increase the reputation and recognition for targeted course/discipline areas

There are three streams of work underway in the STL program in 2025:

Stream 1 – Course & Subject Alignment

The focus of this stream will be streamlining course and subject options and delivery mode.

Stream 1 2025 project milestones include:

- April 2025 - future state course portfolio confirmed with faculties
- May 2025 - Course and Subject Alignment completed

Stream 2 – Curriculum Transformation

The focus of this stream will be creating robust course architecture and design, inclusive of assessment, teaching approaches, digital first approach and GenAI.

Stream 2 2025 project milestones include:

- December 2025 - curriculum transformation implementation plans for Yr 1 courses completed

Stream 3 – Portfolio Strategy

The focus of this stream will be on maintaining future state course portfolio.

Stream 3 2025 project milestones include:

- October 2025 - target state course portfolio parameters drafted
- Integrate Annual Course Quality Assurance Framework in place

In 2025 the STL program's success will be measured by:

- the number of courses that have completed the course transformation process
- alignment of similar subjects, majors and courses
- approval processes in place to support strategic curriculum approval processes
- reduced number of subjects with low or negative margins

Research Productivity and Investment

This program of work is focused on achieving an optimised investment framework that includes uplift of our external research income. Balancing it appropriately with our internal investment, and ensuring the diversity of the income profile, research activities, and disciplines is crucial for our success.

This program aims to increase the impact we achieve with an internal research investment of more than \$200m each year, in addition to external research income and Commonwealth Block Grant. The program recognises there are opportunities to increase UTS's internal focus on areas achieving outcomes across a range of priority areas and to direct resources to those areas including research concentrations (university Centres/Institutes) based on performance.

The Research Productivity and Investment analysis also provides a lens on the proposed academic staff impact. This will ensure that we minimise any reduction in research capability and capacity and provide a guidepost for future strategic alignment of funding to improve the external leverage of research funds and enhance research performance in line with our research strategy and delivering outcomes from investments in external engagement and partnerships.

The project's success will be measured by:

- realisation of financial benefits
- growth in our External Research Income (ERI)
- increase in larger-scale externally funded opportunities
- developing more Research Translation and Knowledge Exchange opportunities

Operating Model

This program of work will optimise our Operational and Academic Services, to deliver consistent, high-quality support functions to the academic endeavour which are operationally and financially sustainable.

In 2025 this program will:

- design a new Operating Model to:
 - support Academic Endeavours through an efficient, consistent, and harmonised academic architecture that effectively and sustainably enables outstanding education, research, and engagement outcomes.
 - design a comprehensive Service Delivery Model (SDM) that addresses inefficiencies and inconsistencies in UTS to enable a streamlined and consistent approach to service delivery.
 - deliver integration that will tie together the operational and academic transformations by implementing a robust service delivery model and effective academic structure aligned to our UTS 2030 strategy.
- provide a change plan that implements the design.
- identify further transformation opportunities to support sustainability and scalability.

The project's success will be measured by:

- strategic cost savings and efficiency enhancements that provide for a financially sustainable future.
 - which will be delivered by:
 - a design that aligns with predetermined financial goal.
 - a change plan that implements the design within the scheduled completion timeline.
 - minimal unplanned BAU disruption.
 - and supported by:
 - design and implementation of a service delivery model that provides for greater efficiency, strategy alignment and cost effectiveness.
 - a well-structured and efficient operational design including but not limited to optimisation of spans and layers.
 - identification of key operational enablers, such as technology, governance, and processes.
- the identification and capture of interdependencies and future work packages required to support our transformation moving forward.

Cost Management Program

The cost management program seeks to reduce \$20 million in costs annually from 2026.

Key elements of the program include:

- cost reduction and control measures – financial planning and reporting control measures will be used to remove non-value add or more discretionary items to 'right size' cost base.
- procurement and purchasing opportunities – strategic sourcing and purchasing opportunities will be identified and planned to target efficiencies and effectiveness of purchasing across the University, and to ensure benefit of scale.
- uplift in budgeting and forecasting – develop maturity in budgeting and forecasting processes to ensure resources are allocated efficiently.
- investment prioritisation – development of refreshed investment prioritisation process to ensure strategic outcomes are achieved.

These will be considered with an overarching intent to ensure the sustained efficacy of cost saving initiatives. As part of this, consideration will be given to their:

- financial benefit
- business impact – including operational or strategic impact
- time to implement
- degree of organisational risk
- and investment requirement.

Delivering on our UTS 2030 Strategic Priorities in 2025

As detailed in UTS 2030 Strategic Plan we will achieve our vision by focusing on the following four strategic priorities with the aim to be:

- A creative and innovative university
- A connected and engaged university
- A student-centred university
- A resilient and agile university

For each program we have outlined key milestones, deliverables, and expected results for 2025.

A creative and innovative university

As a research-intensive university creativity and innovation are an essential part of what we do, and we must ensure we are in the best position to elevate and use these intrinsic attributes. We have an opportunity to further differentiate ourselves as a leader in this space, to achieve this we must succeed in elevating, utilising and embedding these intrinsic attributes in everything we do.

The following major programs of work will support the delivery of this strategic priority in 2025.

Creative Industries

The Creative Industries Strategy was developed with input from staff, students and industry across 2024. This strategy builds on our existing strengths in the creative and social practice disciplines to unlock innovation through the intersection of technology and creativity.

[Learn more about our Creative Industries Strategy](#)

Given the breadth of our aligned discipline groups, this refreshed strategic focus also builds an authentic and distinctive foundation for a new faculty, which will better support and profile our world-class academics and industry partnerships. This approach looks to strengthen synergistic activities across and beyond UTS, with the aim of increasing our national and international profile.

In 2025 our focus will be on embedding pan-university alignment with the Creative Industries Strategy to leverage new and existing interdisciplinary activities to deliver our strategic objectives. This will be supported and enabled by the establishment of a new faculty in March 2025. Once established it will have the following remit:

- act as the key sponsor and owner of the Creative Industries Strategy

- foster porosity and collaboration across the university to achieve strategic goals to build our distinctiveness
- achieve excellence across student experience, knowledge creation and exchange, and scaled partnerships.
- increase strategic intersections between research, creative practice, and technologies.
- scale research initiatives by leveraging existing concentrations through increased collaboration
- support a synergistic mix of creative and social practice disciplines, to enable strategic use of resources across disciplinary boundaries
- build on the success of Indigenous led research programs that increasingly innovate through creative practice, generating transformative change across social and environmental contexts
- increase revenue, allowing flexibility and optionality with faculty activities and initiatives
- enhance our collaborative culture, with the aim of increasing our national and international profile and build on the existing strengths in the creative and social practice disciplines
- leverage consolidated expertise to create a renowned educational portfolio in creative skills and technology that will bring global reach and reputation.

By the end of 2025 we will have:

- appointed the new faculty's leadership team
- completed a change implementation process to create the new faculty structure.
- named the new faculty (after further consultation with staff).
- transitioned to the new faculty structure and commenced operation of the new faculty, in line with operational sustainability goals.

Delivering Impact (Research Translation)

This program of work is about making our research do more for more people through our expansive and innovative approaches, to drive Research Translation including, but beyond, commercialisation.

[Learn more about Research Translation](#)

In 2025 we will:

- launch three new Research Translation initiatives to increase engagement and activity – with a focus on time allocation and demonstration of impact potential.
- launch a new Research Translation Professional Development program.
- establish and activate an external research translation support community.
- review and implement Research Translation support structure and resourcing.

By the end of 2025 we will have:

- activated a new Research Translation Advisory Committee
- submitted the first non-commercial translation disclosures

Recognising and utilising knowledge and expertise (Knowledge Exchange)

Our research and education will be enhanced by bringing together knowledge and expertise from a broader range of organisations and then utilising these to plan and undertake the work of the university. Activating Knowledge Exchange is how we will achieve our ambitions.

This will enable us to create new ways to develop and sustain research and education partnerships, cementing our position as a university of choice for industry to translate our research outcomes into practice and secure co-investments that can help develop future facilities and activities.

Through this approach multidisciplinary teams will be supported to tackle more complex, high value, and impactful ideas and projects with the wider community and industry.

[Learn more about Knowledge Exchange at UTS](#)

The 2025 focus for this program will be to:

- embed Knowledge Exchange as a key strategic initiative for pan-university collaboration and impact.
- review of relevant policies and procedures to ensure that they enable staff to deliver on the KE goals effectively.

- build a team with responsibility for supporting networking and engaging stakeholders.
- establish an “Early Engagement” training and capacity building program to support staff to connect with external stakeholders, including a funding scheme to attend professional meetings (industry and government) in Australia and internationally.
- explore joint appointments with key external stakeholders/partners to meet strategic priorities, including identification of existing partnerships across the university which can be nurtured and enriched through a knowledge exchange approach

By the end of 2025:

- the UTS Knowledge Exchange Framework will be launched.
- we will have identified the highest value return activities and developed plans to scale/make them pan-university
- First returns will be realised

This strategic priority will also be supported through the delivery of the following projects in 2025:

Indigenous Cultural & Intellectual Property

This work will ensure recognition of Indigenous peoples as the primary custodians and interpreters of their cultures, observe their rights to full ownership and proper attribution for use of Indigenous Cultural & Intellectual Property (ICIP), and recognise Indigenous peoples' right of free, prior and informed consent. By the end of 2025 we aim to have a university-wide guidelines and an implementation plan to operationalise ICIP requirements will ensure best practice.

Indigenous Data Sovereignty & Stewardship

Through this project we will develop an Indigenous data sovereignty and stewardship framework/model and implementation plan across UTS that builds best practice approaches for Indigenous research data management, teaching and learning, archiving and the distinct measuring of impact.

A connected and engaged university

Deep connections with industry and community have always been part of our unique history and identity. We understand that mutually beneficial collaborations with the end-users of our education and research – including businesses, governments, NGOs and target communities both locally and globally – are the best way to magnify and accelerate impact, today and into the future.

Through the work within this strategic priority, we will ensure we remain a connected and engaged university.

The following major programs of work will support the delivery of this strategic priority in 2025.

External Engagement Action Plan

The External Engagement and Partnerships Division has been designed to consolidate and focus our engagement and partnership activities, drive pan-university strategic planning, boost our brand and reputation for being good to do business with and support enhanced commercial revenue generating opportunities and build strong partnerships with industry and business.

[Learn more about UTS External Engagement and Partnerships](#)

In 2025 work within the division will include:

- building greater awareness of UTS's brand, expertise and achievements amongst key external audiences
- establishing a centrally-led business development capability that proactively secures partnership opportunities across all priority engagement areas, utilising a network of faculty-based business partners to coordinate and optimise all BD activities across the university.
- establishing a flexible strategic delivery/partnership management capability that supports faculty in coordination, project management and partner experience for complex and high-value projects
- shaping and implementing a refreshed strategy for leveraging our major facilities

for commercially funded research and other revenue opportunities.

- developing high-quality, low-cost delivery models for Enterprise Learning to drive EBITDA growth and deepen our offerings to industry
- growing the value of UTS's startup ecosystem, increase commercial opportunities and revenue generation, and drive strategic clarity and alignment.
- leveraging alumni engagement locally, nationally and globally and identify opportunities for mutual value creation
- designing and develop an events framework to support university outreach across student attraction, partners attraction and community engagement.

This work will drive success in achieving our 2025 KPI targets:

- Domestic – UTS Brand Tracker score (2025 target = 80.5)
- Domestic – Media Reputation score (2025 target = 64.5)
- International – QS Reputation score (2025 target = 62)
- Philanthropic funds received (2025 target = \$8.1m)
- Income from Enterprise Learning (2025 target = \$ 7.97m)

Sector Engagement

We aim for deep sector knowledge, extensive research activities, and for strategic partnerships to become the preferred collaborators in “industry” ecosystems that deliver economic, environmental and social impact and value. Our deep Sector Engagement approach is to align UTS wide expertise and capability with the needs of selected industry sectors and firms and organisations within those sectors, with the aim of ensuring that we achieve a comprehensive level of engagement that raises awareness of UTS within the industry sector and enhanced prospects for future partnerships of scale. This will create the greatest uplift in value and benefits, moving beyond individual organisational relationships to participate and scale our engagement across national and global sector ecosystems.

Learn more about Sector Engagement at UTS

The 2025 focus for this program will be to:

- establish and launch four dSETs, selected because those sectors have the greatest potential to be advanced through the deliberate alignment of areas of UTS research strength: Health and MedTech; Agri/HortTech; Space and Defence; Climate and Net Zero.
- under the leadership of “Sector Champions,” establish and resource pan-university teams to drive university-wide communication,

collaboration, and partnerships with external stakeholders.

- develop and implement dSET activities including identification of partners and collaborators for Knowledge Exchange (KE), staff mobility, Professional Experience Program, workshops, international mobility including mobilising cohorts of HDRs to tackle complex, large projects in specific sectors.
- establish relationships with the core external partners in each sector and activate the development of and/or expansion of a sector ecosystem.

By the end of 2025:

- first four dSE foci will be launched
- co-academic leads “Sector Champions” appointed and pan-university teams activated
- dSE involvement to be recognised as a strategic priority for the university and reflected as such in annual workplans
- each dSET will have developed a vision and implementation plan to deliver high-impact, high-yield and high-value programs commencing Q3 2025 through to 2030
- each dSE will have negotiated, and ideally commenced the first large scale funding opportunities by Q4 2025.
- university processes and technology to be enabled to support and deliver the ambitions of the dSE will have been identified.
- we will be more strategically and deliberately engaged with and proactively participating in externally-framed

collaborative ecosystems, which leverages off our internal collaborative research ecosystem.

Global Strategic Partnerships

Our Global Strategic Partnerships (GSP) strategy leverages our reputation for excellence and scales our enterprise and innovation, research and research training, and teaching and learning reach with strategically beneficial, aligned and respected international partners, enabling us to tackle complex global challenges.

In 2025 we will:

- seek internal nominations from across UTS (Q1)
- negotiate with any prospective partners identified - expect at least one (Q2)
- If any proposed partners accept the offer, we will develop three-year activity plans with each of those partners (Q4)

Our goal is to:

- secure at least one GSP in 2025.
- Have between four and six such partners globally in the medium-term (3-5 year)

Global Digital Growth (CinLearn)

Global Digital Growth aims to broaden our global footprint by expanding access to our digital educational offerings to a global student audience by adapting our world class curriculum and course delivery to new global learner audience's needs. The new strategy and operating model reflect UTS values and commitment to accessible education for all and delivers an enhanced and customised student experience through new delivery channels in global growth markets. By diversifying our international student body and leveraging our digital education portfolio, we are also creating an additional online offshore revenue stream.

The 2025 focus for this program will be to:

- develop digital uplift and curriculum expansion through leveraging, reimagining and enhancing our online curriculum portfolio to create greater access to lifetime of learning opportunities in global growth markets. This will also benefit on campus and domestic online students as we take a whole of university 'digital first' approach.
- implement a new global digital operating model that enhances our capability to deliver into global markets in partnership with education services providers and/or international partner universities. The global digital curriculum delivery and partnership model (operating model) will serve as a framework for future revenue growth.

- launch the Global Digital Growth Strategy in Q2 2025
- launch our first global growth market: China in Q2 2025
- identify and secure additional partner/provider to access additional markets in APAC outside of Greater China.

The program will deliver:

- an institutional strategy – including approved metrics for market and partner selection – launched, communicated and broadly socialised with all relevant stakeholders (faculties, central units, etc.)
- three student intakes for Study Period 4,5,6 in 2025 with minimum enrolment numbers of ^{814, 614} students per study period per course (2 courses), and initial total of ^{814, 614} CinLearn students for 2025
- further markets and delivery partners identified and business cases presented with partner(s) that have capabilities and resources that enable market access and growth at scale.

Transnational Education (TNE)

Our Transnational Education (TNE) initiatives expand our global footprint, diversify offshore programs, and enhance regional impact. By offering a world-class UTS education without requiring relocation we foster inclusivity, global engagement, and academic excellence.

Aligned with our international strategy, TNE supports sustainable revenue, strengthens our global reputation, and creates growth pathways.

Our partnership with Ho Chi Minh City University of Technology in Vietnam and the China Learning Centre with Northeast Forestry University in Hainan Island exemplify our commitment to international collaboration and educational excellence, with both projects set for delivery in 2025.

The 2025 focus for this program will be:

- securing regulatory endorsements to ensure compliance (Q1)
- signing formal agreements (Q2)
- finalising Academic and operational structures finalised (Q2)
- launching our new programs (Q3)
- monitoring student engagement and experience (Q4)

This strategic priority will also be supported through the delivery of the following projects in 2025:

Alumni and Philanthropy

This program will focus on re-imagining the UTS approach to alumni and philanthropic engagement globally and locally, through partnership with our internal and external communities. In 2025 we seek to increase in the number of UTS Ambassadors by 10%, and achieve our 2025 Philanthropic Funds Received target of \$8.1million.

Social Impact Framework

In 2025 the Centre for Social Justice & Inclusion (CSJI) will lead a consultation to review and revise the UTS Social Impact Framework (SIF) with a view to simplifying and aligning it more closely with the academic concepts of research, teaching and service and to the UTS 2030 Strategy.

Precincts

This project leads engagement and facilitation in Tech Central and other key precincts in which UTS operates. The focus of our Precincts work in 2025 will drive a reinvigorated approach to Tech Central leveraging renewed interest and strategy from the NSW Government and catalyse Tech Central in partnership with key stakeholders, to facilitate effective leadership and coordination across the Innovation District. An internal advisory group will be established to formalise coordination and visibility on precinct activity. And we will implement a strategic industry engagement approach in Western Sydney (with a focus on AMRF and TAFE Centres of Excellence).

Manufacturing at UTS

through this project we are aiming to create a leadership position for UTS in partnership with government and industry that will define, create, and participate in building Australia's manufacturing future. By the end of 2025 we will deliver a Strategic Plan and Implementation Plan, an active UTS Manufacturing Network, completed mapping of UTS capability with economic opportunities and Government priority, and a campaign to enhance UTS manufacturing visibility.

A student-centred university

This work will support our students to thrive in all stages of their educational journey. We will provide pathways to our high quality education and, in partnership with our students provide diverse, supportive, safe and vibrant campuses where all our students, whatever their background or location, feel valued, respected and able to learn.

Through a digital-first approach, our students can expect us to use, and to work with them to understand, the digital tools they will need for their future professions and life.

The following major programs of work will support the delivery of this strategic priority in 2025.

Pathways to UTS

UTS is committed to enhancing educational access and equity through its comprehensive Pathways Plan, which provides multiple entry routes to higher education for students from underrepresented backgrounds. Rooted in the principles of widening participation, fostering inclusive academic environments, and offering robust student support, this strategy aligns with UTS's broader social justice mission. It includes recalibrating institutional targets for equity groups to ensure greater representation and success across the university.

By embracing non-traditional entry pathways, UTS seeks to create more flexible and equitable opportunities for students from diverse backgrounds. This involves scaling up existing pathway programs, removing adjustment point caps, and setting clear targets for faculties to diversify their student cohorts. The Pathway Plan reflects a unified effort to ensure that all students, regardless of background or circumstance, have the opportunity to succeed and thrive in higher education. Through collaboration with key stakeholders and a strong focus on inclusivity, the initiative aims to significantly expand access to education at UTS.

In 2025, the project will concentrate on recalibrating entry targets for equity cohorts and operationalizing key initiatives that remove traditional access barriers. A key focus will be expanding non-ATAR entry programs, including

guaranteed entry places for First Nations students and the introduction of a reduced ATAR matriculation score of 60 for certain programs. Additionally, the Plan will include a scaled-up effort to enhance preparatory programs to ensure incoming students are well-equipped for academic success. Success in 2025 will be defined by the effective implementation of these initiatives, resulting in increased enrolment from targeted equity cohorts and measurable improvements in student preparedness and retention.

The 2025 focus for this program will be:

- Q1 2025: Finalise operating and implementation plan for pathways plan
- Q1 2025: Launch of pathways plan
- Q2-Q3 2025: Monitor admissions data to track equity cohort participation in line with the agreed low SES and First Nations targets and analyse any necessary adjustments.
- Q3-4 2025: Deliver a preliminary impact assessment report to the ULT, evaluating the success of 2025 initiatives and identifying areas for continuous improvement.

By the end of 2025 we will have achieved:

- the removal of adjustment point caps for all courses for the 2025 intake (~50 additional students)
- guaranteed places for First Nations students, bundled with scholarships and

subsidized accommodation for 2025 (~20 additional students)

- lowering the ATAR threshold to 60 for applicants through the School Recommendation Scheme (SRS) for the 2026 intake (~200 additional students)
- expanding current non-ATAR pathway programs and creating new ones to be implemented in 2024/25 for the 2026 intake (~180-200 additional students).

Student Experience Action Plan

The Student Experience Action Plan is the next phase of a strategic initiative designed to differentiate and optimise the overall student experience at UTS.

By further embedding the Student Experience Framework, we aim to create a cohesive and supportive environment that fosters alignment across programs and services with an emphasis on the four key domains of student experience and success: academic engagement, belonging, wellbeing, and partnerships.

Through a focus on these domains, the program aims to create a holistic and integrated approach to student success. We are committed to continuously improving and adapting our programs, policies and systems to meet the evolving needs of our students.

Learn more about Student Experience at UTS

In 2025 the Action Plan will focus on:

- optimising Orientation and Onboarding: From Autumn 2025, we will enhance the orientation and onboarding experience to ensure a smooth transition for new students.
- enhancing Support for Students: We will improve our proactive identification and outreach efforts to support students in need.
- co-designing a Student Voice Framework: a new framework will be developed by end Q1 to gather student insights and lead indicators

across all domains of the student experience. We will socialise the Student Voice Principles in Q2.

- developing a Student Experience Evaluation Framework (in place by Q3): This will enable us to monitor and measure the impact of our initiatives across each domain.
- developing a Student Experience Action Plan 2026-2028, to be launched by Q4: that sets out a future workplan, including key objectives and focus areas for improving student experience over the next 3 years.

By the end of 2025 we will have:

- an optimised onboarding email campaign deployed for all new commencers by SPR 25
- increased engagement with onboarding comms (increase in open rates YOY)
- increased orientation registration and attendance YOY
- behavioural nudges and automated interventions developed to support students identified as at risk of attrition or failure
- the outreach call campaign developed to support students that need it most, beyond census
- new mechanisms for gathering student feedback in place and reported on by Q3 2025.

Whole-of-institution approach to creating a safer UTS community

This initiative supports the goal of a whole-of-institution approach to the prevention and response to gender-based violence (GBV) at UTS. Our approach employs research-driven highly engaging participatory design, and leverages innovative partnerships to create a safe, inclusive and respectful environment (both physical and online) within our student and staff community. While the focus is primarily on the prevention of gender-based violence, due to its intersectional nature, is also heavily involved in many campaigns, programs and events that seek to address wider forms of disrespect, inequality and discrimination.

Federally, new legislation to address GBV has been recently introduced to Parliament. The purpose of the National Higher Education Code to Prevent and Respond to Gender-based Violence is to ensure that higher education providers actively work across their whole organisation to prevent sexual and gender-based violence and improve how universities respond to victim-survivors.

At a state level, the NSW Government "Pathways to Prevention" strategy outlines a comprehensive approach to preventing domestic, family, and sexual violence in New South Wales from 2024 to 2028. It emphasises a whole-of-government and community

approach, focusing on primary prevention to stop these forms of violence before it starts.

Closer to campus, the next national prevalence survey is expected to be in field in semester 2 2025, collecting the next round of data on the scale and nature of university student experiences of GBV. The main focus of this program in 2025 is preparing our institution for the new legislation that is expected to be enforced 1 January 2026, aligning with the NSW 'Pathways to Prevention' strategy, and preparing our university for the incoming prevalence survey. It is clear from the above that universities can play a pivotal role in preventing and responding to sexual violence and GBV, and creating a safer, more inclusive environment for our community.

A whole-of-community approach is needed to make this a true reality.

As a result of this work we will deliver:

- successful implementation of the federal requirements of the national Code across all areas including prevention, response and recovery
- greater student completion rates in the upcoming national prevalence survey
- more positive results in the UTS Student Satisfaction Survey, both in awareness of support services and creating a supportive environment to call out or report instances of sexual violence
- continued rates of engagement with our activations, events and campaigns relating to the prevention of GBV

- timely reports and updates to the NSW Vice-Chancellor's Committee (via Chairing the NSW / ACT Universities Prevention Connection).
- participation on the Universities Australia Technical Working Group and the Universities Australia Vice-Chancellors' sub-committee for the upcoming third national prevalence survey.

Holistic complaints, compliance approach

This program seeks to unify many intersecting areas of complaints management for the university. It is bringing together many areas of responsibility to review, design and develop a safe and inclusive environment for our community – as well as effectively addressing our capacity to manage our ongoing volume of complaints and compliance management, and those arising in the future.

We spent much of 2024 reviewing the landscape related to gender-based violence and creating an Action Plan to address the draft recommendations from the incoming National Code to Address Gender-Based Violence. The General Counsel, Director Governance Support Unit and DVC Education & Students also undertook an external review to evaluate the landscape of academic risk, student misconduct and complaints reporting and management at UTS. 2025 is expected to be a year of high-volume external change, with shifts in government policy, management and legislative impact for UTS, and the higher education sector at large.

Insights from the 2024 reviews and external shifts will inform a whole of institution approach to complaints and compliance in 2025. Our existing processes will be reviewed and a new integrated approach to complaints and

compliance management will be implemented across the university.

A whole of institution approach will be undertaken to ensure existing responsibility and arising requirements are uniformly addressed for staff, students and community. We are keen to address early prevention activities that can help address and consistently improve the student and staff experience. In partnership with General Counsel, Director Governance Support Unit, Executive Director People & Culture and the DVC Education & Students, Provost will seek to review and consolidate a new integrated approach to our complaints and compliance management.

In 2025 we will undertake:

- a consolidated review of the existing landscape to manage staff, students and community complaints
- significant work to update and streamline our governance processes, including policies and procedures
- identifying appropriate technology platform(s) and issues to workflows. Critical components include capturing and triaging complaints through the right channels to ensure they are routed to the appropriate teams and systems
- process mapping for our current state, governance and teams to prioritise solutions, given financial constraints this year.

At the end of 2025 we will have:

- a unified approach to continuously improving the prevention, response and management of complaints, compliance and misconduct at UTS;
- an integrated platform with which to report and respond to complaints across the institution which will ensure they are investigated and addressed in a timely manner.

This strategic priority will also be supported through the delivery of the following projects in 2025:

Higher Degree Research (HDR)

Our ambition is to be a draw card university for domestic and international HDR students because of market-driven crafted programs and exceptional supervision and student experience. Through this project we will increase interest in UTS Higher Degree Research, compared to 2024, from recruitment campaigns and correspondingly higher commencements, including an increase in conversions, and implement a plan developed from analysis of HDR Review recommendations approved by ULT.

National First Nations College

We are working to establish the National First Nations College (NFNC), which will increase Indigenous student participation and graduate success, and support UTS's vision for excellence in Indigenous higher education, research, employment and engagement. The College will attract Indigenous students and adopt Indigenous values as key elements of its operating model. Importantly, it will also be fully inclusive of all peoples and open to non-Indigenous students, both domestic and international, who have expressed a commitment to an Indigenous-inclusive society.

Cultural Diversity and Anti-Racism (CDAR) Action Plan

Our CDAR Action Plan key priority areas encompass both ongoing and new initiatives including enhancing the workplace and learning environments to ensure the cultural safety of Indigenous staff and students, while increasing the capability of all members of the UTS community to work respectfully together. In 2025 we will officially launch the CDAR Action plan in Q1, establish a working group with key 'champions' within each unit or faculty which is responsible for overseeing the actions of the plan, launch the Acknowledgements of Country project, coordinated by the UTS Multicultural Women's Network and the Centre for Social Justice and Inclusion and implement the implementation of the Realise. Inspire. Support. Energise. (RISE) program's recommendations in developing culturally responsive leadership.

First Nations Cultural Safety Framework

Ensuring cultural safety for First Nations students and staff is key to student success, and an organisational culture that fosters innovation and creativity. It ensures UTS maintains its strong reputation as a university that nurtures innovation, creativity and excellence for First Nations students, staff and all staff working with First Nations peoples. In 2025 we will develop a bespoke First Nations Cultural Safety Framework, beginning by consulting widely with students and staff to scope key elements of the Framework.

A resilient and agile university

Our excellence in teaching and research is underpinned by how we operate. We will continue to evolve to provide an environment that meets the dynamic needs of our students, staff, industry and global community. And we invest in the modernisation of our workforce, systems, data and property to support excellence in teaching and research.

The following major programs of work will support the delivery of this strategic priority in 2025.

People Strategy

Employee Value Proposition (EVP)

An Employee Value Proposition (EVP) is a set of attributes that employees perceive as the value they gain through employment with an employer. An EVP can help employees and candidates evaluate and compare potential employers and help employers attract and retain talent by providing a clear statement of what they offer.

The UTS Employee Value Proposition was adopted in 2024 and has since been published and embedded in our recruitment practices.

[Learn more about the UTS Employee Value Proposition](#)

With the adoption of the new UTS 2030 strategy and the implementation of our Operational Sustainability Initiative, we recognise that the coming year will be one of transformation and disruption for our community.

To support our people through this time of change, in 2025 we will:

- use the EVP as a lens through which to celebrate and reinforce the core elements of the university's purpose and culture and guide the selection of stories we share in internal and external communications.
- reinforce our commitment, as expressed by the EVP, to being a safe, welcoming,

collegiate, supportive and a strong community, and continue to create opportunities for our community to come together around our teaching and research

- complete a gap analysis of the aspirational elements of the EVP against the lived experience of staff and develop an action plan to better highlight and build on existing strengths (e.g. our researcher development) to address gaps in line with our strategic priorities and institutional capacity (e.g. making our processes and systems easier through ERP, developing the approach for the Leadership Academy).

People Unit Operating Model Program

The People Unit Operating Model has been designed to implement the capabilities needed to progress the People Strategy and provide operational support across the university. It provides a higher level of strategic people partnering while also centralising all transactional work into a single HR Centre of Excellence.

The focus of this program in 2025 will be:

- recruitment completion and imbedding new capability
- process improvement including digitalisation on ServiceConnect
- Phase 2 design for the Enterprise Resource Planning program

In 2025 the program's success will be measured by:

- the People Unit meeting performance KPIs (Tier 1 enquiry YoY reduction of 5%; Average recruitment time of 60 days; Partnership quality increase of 5%)
- the implementation of the Psychosocial Risk Management Program
- the completion of the organisational design alignment with ERP
- approval of the Leadership Academy business case

Academic Performance Framework

We aspire to support excellence in our academic workforce by putting a stronger governance framework in place to drive quality conversations and recognition underpinned by clear processes and tools.

The program, which began in 2024, is reviewing internal governance mechanisms to support promotion, development and performance alongside the policy and procedures framework. UTS experts and industry academic leaders will be part of a discussion on strengthening our existing ecosystem and preparing for our future academic workforce. Testing and implementation of the findings will commence in 2026 to ensure a robust academic performance framework is in.

In 2025 we will:

- review the articulation of academic performance criteria (including research, teaching, engagement and service, and leadership) across the institution to understand how a more consistent, clear framework can be established across UTS.

This work will result in:

- a greater capacity for managers and supervisors to set performance expectations for staff.

Achieving Scale (Research Concentrations)

We aspire to significantly accelerate and magnify the creation of our research outcomes by bringing together people (both within and external to the university) to work on common goals and ambitions. By fostering an expansive and collaborative culture, we will support every stage of academic development, from emerging scholars to established leaders, as part of a wider research ecosystem that enables our research concentrations and collaboration networks to realise impact on a global scale, delivering positive change in the communities our staff live and work.

[Learn more about Research Concentrations at UTS](#)

The 2025 focus for this program will be to:

- deliver and optimise institutional support for research concentrations and the development of large scale funding opportunities by driving ambitions, creating pathways to scale and supporting pan-university, transdisciplinary collaboration through all of our policies, processes and practices. These will be framed by and supported through our approach to knowledge exchange, research translation, and position to realise greater research impact.
- complete the strategic positioning work for centres to activate the potential of centres and networks beyond the university.

By the end of 2025:

- key learnings from the first cycle of centre reviews will be completed.
- the UTS Fields of Research collaborative network will be mapped to the Research Concentrations and the external large-scale funding opportunities to determine where alignment and focus will be created.
- a development plan for all centres will be activated with centre directors empowered and given responsibility for delivering agreed metrics that uplift the scale of collaboration, impact and value of activities.
- all research concentrations will have created an external funding plan, the realisation of this opportunities will be proactively supported by the research support and enablement team.
- the appropriate level of internal investment will have been determined and will be put in place for the beginning of 2026..
- our external research income profile will have been moved to include a greater proportion arising from large scale funding (funding with total contract value to UTS being greater than \$2 m). More programs of work will transcend beyond the small to medium sized collaboration context.

Data and AI Strategy

The Data and AI Strategy supports our ambition to be a recognised leader in the responsible and innovative use of data and AI to transform, and drive value for, the university.

Through this work we will empower our staff and students to be creative and develop expertise which drive efficiency, provide proactive insights, and enhance user experiences.

The focus of this program in 2025 will be on:

- Teaching - establishing a digital first approach to assessment reform, design and architecture providing productivity benefits for staff and improved experiences for students
- Research - development of Research AI guidelines to generate a strong network of research expertise seeking to explore and adopt AI to support research activity and research administration
- Operations to safeguard data assets, we will manage data risks, privacy, security, and compliance and build a robust and trusted data foundation to empower data-driven decisions

The success of the implementation will be measured by:

- the development of an Analysis & Monitoring approach
- a 20% reduction in G Drive data
- establishing a Generative AI Framework and scaling of AI applications/bots to improved student and staff experiences and productivity

Digital Strategy

The following programs within our broader Digital Strategy support delivery of our UTS 2030 aspirations in 2025.

Cybersecurity Program

This program seeks to improve preparedness for (and reduce the likelihood and impact of) cyber incidents through a strong and collaborative 'cyber threat aware' culture and the increased application of 'secure by design' and 'zero trust' practices and technologies.

The focus of the program in 2025 is to:

- maintain effective governance and risk management
- enhance Cyber Aware People
- maintain and enhance Security by Design
- maintain and optimise Cybersecurity protection
- maintain and improve effectiveness of Cybersecurity Detection & Response

We will see results through:

- maintenance/improvement in NIST scores
- effective management of cyber incidents

Enterprise Resource Planning

The ERP Program is a multi-year program-of-work that will reimagine how we 'do' people and finance processes, and how we work together across UTS, through improved automation, integration, and insights enhancing our ability to deliver on our teaching and research priorities.

In 2025, the focus is on the Release 1 that consists of the core capabilities and services provided by Finance and People Units:

- Phase 1 Design complete by May 2025
- Build progress for Phase 1 release of core capabilities in Q1 2026

IT Operating Model Program

The new IT Operating Model is required to deliver and sustain our technology investments. An upgraded core IT infrastructure and integration environment provides robust and secure platforms, with the introduction SAFe agile ways of working.

The focus of this program in 2025 is the completion of recruitment and the closure of the program by June 2025.

In 2025 the program's success will be measured by:

- Priority 1/Priority 2 incidents per month ≤ 7
- IT Service Customer Satisfaction per Month 85%
- System Remediation within target time: 90%
- achievement of Technology Portfolio scope (features with the Epics of the Agile Release Trains): 80%

This strategic priority will also be supported through the delivery of the following projects in 2025:

Sustainability Strategy

The focus of the Strategy implementation in 2025 is the implementation of the *Trailblazers for the Goals* program, the launch of a staff training module about Sustainability, the development of a Circular Economy Plan, and electrification and battery projects

[Learn more about the Sustainability Strategy](#)

Athena SWAN

Athena Swan is an accreditation program recognising good practice to boost gender equity, diversity and inclusion. UTS is in the second phase of the accreditation pathway and we have three continuing projects underway in 2025 which will address barriers to the recruitment, promotion and retention of women in STEMM faculties.

Employee Entitlements Assurance Review Program

This project entails a compliance review to assist in remediation of 'agreed hours' underpayments. We anticipate finalising this program in 2025, with all payments complete and the full scope of corrective work finalised.

Appendix 1 – Council Key Performance Indicators (KPIs)

New Council KPIs for 2025

In conjunction with the development of the new strategy, we reviewed the Council Key Performance Indicators (KPIs). For 2025 we have an updated suite of twenty nine lag indicators and twenty four lead indicators. 2025 targets for each lag indicator are provided in the following table. Where possible we have provided 2026 and 2027 targets as well.

We will review and refine the suite of KPIs to ensure we have the most appropriate indicators in place to provide insight into the progress and impact of the strategy.

As a result of the most recent Council KPI review, changes were made in the following categories:

- Financial Sustainability – The introduction of a new lead indicator: '*Operating cash flow ratio.*'
- Student Experience & Graduate Outcomes – these indicators are now grouped under one heading. And three new lead indicators were introduced for Student Experience.
- Research Excellence and Impact – The lag indicators are now provided as individual indicators and not as part of an Index. The category has also been renamed to better reflect our strategic aspirations and focus.
- Sustainability – an additional Sustainable Development Goal (SDG) - *SDG 17 – Partnership for the Goals* has now been included in the Index. The additional SDG cuts across all other goals and looks at the broader ways in which UTS supports the other SDGs through research collaboration with other countries, the promotion of best practices and the publication of data.
- Staff Health, Safety and Wellbeing – we have broadened the scope of these KPIs to better capture the university's focus on staff wellbeing. A new lag indicator *Wellbeing at Work Solution* has been introduced. It is a score generated from an annual staff survey which will include metrics on employee satisfaction, job engagement,

work-life balance, professional development, safety perceptions, and overall health and well-being.

- Social Impact (Staff and Student Equity) – we have retained the 2024 indicators, and added a new lag indicator - *Gender pay gap* (based on WGEA's definition). The section was also renamed to better reflect the current equity focus. We anticipate reviewing these indicators again in early 2026 once the review of the Social Impact Framework is complete.
- Reputation – We have included a new Domestic Reputation lag indicator, *Media reputation score*. It is based on media monitoring reports and provides an additional gauge of UTS's reputation in the local/domestic region.
- External Engagement – no changes were made to this category, but a review of these indicators is planned for 2025.

Where possible both lag and lead indicators are benchmarkable against the performance of other organisations in relevant sectors.

We will track the progress of the lag indicators through twice yearly reporting. Lead indicator reporting will be used as part of the quarterly performance report analysis and we will refine how we use qualitative lead data.

UTS Council Key Performance Indicators (KPIs)

The following table provides 2025 (and 2026 and 2027) targets for UTS Council KPI lag indicators.

Category	Key Performance Indicators	2022 Result	2023 Result	2024 Result	2025 Target	2026 Target	2027 Target
1. Financial Sustainability							
	1.1 Operating Margin %	-5.1%	-7.2%	-6.2	-6.8%	0.3%	3.5%
	1.2 Gross Debt on EBITDA	3.4	3.2	3.5	3.8	1.6	0.2
2. Student Experience & Graduate Outcomes							
	2.1 Student Experience						
	2.1.1 Satisfaction with overall quality of educational experience (SES) ⁵	76.2%	77.6%	76.8%	76.0%	76.0%	76.0%
	2.1.2 Satisfaction with Teaching quality (SES) ⁵	80.6%	81.5%	81.2%	81.0%	81.0%	81.0%
	2.2 Graduate Outcomes						
	2.2.1 Graduate full-time employment (GOS)	80.9%	81.0%	75.8%	77.0%	77.0%	77.0%
3. Research Excellence and Impact							
	3.1 Research Excellence						
	3.1.1 Field-weighted citation impact (FWCI) Score	62.4	48.8	.4	>65	>65	>65
	3.2 Research Impact						
	3.2.1 Non-academic co-authorships (3-year average) Score	76.7	65.99	14	>15	>15	>15
	3.2.2 Patent mentions score	36.7	39.9	36	>33	>33	>33
	3.2.3 Policy citation score ¹	19.7	15.5	5	>10	>10	>10

Category	Key Performance Indicators	2022 Result	2023 Result	2024 Result	2025 Target	2026 Target	2027 Target
4. Sustainability							
	4.1 Sustainability Index	-	81.7	84	84	-	-
	SDG 6 – Clean water and sanitation ²	89.7	82.8	89.1	89.1	-	-
	SDG 7 – Affordable and clean energy ²	79	71.8	72.6	72.6	-	-
	SDG 11 – Sustainable cities and communities ²	-	86	85.8	85.8	-	-
	SDG 12 – Responsible consumption and production ²	92.9	88.9	91.3	91.3	-	-
	SDG 13 – Climate action ²	-	79.1	81.2	81.2	-	-
	SDG 17 – Partnerships for the Goals ¹	96.5	96.1	99.6	99.6	-	-
5. Staff Health, Safety, and Wellbeing							
	5.1.1 Wellbeing at Work Solution score (UTS Staff survey)	76% ³	-	73%	69%	71%	73%
	5.2.1 Lost Time Injury Frequency Rates (LTIFR)	1.26	0.53	2.28	2.5	2.5	2.5
	5.2.2 Average days lost per incident (Lost Time rate)	25	18	36	50	50	50
6. Social Impact (Student and Staff Equity)							
	6.1 Staff Equity						
	6.1.1 Proportion of female senior academic staff	41.4%	42.3%	47.5%	45.0%	45.0%	45.0%
	6.1.2 Gender Pay Gap (WGEA) ¹ - base salary GPC median	-	-	-	10.4%	8.9%	7.4%
	6.1.2 Gender Pay Gap (WGEA) ¹ - total rem. GPC median	-	-	-	10.1%	8.6%	7.1%

Category	Key Performance Indicators	2022 Result	2023 Result	2024 Result	2025 Target	2026 Target	2027 Target
	6.2 Success Rates of Culturally Distinct and Equity Groups³						
	6.2.1 Low SES Student Success	89.5%	91.4%	92%	91%	91%	91%
	6.2.2 Indigenous Student Success	82.1%	89.8%	88%	88%	90%	90%
	6.2.3 Students with a Disability Success	87.6%	89.7%	91%	90%	90%	90%
	6.2.4 Regional & Remote Student Success	90.9%	93.6%	94%	93%	93%	93%
7. Reputation							
	7.1 Domestic Reputation						
	7.1.1 Domestic – UTS Brand Tracker score	79.6	79.2	79.7	80.5	-	-
	7.1.2 Domestic – Media Reputation score ¹	-	-	-	64.5	-	-
	7.2 International Reputation						
	7.2.1 International – QS Reputation score	53.9	53.9	61.8	62	-	-
8. External Engagement							
	8.1 Total income from external engagement	\$78.0m	\$95.5m	103.41	\$112.07m	-	-
	8.1.1 External Research Income (HERDC Category 2-4)	\$63.6m	\$78.3m	\$83.1m	\$96.0m	\$103.60m	\$111.80m
	8.1.2 Philanthropic funds received	\$9.7m	\$11.6m	\$13.6m	\$8.1m	-	-
	8.1.3 Income from Enterprise Learning	\$4.7m	\$5.6m	\$6.71m	\$7.97m	\$9.48m	\$11.28m

Council KPI Footnotes

1 New lag indicator in 2025

2 Results from different survey methodology. No survey run in 2023

3 Applies for undergraduate cohort

4 Results not available until Q2 2025 - will be published in AP25 Mid-Year Report

5 Targets set to reflect our intention of exceeding and remaining above the national median

See [Appendix 2](#) for the Performance Indicator Glossary and Rationale.

Appendix 2 – Performance Indicator Glossary and Rationale

Performance Theme	Performance Indicator	Definition	Rationale for Indicator
Financial Sustainability			
Lag indicators	1.1 Operating Margin % (reported surplus as a % of revenue)	The ratio of Reported surplus to Revenue as a percentage. Reported surplus = Revenue - Expenses.	Operating Margin % (reported surplus as a % of revenue) is an important financial indicator that indicates the university's ability to manage revenues and control expenses to generate a surplus/profit that can be used in the future to support the institution's capacity to sustain its higher educational operations [TEQSA Risk Assessment Framework].
	1.2 Gross Debt on EBITDA	The ratio of Gross Debt/EBITDA. [EBITDA is the Earnings Before Interest, Taxes, Depreciation and Amortisation].	Gross debt on EBITDA indicates how long (years) it would take for an organisation to pay off its debt using current EBITDA.
Lead Indicators	1.3 Operating cash flow ratio	Operating cash flow (excluding dividends received and interest received) Current liabilities (Excluding related party loans/payables). The ratio = OCF/CL , where – OCF is the Operating cash flow – CL is the Total current liabilities (Excluding related party loans/payables)	Management analyses indicate that the Gross debt on EBITDA is strongly associated (negative correlation) with Operating cash flow.
	1.4 Workforce cost as a percentage of Revenue	The ratio of total workforce cost to total revenue, expressed as a percentage.	Workforce cost as a percentage of Revenue is strongly correlated (negative) with the Operating margin %, indicating that increasing workforce costs will have a negative impact on the operating margin.
2. Student Experience & Graduate outcome			
2.1 Student Experience			
Lag indicators	2.1.1 Satisfaction with the overall quality of educational experience (SES)	Percentage of students (UG + PG + International) who indicated that the quality of their entire educational experience was 'good' or 'excellent'. [Annual result]	Based on a driver analysis, Teaching quality has been identified as a primary driver for students' overall educational experience. To measure overall student experience, it is important to report satisfaction with the overall quality of educational experience and teaching quality. These indicators are benchmarkable with Australian institutions. Targets set to reflect our intention of exceeding and remaining above the national median.
	2.1.2 Satisfaction with Teaching Quality (SES).	Percentage of students (UG + PG + International) who indicated that the quality of teaching was 'good' or 'excellent'. [Annual result]	
Lead Indicators	2.1.3 Overall satisfaction with course quality (SFS).	The university's internal Student Feedback Survey (SFS) captures feedback at a subject level. The satisfaction survey results are recorded at the end of each academic session. These results are based on students responding to the core SFS item 3131 – <i>Overall, I am satisfied with the quality of this subject</i> . The subject level results for each academic session are rolled up to a course level which in turn are rolled up to the institutional level.	Management analysis indicates that the SFS course level satisfaction results are strongly associated (positive correlation) with the Satisfaction with Teaching Quality (SES) indicator, which is the primary driver of students' Satisfaction with the overall quality of educational experience (SES).

Performance Theme	Performance Indicator	Definition	Rationale for Indicator
	2.1.4 Student Retention Rate	The student retention rate is: the number of students continuing in the reference year (x) divided by the number of students enrolled in the prior year (x-1) minus the number of students completed in the prior year (x-1).	
	2.1.5 Student Progression Rate	The percentage of first-year commencing students in a year who neither complete nor return to study in the following year. Progression Rate = $R1/(R1+R2+R3)$, where, – R1 is the Actual student load (EFTSL) for units of study that are passed in the last academic year or 12-month period – R2 is the Actual student load (EFTSL) for units of study that failed in the last academic year or 12-month period – R3 is the Actual student load (EFTSL) for units of study that are withdrawn in the last academic year or 12-month period	
	2.1.6 Student Completions	Percentage change of total Undergraduate (UG) and Post-Graduate (PG) Coursework / Higher Degree by Research (HDR) student completions in the Reference Year. % change in completions = $(R1-R2)/R2$, where – R1 is Completions for reference Year – R2 is Completions for reference Year -1	
2.2 Graduate Outcomes			
Lag indicator	2.2.1 Graduate full-time employment (GOS)	Proportion of domestic graduates (UG+PG Coursework) who were employed full-time (35 hours or more per week) four months after completing their course, among those graduates who were available for full-time employment. [Annual result]	Graduate employment outcome is a focus of every higher educational institution as well as the government. Therefore, UTS needs to track the success of its graduates. This indicator is benchmarkable with Australian institutions.
3. Research Excellence & Impact			
3.1 Research Excellence			
Lag indicator	3.1.1 Field-weighted citation impact (FWCI) Score	An author-level SciVal metric comparing the number of citations received by a UTS researcher's publications with the average number of citations received by all other similar publications indexed in the Scopus database. UTS's result is then benchmarked against Australian universities and a normalised score is generated.	Research Impact covers both academic impact (quality) and broad impact. Broad research impact relates to the benefit that accrues when research is adopted by those outside academia. This could be measured using a combination of benchmarkable metrics such as the academic impact (quality) can be measured using Field-weighted citation impact (FWCI), which is a benchmarkable metric generated by the enterprise tool SciVal (Elsevier).

Performance Theme	Performance Indicator	Definition	Rationale for Indicator
Lead indicator	3.1.2 HERDC Category 1 income	Total Research Income in the Higher Education Research Data Collection (HERDC) Category 1 - competitive grants. Includes Linkage Infrastructure, Equipment and Facilities (LIEF).	Category 1 research income is reported to be most closely related to providing awardees with the time and space to undertake high-quality research with the best academic collaborators. It serves as a simple lead indicator for research quality.
3.2 Research Impact			
Lag Indicators	3.2.1 Non-Academic co-authorships Score (3-year average)	This measure examines non-university co-authorship rates as a percentage of total output using SciVal as a source. The rates are then normalised from 0-100 across the sector.	The indicator is a proxy for prospective social, environmental and economic impact.
	3.2.2 Patent mentions score	This metric uses SciVal's <i>Patent-Citations per Scholarly Output</i> which measures the average patent-citations received per 1,000 scholarly outputs published by a university. The impact of research outputs is not immediate and generally declines over time. For this metric we constructed a 10-year moving average for each reporting year - for example, 2022 uses the average from 2012-2021.	Patent mentions (measures the average patent citations received per 1,000 scholarly outputs published by a university -- 10-year average). This index is benchmarkable with Australian institutions.
	3.2.3 Policy Citation Score	This measure uses the rate of mentions/citations of institutional research in policy using Altmetrics as a source. Data is gathered for all institutions using the Altmetric API. The resulting counts of policy citation documents are then normalised from 0-100 across the sector.	The indicator is a proxy for prospective social, environmental and economic impact.
Lead indicators	3.2.4 Altmetrics Score	Altmetric score for a research output provides an indicator of the amount of attention that it has received. The score is derived from an automated algorithm and represents a weighted count of the amount of attention we've picked up for research output.	Altmetrics tracks the average attention received per output.
	3.2.5 HERDC Category 2-4 income	Total Research Income in the following Higher Education Research Data Collection (HERDC) categories: Category 2 - Other public sector Category 3 - Industry and other; and Category 4 - CRC.	Category 2-4 research Income is more closely associated with contract research, tender processes, and work with Cooperative Research Centres. This work is characterised by direct engagement with industry and government.
	3.2.6 Cross-faculty collaboration	The measure examines cross-faculty co-authorship rates as a percentage of total output and uses Dimensions as a source.	To provide sustainable solutions to enduring and significant problems, it is generally acknowledged that research will need to incorporate multiple approaches and methodologies. This measure examines the rate at which this type of research is being undertaken.
4. Sustainability			
Lag Indicator	4.1 Sustainability Index (UTS Scores in THE Impact Rankings)	A composite indicator using UTS's scores in selected UN Sustainable Development Goals (SDGs) provided by THE Impact Rankings. The selected SDGs are: SDG 6 – Clean water and sanitation SDG 7 – Affordable and clean energy SDG 11 – Sustainable cities and communities SDG 12 – Responsible consumption and production, and SDG 13 – Climate action SDG 17 - Partnerships for the goals	A composite indicator using UTS's scores in selected UN Sustainable Development Goals (SDGs) was developed from THE Impact Rankings and is the world's first attempt to measure sustainability based on SDG-related achievements. Only scores in the selected SDGs will comprise the index. This index is benchmarkable with both Australian and select international institutions.

Performance Theme	Performance Indicator	Definition	Rationale for Indicator
Lead indicators	4.2 SDG-related research publications (volume)	Total number of research publications for UTS in each of the following SDGs SDG 6 – Clean water and sanitation SDG 7 – Affordable and clean energy SDG 11 – Sustainable cities and communities SDG 12 – Responsible consumption and production SDG 13 – Climate action. SDG 17 - Partnerships for the goals	Research publication output is one of the key drivers for the individual SDG scores as well as the combined index score.
	4.3 Greenhouse emission intensity	Greenhouse Gas Emissions (GHG) (Scope 1 and 2) in the financial year per unit campus Gross Floor Area (GFA).	Greenhouse gas emissions intensity (GHG emissions per unit building area) is also considered a major factor affecting the index score. Management analyses has indicated the index score is correlated with SDG-related research publications (positive) and Greenhouse gas emissions (negative).
5. Staff Health, Safety and Wellbeing			
5.1 Staff Wellbeing			
Lag Indicators	5.1.1 Wellbeing at Work Solution score (UTS Staff survey)	This Qualtrics-based assessment tool evaluates employee perspectives by measuring four key drivers of well-being (Alignment, Support, Resilience, and Balance) to provide personalised feedback and guidance for each employee based on their experience.	To maintain a productive workplace, employees must maintain positive general health and well-being. The Well-being at Work Solution is a pre-built engagement program that allows you to understand and act upon individual employee and team well-being within your organisation.
Lead Indicators	5.1.2 Staff Turnover (0-6 months of commencement)	Staff turnover rate is the ratio of the total number of staff leavers over a given period of time and the average total number of staff over a given time period.	Staff Turnover are classic HR measures that give insights into staff wellbeing. Staff Absenteeism: there are many categories of unplanned leave available and only a subsection of leave types will be included. The number of staff attending wellbeing seminars could also be an indicator of staff wellbeing.
	5.1.3 Staff Absenteeism (a subsection of unplanned leave only)	The absenteeism rate is defined as a ratio of the number of absent days to the total number of available working days in a given period.	
	5.1.4 Attendance in mandatory and non-mandatory training for staff	Number of staff attending mandatory and non-mandatory training on staff well-being.	
5.2 Staff Safety			
Lag Indicators	5.2.1 Lost Time Injury Frequency Rates (LIFTR)	The Lost Time Injury frequency rate (LTIFR) measures the number of lost time injuries per million hours worked during a single financial year. A lost-time injury results in time lost from work of one day/shift or more. This includes injuries resulting in fatality or permanent disability. (https://data.safeworkaustralia.gov.au/interactive-data/lost-time-injury-frequency-rates)	The Lost Time Injury frequency rate (LTIFR) is useful for drawing conclusions about the factors that contribute to lost productivity, including inadequate injury prevention. This rate is also indicative of safety in the workplace or the industry, in this case, higher education.
	5.2.2 Average days lost per incident (Lost Time rate)	The average number of lost time injuries that occurred in your organisation during a single financial year	

Performance Theme	Performance Indicator	Definition	Rationale for Indicator
Lead Indicators	5.2.3 Workers compensation injury frequency rate	The number of claims per million hours worked over a calendar year	This indicator will show the number of claims over the year and will tie in with the average number of days lost to show how many claims and how long our claims are taking to return to the place.
6. Social Impact (Student and Staff Equity)			
6.1 Staff Equity			
Lag Indicators	6.1.1 Proportion of female senior academic staff	Percentage of female academic staff that are classified as Senior Academics with pay grade levels of D, E or SSG out of the total number of academic staff.	
	6.1.2 Gender Pay Gap (WEGA)	The gender pay gap is the difference in average or median earnings between women and men in the workforce, or an individual workplace. The pay difference is generally expressed as a % of men's pay.	
6.2 Success Rates of Culturally Distinct and Equity Groups			
Lag Indicators	6.2.1 Low SES Student Success	The proportion of the equivalent full-time student load (EFTSL) of units passed for domestic UG students of Low-SES background out of the total EFTSL of units attempted for all domestic UG students of Low-SES background. The calculation of Low-SES results is based on the 2020 IEO.	It is proposed that Social Impact at UTS be measured using outcome indicators for two important university stakeholders: – undergraduate equity groups (Low-SES, Indigenous, Students with disability & Regional/Remote undergraduate students) – female staff These indicators are benchmarkable with Australian institutions; however, the benchmarking data (sourced from the Department of Education) for the equity groups is two years out-of-date. For example, UTS's 2023 performance can be compared with other institutions' performances in 2021.
	6.2.2 Indigenous Student Success	The proportion of the equivalent full-time student load (EFTSL) of units passed for domestic Indigenous UG students out of the total EFTSL of units attempted for all Indigenous domestic UG students.	
	6.2.3 Students with a disability Success	The proportion of the equivalent full-time student load (EFTSL) of units passed for domestic UG students with a disability out of the total EFTSL of units attempted for all domestic UG students that reported to have a disability.	
Lead Indicators	6.2.4 Regional & Remote Student Success	The proportion of the equivalent full-time student load (EFTSL) of units passed for domestic UG students from Regional or Remote areas out of the total EFTSL of units attempted for all domestic UG students from Regional or Remote regions.	
	6.2.5 Low SES Student Participation	The proportion of domestic UG students of low-SES background out of all domestic undergraduate students. The calculation of Low-SES results is based on the 2016 ABS Census methodology.	
	6.2.6 Indigenous Student Participation	The proportion of domestic Indigenous UG students of all domestic undergraduate students.	
	6.2.7 Students with a Disability Participation	The proportion of domestic UG students with a disability out of all domestic undergraduate students.	
	6.2.8 Regional & Remote Student Participation	The proportion of domestic UG students from Regional or Remote regions out of all domestic undergraduate students.	

Performance Theme	Performance Indicator	Definition	Rationale for Indicator
6.2 Staff Equity			
Lag Indicators	6.2.1 Proportion of female senior academic staff	Percentage of female academic staff that are classified as Senior Academics with pay grade levels of D, E or SSG out of the total number of academic staff.	
	6.2.2 Gender Pay Gap (WEGA)	The gender pay gap is the difference in average or median earnings between women and men in the workforce, or an individual workplace. The pay difference is generally expressed as a % of men's pay.	
7. Reputation			
7.1 Domestic Reputation			
Lag Indicators	7.1.1 Domestic - Reputation score (based on MCU's brand health tracker annual score)	The domestic reputation is based on the MCU's pulse survey which provides a pulse score based on RepTrak's reputation methodology.	The Domestic reputation score is benchmarkable with selected Sydney Metro universities.
	7.1.2 The media reputation score (based on media monitoring reports)	The Media Reputation Score assesses UTS media presence based on the quality of the source (impactful/reputable), and the prominence and sentiment of the mention.	The media reputation score allows us to track the impact of UTS media engagement over time and compare our results against our competitor set.
Lead Indicator	7.1.3 Website visits (Google Analytics)	Website visit is defined as the number of visits to industry partnership-focused sections of the UTS website.	Management analysis indicates that there is a strong positive correlation between website usage and domestic reputation score.
7.2 International Reputation			
Lag Indicator	7.2.1 International - QS Reputation score	The international reputation is reported as measured by the QS Global Reputation Survey which targets global academic and employer respondents for their "votes" on the following: • which institutions are performing world-class research, highlighting the quality of research and the strength of the institution in communicating that research, and the strength of the impact the research makes across the world; • which institutions produce the best relevant graduates that respondents are most familiar with in their region	The international reputation is measured using the QS Reputation score. The International reputation score can be benchmarked with Australian institutions and a limited number of overseas institutions.
Lead indicators	7.2.1 International collaboration (Publication share %)	The International Collaboration Metric is based on publication-shared international research collaboration (co-authorship).	The International Collaboration metric is based on publication shares international research collaboration (co-authorship) is strongly correlated with the QS Reputation Score.
8. External Engagement			
Lag indicator	8.1 Total income from external engagement	The total income from UTS's external engagement is comprised of: - 8.1.1 External research Income (HERDC Cat 2-4) - 8.1.2 Philanthropic funds received - 8.1.3 Income from Enterprise learning.	

ULT Retreat day one background finance data

March 2025

Overview – UTS

March 2025

University overview

MGT - Management Accounting Units	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	4,236	4,200	3,798	3,913	4,158	4,278	4%
FTE - Operational	3,899	3,832	3,435	3,530	3,716	3,805	3%
FTE - Operational - Academic	1,815	1,768	1,561	1,553	1,611	1,664	2%
FTE - Operational - Professionals	2,084	2,064	1,874	1,976	2,105	2,141	5%
FTE - Research	337	368	363	384	441	473	9%
Revenue - Total	1,098	1,059	1,142	1,024	1,146	1,314	5%
Revenue - Teaching	866	851	830	794	860	969	5%
Revenue - International	386	357	333	310	353	412	7%
Revenue - Other	153	109	222	122	168	207	-2%
Revenue - ERI	78	98	91	108	119	138	15%
Workforce - Total	628	674	601	612	692	767	8%
Workforce - Operational	572	611	540	549	620	685	8%
Workforce - Research	56	63	62	63	72	82	10%
Other expenses - Total	442	428	419	464	561	628	14%
Other expenses - Operational	419	392	390	430	521	577	14%
Other expenses - Research	24	36	29	34	40	50	20%
Taught EFTSL	35,389	34,997	33,789	32,887	35,268	38,511	4%
International Taught EFTSL	11,299	9,546	8,110	7,425	8,468	9,394	5%
Enrolled Headcount	46,967	46,072	45,257	44,631	48,062	51,045	4%
SSR	19.5	19.8	21.6	21.2	21.9	23.1	2%
International Revenue / Teaching Revenue	45%	42%	40%	39%	41%	43%	2%
Operational Workforce / Teaching Revenue	52%	58%	47%	54%	54%	52%	3%
Teaching Revenue / per FTE Operational	0.26	0.25	0.30	0.26	0.28	0.31	1%
PROF / ACA	0.47	0.46	0.45	0.44	0.43	0.44	-1%

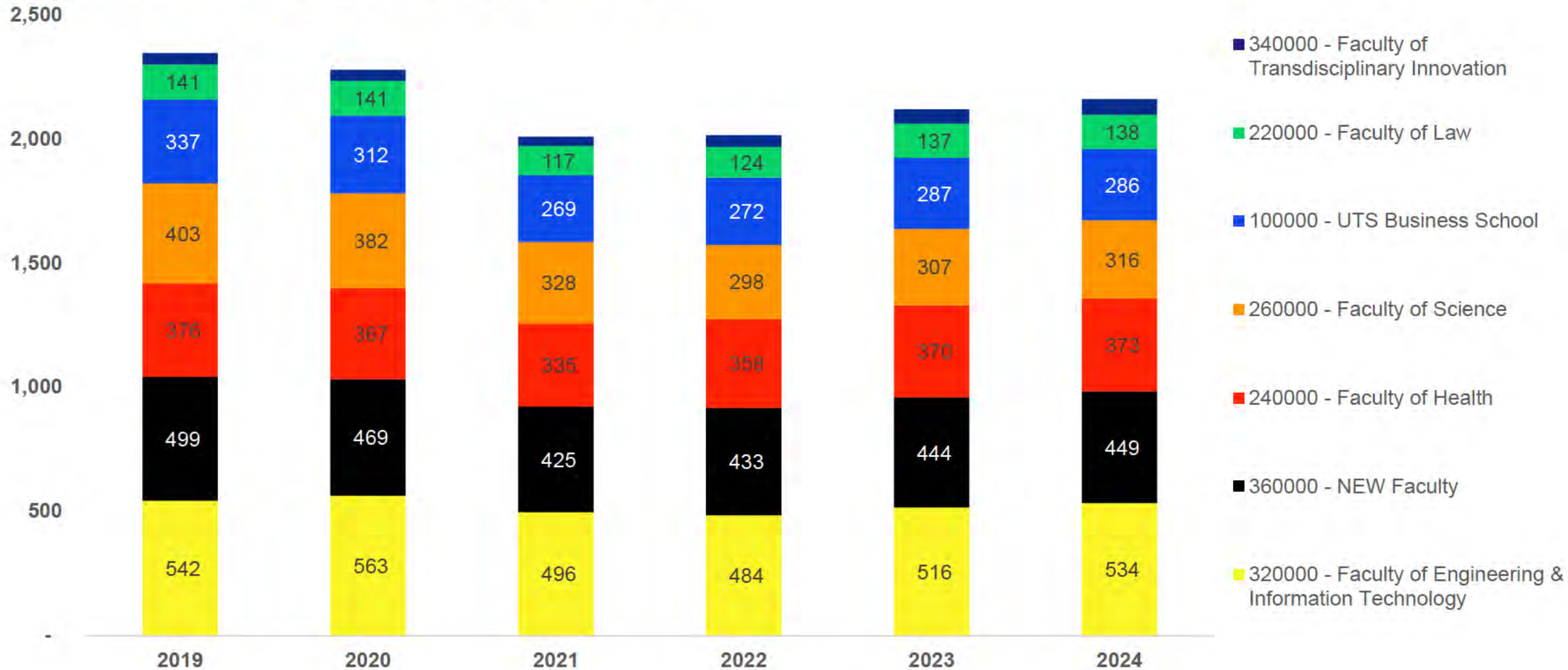
Faculty overview

FAC - Faculties	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	2,595	2,547	2,287	2,307	2,464	2,520	3%
FTE - Operational	2,345	2,278	2,008	2,014	2,118	2,159	2%
FTE - Operational - Academic	1,738	1,685	1,480	1,467	1,520	1,569	2%
FTE - Operational - Professionals	607	592	528	547	598	590	4%
FTE - Research	250	269	278	294	346	361	9%
Revenue - Total	978	977	974	961	1,062	1,176	6%
Revenue - Teaching	855	847	830	794	860	969	5%
Revenue - International	386	357	333	310	353	412	7%
Revenue - Other	46	49	69	79	106	98	12%
Revenue - ERI	77	81	75	88	96	109	13%
Workforce - Total	396	393	374	380	418	450	6%
Workforce - Operational	353	346	327	332	360	388	6%
Workforce - Research	42	46	47	48	58	62	10%
Other expenses - Total	91	77	102	116	140	250	35%
Other expenses - Operational	71	50	77	86	106	210	40%
Other expenses - Research	20	27	25	30	33	40	17%
Taught EFTSL	35,389	34,997	33,789	32,887	35,268	38,511	4%
International Taught EFTSL	11,299	9,546	8,110	7,425	8,468	9,394	5%
International EFTSL %	32%	27%	24%	23%	24%	24%	1%
Enrolled Headcount	46,967	46,072	45,257	44,631	48,062	51,045	4%
SSR	20.4	20.8	22.8	22.4	23.2	24.5	2%
International Revenue / Teaching Revenue	45%	42%	40%	39%	41%	43%	2%
Operational Workforce / Teaching Revenue	41%	41%	39%	42%	42%	40%	1%
Teaching Revenue / per FTE Operational	0.36	0.37	0.41	0.39	0.41	0.45	3%
PROF / ACA	0.35	0.35	0.36	0.37	0.39	0.38	2%

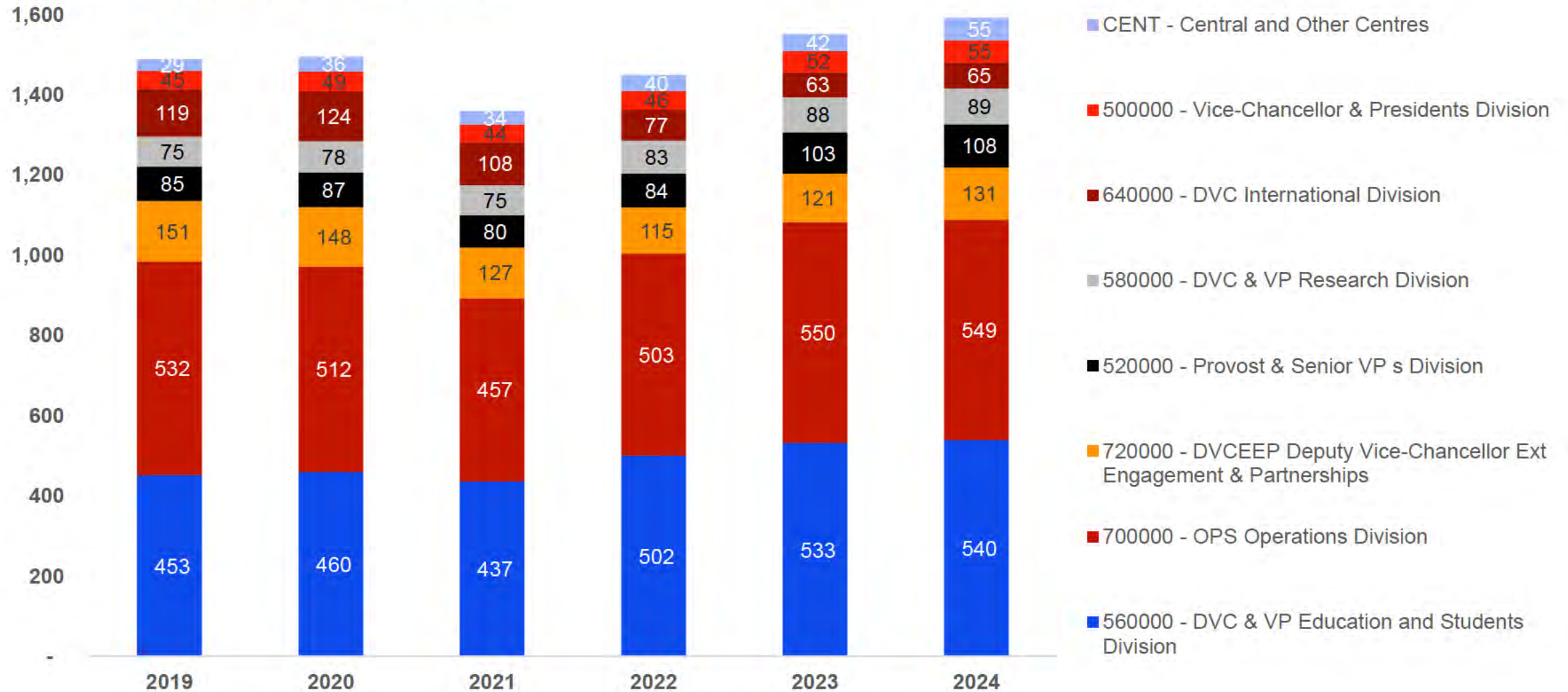
Divisions overview

Total Divisions	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	1,604	1,609	1,449	1,543	1,648	1,708	6%
FTE - Operational	1,517	1,510	1,364	1,453	1,553	1,597	5%
FTE - Operational - Academic	69	72	65	72	78	80	7%
FTE - Operational - Professionals	1,448	1,438	1,299	1,381	1,475	1,516	5%
FTE - Research	87	99	84	90	95	112	10%
Revenue - Total	110	77	85	63	106	138	17%
Revenue - Teaching	0	0	0	0	0	0	
Revenue - Other	90	60	69	43	84	108	16%
Revenue - ERI	20	17	16	20	22	29	22%
Workforce - Total	229	229	217	229	274	316	13%
Workforce - Operational	214	213	202	213	260	296	14%
Workforce - Research	15	16	15	15	14	20	10%
Other expenses - Total	351	351	316	347	421	377	6%
Other expenses - Operational	346	342	312	343	414	366	6%
Other expenses - Research	5	9	4	4	7	10	36%
Revenue / FTE Operational	0.00	0.00	0.00	0.00	0.00	0.00	
Taught EFTSL	35,389	34,997	33,789	32,887	35,268	38,511	4%
Enrolled Headcount	46,967	46,072	45,257	44,631	48,062	51,045	4%
FTE growth per year		0.3%	-10.0%	6.5%	6.8%	3.7%	
Taught EFTSL / FTE	22.06	21.75	23.32	21.31	21.40	22.54	-1%
Enrolled Headcount / FTE	29.28	28.63	31.24	28.92	29.16	29.88	-1%

Operational FTE – Faculty overview



FTE – Divisions overview



The background of the slide is a collage of modern architectural images. On the left, a large, curved glass building with a copper-colored frame reflects the sky. To the right, there are images of other modern buildings, including one with a distinctive perforated facade. A solid blue square is located in the bottom right corner.

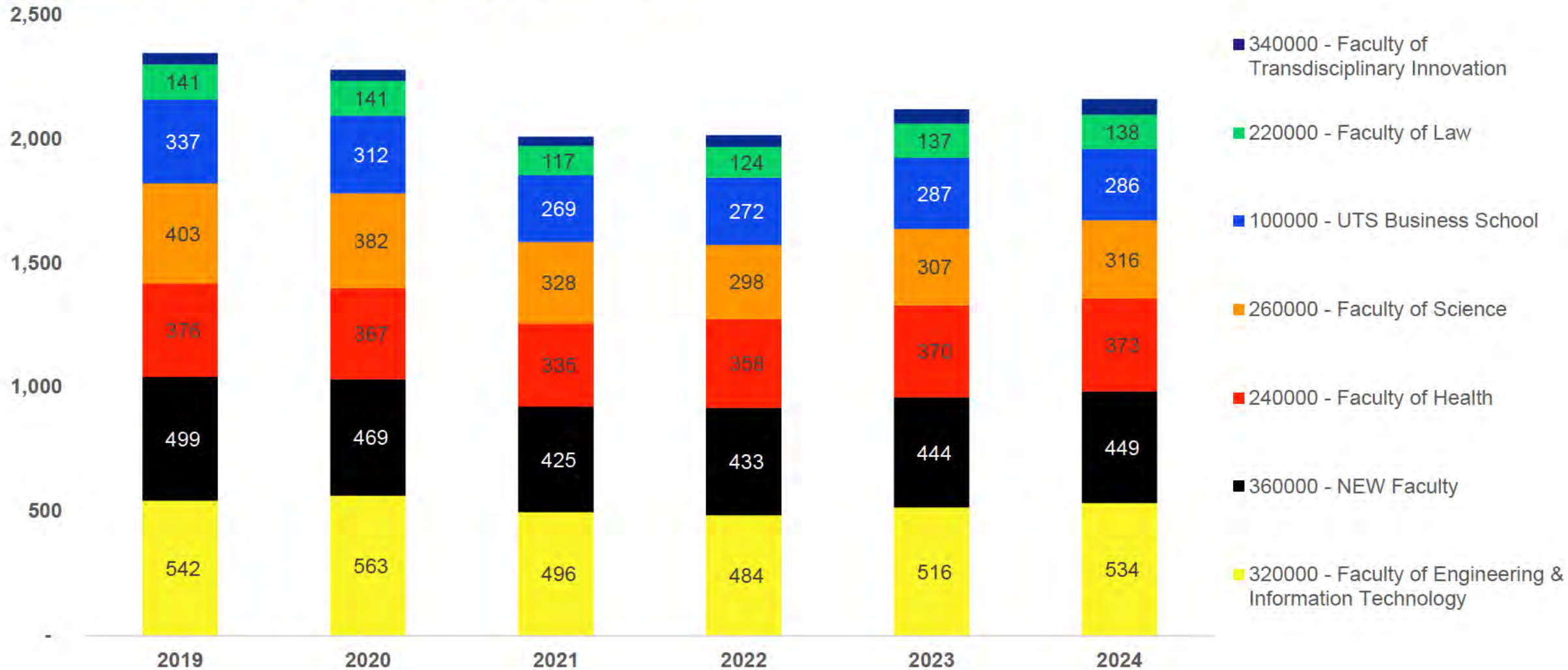
Faculties

March 2025

Faculty overview

FAC - Faculties	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	2,595	2,547	2,287	2,307	2,464	2,520	3%
FTE - Operational	2,345	2,278	2,008	2,014	2,118	2,159	2%
FTE - Operational - Academic	1,738	1,685	1,480	1,467	1,520	1,569	2%
FTE - Operational - Professionals	607	592	528	547	598	590	4%
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Revenue - Total	978	977	974	961	1,062	1,176	6%
Revenue - Teaching	855	847	830	794	860	969	5%
Revenue - International	386	357	333	310	353	412	7%
Revenue - Other	46	49	69	79	106	98	12%
Revenue - ERI	77	81	75	88	96	109	13%
Workforce - Total	396	393	374	380	418	450	6%
Workforce - Operational	353	346	327	332	360	388	6%
Workforce - Research	42	46	47	48	58	62	10%
Other expenses - Total	91	77	102	116	140	250	35%
Other expenses - Operational	71	50	77	86	106	210	40%
Other expenses - Research	20	27	25	30	33	40	17%
Taught EFTSL	35,389	34,997	33,789	32,887	35,268	38,511	4%
International Taught EFTSL	11,299	9,546	8,110	7,425	8,468	9,394	5%
International EFTSL %	32%	27%	24%	23%	24%	24%	1%
Enrolled Headcount	46,967	46,072	45,257	44,631	48,062	51,045	4%
SSR	20.4	20.8	22.8	22.4	23.2	24.5	2%
International Revenue / Teaching Revenue	45%	42%	40%	39%	41%	43%	2%
Operational Workforce / Teaching Revenue	41%	41%	39%	42%	42%	40%	1%
Teaching Revenue / per FTE Operational	0.36	0.37	0.41	0.39	0.41	0.45	3%
PROF / ACA	0.35	0.35	0.36	0.37	0.39	0.38	2%

Operational FTE – Faculty overview



Faculty Business overview

100000 - UTS Business School	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	348	327	279	278	294	296	2%
FTE - Operational	337	312	269	272	287	286	2%
FTE - Operational - Academic	266	252	216	207	222	224	1%
FTE - Operational - Professionals	70	60	53	65	65	63	6%
FTE - Research	11	15	10	7	7	9	-2%
Revenue - Total	201	194	191	179	198	214	4%
Revenue - Teaching	189	182	179	164	178	193	3%
Revenue - International	117	106	99	87	98	101	1%
Revenue - Other	7	8	10	13	16	18	24%
Revenue - ERI	5	3	3	2	3	3	3%
Workforce - Total	60	56	53	52	56	59	3%
Workforce - Operational	58	54	51	51	54	57	3%
Workforce - Research	3	2	2	1	2	2	2%
Other expenses - Total	11	7	7	9	13	42	82%
Other expenses - Operational	11	6	6	8	12	41	86%
Other expenses - Research	1	1	1	1	1	1	-2%
Taught EFTSL	8,518	8,273	7,534	7,126	7,449	7,747	1%
International EFTSL	3,612	2,938	2,376	2,164	2,388	2,365	0%
International EFTSL %	42%	36%	32%	30%	32%	31%	-1%
Enrolled Headcount	10,514	10,299	9,881	9,063	9,418	9,496	-1%
SSR	25.3	26.5	28.0	26.2	26.0	27.1	-1%
International Revenue / Teaching Revenue	62%	58%	56%	53%	55%	52%	-2%
Operational Workforce / Teaching Revenue	30%	30%	29%	31%	30%	29%	1%
Teaching Revenue / per FTE Operational	0.56	0.58	0.66	0.60	0.62	0.67	0%
PROF / ACA	0.26	0.24	0.25	0.31	0.29	0.28	4%

Faculty Health overview

240000 - Faculty of Health	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	423	418	386	413	433	440	4%
FTE - Operational	376	367	335	358	370	373	4%
FTE - Operational - Academic	299	289	261	287	293	292	4%
FTE - Operational - Professionals	77	78	75	71	77	81	3%
FTE - Research	48	52	51	55	63	66	9%
Revenue - Total	102	113	111	114	126	134	6%
Revenue - Teaching	86	97	89	91	88	95	2%
Revenue - International	29	29	17	16	14	18	1%
Revenue - Other	4	5	10	11	23	22	31%
Revenue - ERI	13	11	12	12	15	16	10%
Workforce - Total	56	56	55	57	65	71	9%
Workforce - Operational	49	48	46	48	53	59	9%
Workforce - Research	7	8	9	9	12	12	10%
Other expenses - Total	10	8	10	12	20	28	41%
Other expenses - Operational	7	5	7	10	17	24	50%
Other expenses - Research	3	2	3	3	3	4	15%
Taught EFTSL	3,679	3,879	3,890	4,028	4,116	4,573	6%
International EFTSL	979	784	500	410	354	429	-5%
International EFTSL %	27%	20%	13%	10%	9%	9%	-10%
Enrolled Headcount	5,212	5,674	5,964	6,092	6,409	6,938	5%
SSR	9.8	10.6	11.6	11.3	11.1	12.2	2%
International Revenue / Teaching Revenue	34%	30%	19%	18%	16%	19%	-1%
Operational Workforce / Teaching Revenue	57%	49%	51%	53%	61%	62%	6%
Teaching Revenue / per FTE Operational	0.23	0.26	0.27	0.25	0.24	0.26	-1%
PROF / ACA	0.26	0.27	0.29	0.25	0.26	0.28	-1%

CI overview

360000 - NEW Faculty	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	526	492	437	441	455	460	2%
FTE - Operational	499	469	425	433	444	449	2%
FTE - Operational - Academic	387	353	312	317	321	335	2%
FTE - Operational - Professionals	112	115	114	116	122	114	0%
FTE - Research	27	23	12	9	11	11	-5%
Revenue - Total	202	186	191	180	186	191	0%
Revenue - Teaching	192	177	181	169	170	175	-1%
Revenue - International	62	59	62	57	55	53	-5%
Revenue - Other	5	4	6	7	11	12	22%
Revenue - ERI	5	5	4	5	5	5	9%
Workforce - Total	78	74	70	72	76	81	5%
Workforce - Operational	74	70	68	69	74	78	5%
Workforce - Research	4	4	2	3	2	2	0%
Other expenses - Total	10	6	6	8	12	21	50%
Other expenses - Operational	9	5	5	8	10	19	53%
Other expenses - Research	1	1	1	1	2	1	21%
Taught EFTSL	8,565	8,072	7,897	7,586	7,791	8,075	1%
International EFTSL	2,099	1,689	1,666	1,493	1,504	1,405	-6%
International EFTSL %	25%	21%	21%	20%	19%	17%	-6%
Enrolled Headcount	10,225	10,175	9,931	9,558	9,732	10,053	0%
SSR	17.2	17.2	18.6	17.5	17.6	18.0	-1%
International Revenue / Teaching Revenue	32%	33%	34%	34%	33%	30%	-4%
Operational Workforce / Teaching Revenue	39%	40%	38%	41%	43%	45%	6%
Teaching Revenue / per FTE Operational	0.38	0.38	0.43	0.39	0.38	0.39	-3%
PROF / ACA	0.29	0.33	0.36	0.36	0.38	0.34	-2%

FEIT overview

320000 - Faculty of Engineering & Information Technology	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	626	662	610	614	680	709	5%
FTE - Operational	542	563	496	484	516	534	2%
FTE - Operational - Academic	371	390	355	341	349	364	1%
FTE - Operational - Professionals	171	173	141	143	166	170	6%
FTE - Research	84	99	113	130	165	175	16%
Revenue - Total	257	270	275	277	328	380	11%
Revenue - Teaching	212	226	221	213	252	307	12%
Revenue - International	132	128	118	110	140	184	16%
Revenue - Other	14	15	20	23	30	19	-3%
Revenue - ERI	30	29	34	41	46	55	17%
Workforce - Total	101	106	103	107	120	129	8%
Workforce - Operational	86	88	83	85	93	101	7%
Workforce - Research	15	18	20	22	27	29	13%
Other expenses - Total	32	26	45	51	58	107	34%
Other expenses - Operational	23	17	36	37	42	85	33%
Other expenses - Research	8	9	9	15	16	23	36%
Taught EFTSL	7,458	7,682	7,546	7,436	8,468	9,774	9%
International EFTSL	3,446	3,176	2,750	2,576	3,160	3,865	12%
International EFTSL %	46%	41%	36%	35%	37%	40%	3%
Enrolled Headcount	11,194	11,424	11,254	11,235	12,658	13,946	7%
SSR	13.7	13.6	15.2	15.4	16.4	18.3	6%
International Revenue / Teaching Revenue	62%	57%	53%	52%	56%	60%	4%
Operational Workforce / Teaching Revenue	40%	39%	38%	40%	37%	33%	-5%
Teaching Revenue / per FTE Operational	0.39	0.40	0.44	0.44	0.49	0.58	9%
PROF / ACA	0.46	0.44	0.40	0.42	0.48	0.47	6%

Law overview

220000 - Faculty of Law	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	150	149	127	137	147	150	6%
FTE - Operational	141	141	117	124	137	138	6%
FTE - Operational - Academic	111	114	91	96	108	111	7%
FTE - Operational - Professionals	30	27	26	27	29	28	2%
FTE - Research	9	8	10	13	10	11	5%
Revenue - Total	47	47	49	48	54	62	8%
Revenue - Teaching	43	43	45	44	49	58	9%
Revenue - International	13	9	8	7	8	10	6%
Revenue - Other	2	2	2	2	2	2	-3%
Revenue - ERI	2	2	2	2	2	3	13%
Workforce - Total	22	23	22	23	25	27	8%
Workforce - Operational	20	21	20	20	23	25	7%
Workforce - Research	2	1	2	2	2	2	11%
Other expenses - Total	3	2	2	2	2	4	33%
Other expenses - Operational	2	1	1	1	1	4	42%
Other expenses - Research	1	0	0	0	0	0	-7%
Taught EFTSL	2,125	2,142	2,172	2,151	2,377	2,729	8%
International EFTSL	293	228	194	166	201	236	7%
International EFTSL %	14%	11%	9%	8%	8%	9%	-1%
Enrolled Headcount	3,131	3,262	3,467	3,567	3,994	4,484	9%
SSR	15.0	15.2	18.5	17.4	17.3	19.7	2%
International Revenue / Teaching Revenue	30%	20%	19%	16%	17%	17%	-3%
Operational Workforce / Teaching Revenue	46%	49%	44%	47%	46%	43%	-1%
Teaching Revenue / per FTE Operational	0.31	0.30	0.38	0.35	0.36	0.42	3%
PROF / ACA	0.27	0.23	0.29	0.28	0.27	0.25	-4%

Science overview

260000 - Faculty of Science	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	474	453	409	377	396	402	-1%
FTE - Operational	403	382	328	298	307	316	-1%
FTE - Operational - Academic	274	257	220	186	186	199	-3%
FTE - Operational - Professionals	130	125	108	112	121	117	3%
FTE - Research	71	71	81	79	88	86	2%
Revenue - Total	155	151	133	131	139	153	5%
Revenue - Teaching	121	110	101	93	102	114	4%
Revenue - International	31	25	23	22	27	33	12%
Revenue - Other	12	11	12	13	14	12	1%
Revenue - ERI	22	31	20	25	24	27	10%
Workforce - Total	71	70	64	61	65	71	3%
Workforce - Operational	59	57	53	50	52	57	3%
Workforce - Research	11	12	12	11	13	14	7%
Other expenses - Total	23	24	27	28	29	37	11%
Other expenses - Operational	17	11	16	18	18	26	17%
Other expenses - Research	6	13	11	10	10	10	-1%
Taught EFTSL	4,449	4,304	4,138	3,843	4,190	4,542	3%
International EFTSL	787	666	563	503	618	736	9%
International EFTSL %	18%	15%	14%	13%	15%	16%	6%
Enrolled Headcount	4,400	4,296	4,180	3,969	4,055	4,272	1%
SSR	11.0	11.3	12.6	12.9	13.6	14.4	4%
International Revenue / Teaching Revenue	26%	23%	23%	24%	26%	29%	8%
Operational Workforce / Teaching Revenue	49%	52%	52%	54%	51%	50%	-1%
Teaching Revenue / per FTE Operational	0.30	0.29	0.31	0.31	0.33	0.36	5%
PROF / ACA	0.47	0.49	0.49	0.60	0.65	0.59	6%

TDI overview

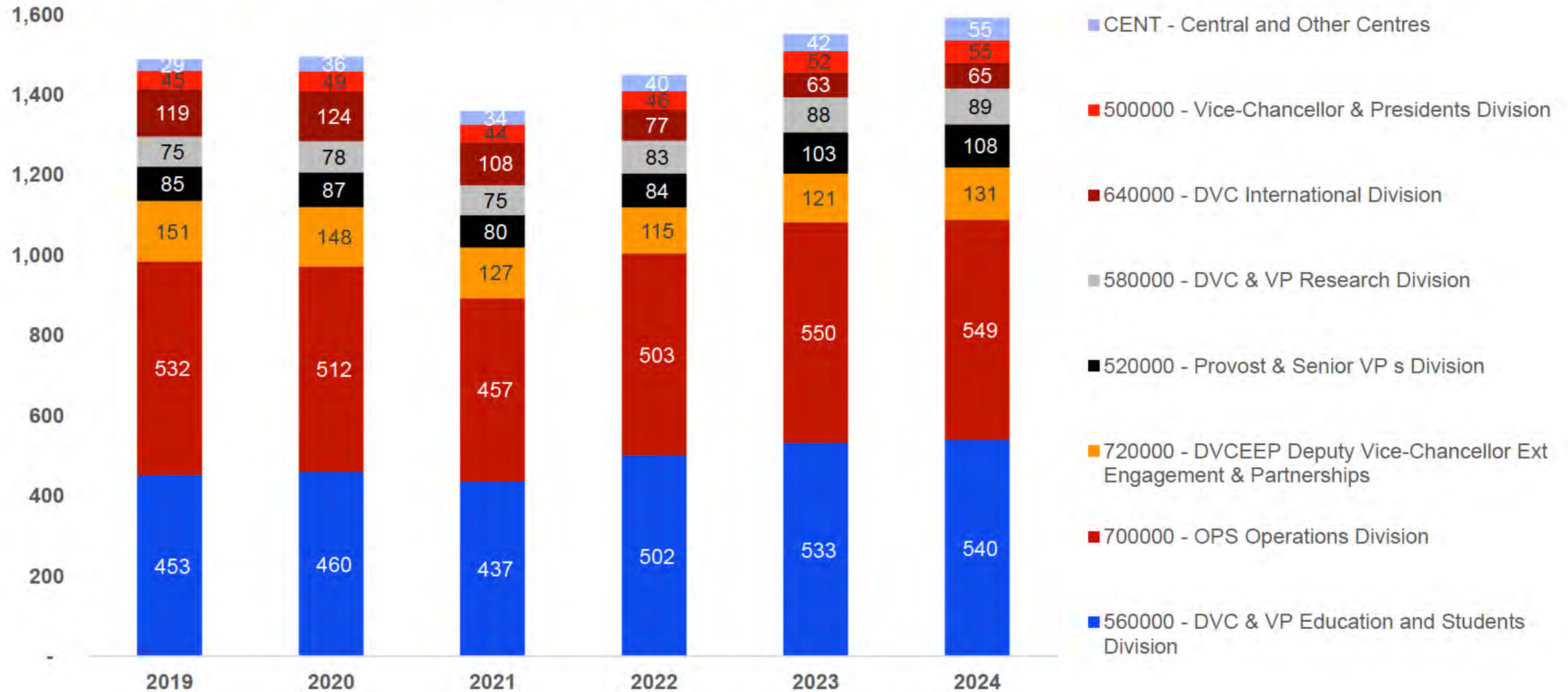
340000 - Faculty of Transdisciplinary Innovation	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	46	45	38	47	59	65	19%
FTE - Operational	46	44	38	46	57	62	18%
FTE - Operational - Academic	30	30	26	32	41	45	20%
FTE - Operational - Professionals	16	14	12	14	17	17	14%
FTE - Research	0	1	1	1	2	2	52%
Revenue - Total	11	13	13	16	23	31	33%
Revenue - Teaching	11	13	12	15	21	28	31%
Revenue - International	1	2	2	4	10	15	95%
Revenue - Other	0	0	0	0	1	2	124%
Revenue - ERI	0	0	0	0	1	1	12%
Workforce - Total	7	7	7	8	11	12	22%
Workforce - Operational	7	7	6	8	10	11	21%
Workforce - Research	0	0	0	0	0	1	37%
Other expenses - Total	1	0	1	0	1	5	114%
Other expenses - Operational	1	0	1	0	1	5	119%
Other expenses - Research	0	0	0	0	0	0	-1%
Taught EFTSL	502	586	562	653	818	1,008	22%
International EFTSL	42	54	50	98	230	340	89%
International EFTSL %	8%	9%	9%	15%	28%	34%	56%
Enrolled Headcount	312	369	336	365	475	579	20%
SSR	10.9	13.3	14.9	14.2	14.2	16.2	3%
International Revenue / Teaching Revenue	10%	15%	17%	27%	47%	55%	49%
Operational Workforce / Teaching Revenue	67%	57%	51%	52%	48%	40%	-8%
Teaching Revenue / per FTE Operational	0.23	0.28	0.33	0.33	0.36	0.45	11%
PROF / ACA	0.52	0.49	0.44	0.42	0.41	0.37	-5%

The background of the slide is a collage of modern architectural images. On the left, a large, curved glass building with a copper-colored frame reflects the sky. To the right, there are images of other modern buildings, including one with a distinctive perforated facade. A solid blue square is located in the bottom right corner of the slide.

Divisions

March 2025

Operational FTE – Divisions overview



Operations overview

700000 - OPS Operations Division	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	532	512	457	503	550	549	6%
FTE - Operational	532	512	457	503	550	549	6%
FTE - Operational - Academic	0	0	0	0	0	0	-100%
FTE - Operational - Professionals	531	512	457	502	550	549	6%
FTE - Research	0	0	0	0	0	0	
Revenue - Total	2	1	1	1	1	1	-3%
Revenue - Teaching	0	0	0	0	0	0	
Revenue - Other	2	1	1	1	1	1	-2%
Revenue - ERI	0	-0	0	0	0	0	-100%
Workforce - Total	80	80	77	86	98	107	12%
Workforce - Operational	80	80	77	86	98	107	12%
Workforce - Research	0	0	0	0	0	0	
Other expenses - Total	8	7	5	9	14	11	32%
Other expenses - Operational	8	7	5	9	14	11	32%
Other expenses - Research	0	0	-0	0	0	0	-131%
Revenue / FTE Operational	0.00	0.00	0.00	0.00	0.00	0.00	
Taught EFTSL	35,389	34,997	33,789	32,887	35,268	38,511	4%
Enrolled Headcount	46,967	46,072	45,257	44,631	48,062	51,045	4%
FTE growth per year		-3.7%	-10.8%	10.0%	9.3%	-0.2%	
Taught EFTSL / FTE	66.54	68.33	73.94	65.40	64.17	70.17	-2%
Enrolled Headcount / FTE	88.31	89.95	99.04	88.76	87.44	93.01	-2%

E&S overview

560000 - DVC & VP Education and Students Division	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	454	460	437	502	533	540	7%
FTE - Operational	453	460	437	502	533	540	7%
FTE - Operational - Academic	24	25	23	24	21	21	-2%
FTE - Operational - Professionals	429	436	414	478	512	519	8%
FTE - Research	1	0	0	0	0	0	18%
Revenue - Total	26	16	9	13	20	20	30%
Revenue - Teaching	0	0	0	0	0	0	
Revenue - Other	26	16	9	13	20	20	30%
Revenue - ERI	0	0	0	0	0	0	
Workforce - Total	53	55	54	69	72	76	12%
Workforce - Operational	53	55	54	69	72	76	12%
Workforce - Research	0	0	0	0	0	0	
Other expenses - Total	12	13	12	14	14	14	7%
Other expenses - Operational	12	13	12	14	14	14	7%
Other expenses - Research	0	0	0	0	0	0	
Revenue / FTE Operational	0.00	0.00	0.00	0.00	0.00	0.00	
Taught EFTSL	35,389	34,997	33,789	32,887	35,268	38,511	4%
Enrolled Headcount	46,967	46,072	45,257	44,631	48,062	51,045	4%
FTE growth per year		1.4%	-5.2%	14.9%	6.3%	1.3%	
Taught EFTSL / FTE	77.90	76.00	77.37	65.54	66.13	71.30	-3%
Enrolled Headcount / FTE	103.39	100.05	103.63	88.94	90.12	94.51	-3%

Provost overview

520000 - Provost & Senior VP s Division	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	106	112	106	110	133	146	11%
FTE - Operational	85	87	80	84	103	108	10%
FTE - Operational - Academic	22	23	23	27	34	34	14%
FTE - Operational - Professionals	63	64	57	57	69	73	9%
FTE - Research	21	25	26	26	30	38	13%
Revenue - Total	6	6	7	8	12	16	30%
Revenue - Teaching	0	0	0	0	0	0	
Revenue - Other	2	2	2	3	3	4	20%
Revenue - ERI	4	4	5	4	9	12	34%
Workforce - Total	16	17	17	19	25	29	18%
Workforce - Operational	13	12	11	14	20	22	25%
Workforce - Research	3	5	6	4	6	7	3%
Other expenses - Total	6	3	3	3	9	10	40%
Other expenses - Operational	4	3	2	3	5	5	24%
Other expenses - Research	2	1	1	1	3	5	68%
Revenue / FTE Operational	0.00	0.00	0.00	0.00	0.00	0.00	
Taught EFTSL	35,389	34,997	33,789	32,887	35,268	38,511	4%
Enrolled Headcount	46,967	46,072	45,257	44,631	48,062	51,045	4%
FTE growth per year		5.4%	-5.1%	3.7%	20.5%	9.5%	
Taught EFTSL / FTE	332.77	312.12	317.62	297.97	265.09	264.35	-6%
Enrolled Headcount / FTE	441.64	410.89	425.42	404.38	361.26	350.39	-6%

Engagement & Partnerships overview

720000 - DVCEEP Deputy Vice-Chancellor Ext Engagement & Partnerships	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	151	148	127	117	122	131	1%
FTE - Operational	151	148	127	115	121	131	1%
FTE - Operational - Academic	2	2	1	2	2	1	21%
FTE - Operational - Professionals	149	145	126	113	120	129	1%
FTE - Research	0	0	0	2	1	0	128%
Revenue - Total	10	4	4	3	4	4	-5%
Revenue - Teaching	0	0	0	0	0	0	
Revenue - Other	4	1	4	-0	3	3	-14%
Revenue - ERI	6	3	0	3	1	1	281%
Workforce - Total	22	21	20	18	21	23	5%
Workforce - Operational	22	21	20	18	21	23	4%
Workforce - Research	0	0	0	0	0	0	708%
Other expenses - Total	6	3	4	6	5	5	13%
Other expenses - Operational	6	3	4	6	4	5	13%
Other expenses - Research	0	0	0	0	0	0	
Revenue / FTE Operational	0.00	0.00	0.00	0.00	0.00	0.00	
Taught EFTSL	35,389	34,997	33,789	32,887	35,268	38,511	4%
Enrolled Headcount	46,967	46,072	45,257	44,631	48,062	51,045	4%
FTE growth per year		-2.3%	-14.3%	-7.5%	4.1%	7.4%	
Taught EFTSL / FTE	234.11	236.88	266.88	280.92	289.53	294.34	3%
Enrolled Headcount / FTE	310.71	311.85	357.46	381.24	394.56	390.14	3%

DVCR / CRB

CENT - Central and Other Centres	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	93	95	89	102	106	129	13%
FTE - Operational	29	36	34	40	42	55	18%
FTE - Operational - Academic	8	10	9	10	12	13	12%
FTE - Operational - Professionals	21	26	24	30	30	42	20%
FTE - Research	65	59	55	62	64	74	10%
Revenue - Total	16	16	32	18	19	50	16%
Revenue - Teaching	0	0	0	0	0	0	
Revenue - Other	7	6	21	5	7	34	17%
Revenue - ERI	9	10	11	13	12	16	14%
Workforce - Total	16	16	15	17	19	25	18%
Workforce - Operational	4	6	7	6	11	12	23%
Workforce - Research	12	10	9	10	8	13	13%
Other expenses - Total	51	54	31	34	38	41	10%
Other expenses - Operational	48	51	29	31	35	36	7%
Other expenses - Research	3	2	2	3	3	5	35%
Revenue / FTE Operational	0.00	0.00	0.00	0.00	0.00	0.00	
Taught EFTSL	35,389	34,997	33,789	32,887	35,268	38,511	4%
Enrolled Headcount	46,967	46,072	45,257	44,631	48,062	51,045	4%
FTE growth per year		1.7%	-6.3%	14.4%	3.9%	21.9%	
Taught EFTSL / FTE	378.59	367.97	379.31	322.66	332.88	298.25	-8%
Enrolled Headcount / FTE	502.45	484.42	508.05	437.88	453.63	395.32	-8%

Research

580000 - DVC & VP Research Division	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	75	78	75	83	88	89	6%
FTE - Operational	75	78	75	83	88	89	6%
FTE - Operational - Academic	7	7	5	4	4	4	-1%
FTE - Operational - Professionals	68	70	70	79	84	84	6%
FTE - Research	0	0	0	0	0	0	
Revenue - Total	0	0	0	0	0	0	29%
Revenue - Teaching	0	0	0	0	0	0	
Revenue - Other	0	0	0	0	0	0	-8%
Revenue - ERI	0	0	0	0	0	0	
Workforce - Total	12	12	12	14	15	15	8%
Workforce - Operational	12	12	12	14	15	15	8%
Workforce - Research	0	0	0	0	0	0	
Other expenses - Total	1	0	0	1	1	1	44%
Other expenses - Operational	1	0	0	1	1	1	44%
Other expenses - Research	-0	0	0	0	0	0	
Revenue / FTE Operational	0.00	0.00	0.00	0.00	0.00	0.00	
Taught EFTSL	35,389	34,997	33,789	32,887	35,268	38,511	4%
Enrolled Headcount	46,967	46,072	45,257	44,631	48,062	51,045	4%
FTE growth per year		3.5%	-4.1%	11.0%	6.2%	1.0%	
Taught EFTSL / FTE	470.28	449.40	452.67	396.87	400.92	433.59	-1%
Enrolled Headcount / FTE	624.14	591.62	606.31	538.60	546.37	574.71	-2%

International

640000 - DVC International Division	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	119	124	108	77	63	65	-15%
FTE - Operational	119	124	108	77	63	65	-15%
FTE - Operational - Academic	3	3	3	3	4	4	14%
FTE - Operational - Professionals	115	121	105	74	59	62	-16%
FTE - Research	0	0	0	0	0	0	-100%
Revenue - Total	3	1	1	1	1	2	38%
Revenue - Teaching	0	0	0	0	0	0	
Revenue - Other	3	1	1	1	1	2	45%
Revenue - ERI	0	0	0	0	0	0	5%
Workforce - Total	15	16	14	9	10	11	-10%
Workforce - Operational	15	16	14	9	10	11	-10%
Workforce - Research	0	0	0	0	0	0	-100%
Other expenses - Total	6	3	4	5	5	5	10%
Other expenses - Operational	6	3	4	5	5	5	10%
Other expenses - Research	0	0	0	0	0	0	131%
Revenue / FTE Operational	0.00	0.00	0.00	0.00	0.00	0.00	
Taught EFTSL	35,389	34,997	33,789	32,887	35,268	38,511	4%
Enrolled Headcount	46,967	46,072	45,257	44,631	48,062	51,045	4%
FTE growth per year		5.0%	-13.5%	-28.5%	-18.6%	4.4%	
Taught EFTSL / FTE	298.38	281.15	313.95	427.25	562.74	588.40	23%
Enrolled Headcount / FTE	396.00	370.11	420.50	579.83	766.88	779.90	23%

VC overview

500000 - Vice-Chancellor & Presidents Division	2019	2020	2021	2022	2023	2024	3YR CAGR
FTE - Total	45	49	44	46	52	55	8%
FTE - Operational	45	49	44	46	52	55	8%
FTE - Operational - Academic	2	2	2	1	1	2	2%
FTE - Operational - Professionals	43	47	42	45	51	54	8%
FTE - Research	0	0	0	0	0	0	
Revenue - Total	0	0	0	0	0	0	592%
Revenue - Teaching	0	0	0	0	0	0	
Revenue - Other	0	0	0	0	0	0	592%
Revenue - ERI	0	0	0	0	0	0	
Workforce - Total	9	9	9	9	11	14	13%
Workforce - Operational	9	9	9	9	11	14	13%
Workforce - Research	0	0	0	0	0	0	
Other expenses - Total	1	1	1	1	4	6	64%
Other expenses - Operational	1	1	1	1	4	6	64%
Other expenses - Research	0	0	0	0	0	0	
Revenue / FTE Operational	0.00	0.00	0.00	0.00	0.00	0.00	
Taught EFTSL	35,389	34,997	33,789	32,887	35,268	38,511	4%
Enrolled Headcount	46,967	46,072	45,257	44,631	48,062	51,045	4%
FTE growth per year		8.3%	-10.0%	4.3%	14.0%	5.9%	
Taught EFTSL / FTE	785.04	716.76	768.79	717.09	674.60	695.46	-3%
Enrolled Headcount / FTE	1,041.87	943.57	1,029.72	973.17	919.32	921.81	-4%

Draft for discussion only – no decisions made



Operational Sustainability Initiative

ULT Presentation – Analysis for Target State
Academic Workforce

As of 31 March 2025

UTS CRICOS 00099F
UTS TEQSA PRV12060

Draft for discussion only – no decisions made

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1. Key decisions for approval

Key decisions for ULT to consider as the program transitions to the Future State Design phase are outlined below for further discussion. Following ULT feedback, the Academic Program roadmap and key activities will be adjusted in consultation with the DVC E&S, DVCR and other sponsors and stakeholders.

- 1 **Approve further exploration of the recommended scenarios to identify courses for discontinuation**, including detailed planning to inform potential **workforce impacts and teach-out processes**
- 2 **Approve further exploration of the recommended scenarios to identify subjects outside of course considerations for discontinuation** and agree timelines to inform potential **workforce impacts and teach-out processes**
- 3 **Approve further exploration of the discontinuation and/or refocus of the SfL and EL portfolio.** It is recommended that the DVCEEP oversees the development of future state portfolio with support from DVCE&S
- 4 **Approve further exploration of disciplines to inform the University's future discipline focus and scale**
- 5 **Approve further exploration on academic workload allocation to rebalance teaching only, research only and teaching and research allocation**
- 6 **Approve the approach to reducing the academic workforce** associated with flagged courses, subjects, and disciplines to **achieve agreed guideposts.** It is recommended that the Provost lead engagement with Faculty Deans with support from the DVCR and DVCE&S
- 7 **Approve the Academic Program roadmap, timeline, scope and key activities** to enable team to commence detailed design from week commencing 31 March

2. Context and Overview

Now and in the future, UTS remains committed to its vision to be a leading public university of technology recognised for global impact. As an inclusive university, we **remain committed to educating the next generation of technologically empowered and socially responsible professionals and to conduct research characterised by impact, innovation and the dissemination of knowledge that holds public value.**

After examining UTS 2027 and the strategic initiatives that underpin its execution, it is clear many of the fundamental objectives remain as important today as when we collectively developed them back in 2018. In reaffirming these fundamentals, however, **a need for increasing our focus on what it will take to remain successful for the next five years is critical.** We will **need to make decisions about how and in what way the university invests its time, resources, and energy** and as we navigate the changes ahead. We will also need to be clear about **who we are and what success looks like.**

Purpose

This paper has been developed to support ULT decision-making on the Academic Program within the Operational Sustainability Initiative. It focuses on the work completed during the Current State Analysis phase and outlines key decisions required as the program transitions to the Future State Design phase.

From its inception, the Academic Program has been designed as an integrated initiative to identify the optimal target state academic workforce, refine the course and subject portfolio, and realign research focus areas to institutional strengths, ensuring the most effective use of future research investment.

The paper presents findings as of 31 March 2025 from the Sustainable Teaching & Learning Program and the Research Productivity & Investment Program. It includes a summary of the indicative benefits, risks, key analysis, and a high-level plan and roadmap for further analysis and consultation.

Draft for discussion only – no decisions made

3. Summary of Workforce and Financial Impact by Faculty

A summary of the potential workforce and cost savings associated with (a) subjects flagged for discontinuation and (b) DVCR-led research assessment is outlined below. Modelling was conducted on two scenarios (low and high range). The figures below have not yet incorporated the service and engagement effort, which could increase the outlined totals by ~20-25%.

No reconciliation has yet been undertaken to determine the overlap between FTEs and associated savings identified through subject and research assessment

undertaken to mine the overlap between FTEs and associated savings realised through subject research assessment	Current state (20-Jan-25)	Low range				High range				
		- Teaching: Academic effort tagged to subjects with negative total margin and 25 or fewer headcount - Research: Academic effort tagged to lower bound of research assessment				- Teaching: Academic effort tagged to subjects with negative total margin and 50 or fewer headcount - Research: Academic effort tagged to upper bound of research assessment				
	Faculty	FTE	Teaching Effort (FTE)*	Research Effort (FTE)*	Total Effort (FTE)	Total Cost	Teaching Effort (FTE)*	Research Effort (FTE)*	Total Effort (FTE)	Total Cost
	BUS	162.6	11.3	12.0	23.3	\$4.9m	15.9	17.0	32.9	\$6.9m
	DAB	107.1	8.1	5.0	13.1	\$2.7m	14.0	9.0	23.0	\$4.8m
	FASS	125.4	8.1	7.0	15.1	\$3.1m	15.8	8.0	23.8	\$5.0m
	FEIT	289.4	5.0	6.0	11.0	\$2.3m	14.5	7.0	21.5	\$4.5m
	FOH	195.0	8.0	4.0	12.0	\$2.5m	16.7	5.0	21.7	\$4.5m
	LAW	77.7	1.8	5.0	6.8	\$1.4m	10.3	7.0	17.3	\$3.6m
	SCI	184.3	7.4	4.0	11.4	\$2.4m	16.6	4.0	20.6	\$4.3m
TDS	35.5	3.5	1.0	4.5	\$0.9m	4.2	1.0	5.2	\$1.1m	
Research	79.8	-	2.0	2.0	\$0.4m	-	2.0	2.0	\$0.4m	
Total	1,256.7	53.2	45.0	98.2	\$20.7m	107.8	61.0	168.8	\$35.0m	

*Refer to the appendix for definition of teaching effort and research effort.

4. Risk Overview

Three key risks have been identified for the Academic Program, for further monitoring and agreement on mitigations. Refer to the appendix for further detail on definitions used to develop the risk register.

	01 Realisation of Financial Benefits	02 Program Interdependencies	03 Data Limitations
<i>Risk description</i>	Benefits may not be achieved if the associated actions exceed UTS's risk tolerance or are not effectively implemented. For example: Industrial relations risk: Consultation and implementation not aligned to the processes outlined in the UTS Staff Agreement and applicable legislation could result in industrial and/or legal action, and delays in implementation Engagement risk: Decisions will require extensive engagement across multiple levels of UTS leadership. Any misalignment/timeframe slippage will delay benefit realisation. Additionally, at this stage of design, there is a risk that identified benefits across the OSI programs are duplicative.	There are significant interdependencies within the Academic Program and broader OSI; any slippages or misalignment on decisions will result in broader downstream impacts.	While validation of data sources, methodologies and limitations is critical, prolonged investigation may become counterproductive and delay timeframes.
<i>Response time range</i>	Immediate	Urgent	Urgent
<i>Consequence</i>	Major	Major	Major
<i>Overall rating</i>	High	High	High

Draft for discussion only – no decisions made

5. Overview of Analysis: Courses

1 **Key decision for approval:**
Approve further exploration of the **recommended scenarios to identify courses for discontinuation**, including detailed planning to inform potential **workforce impacts and teach-out processes**

Analysis has focussed on courses with **75% of their core subjects with a negative total margin and have 40 EFTSL or fewer as candidates for discontinuation**. Discontinuing a portion of these could potentially yield a benefit range of up to ~\$23.9m (~114.6 FTE).

Analysis identified a significant number of courses that met the discontinuation criteria:

- **77 courses with fewer than 20 EFTSL** were flagged, impacting **317 unique core subjects**. Of these, 284 subjects had a negative total margin and 33 a positive margin. Delivery required 57.4 FTE (40.7 ongoing and 16.7 casual), with an estimated **teaching cost of \$12.0m**.
- **103 courses with fewer than 40 EFTSL** were flagged, impacting **412 unique core subjects**. Of these, 378 subjects had a negative total margin and 34 a positive margin. Delivery required 114.6 FTE (61.5 ongoing and 53.1 casual), with an estimated **teaching cost of \$23.9m**.
- Some of these costs **may be realisable** as savings, subject to **strategic and contextual input** from Faculties

Recommended
scenarios to explore

Classification	Courses identified			Teaching Effort (Proportional FTE)			Estimate teaching cost
	Core subjects	EFTSL	Count	Ongoing	Casual	Total	
Courses to maintain	< 75% negative	N/A	196	151.4	83.7	235.1	\$48.9m
Courses to discontinue	> 75% negative	N/A	149	134.8	90.0	224.9	\$46.9m
→ With < 20 EFTSL	> 75% negative	< 20 EFTSL	77	40.7	16.7	57.4	\$12.0m
→ With < 40 EFTSL	> 75% negative	< 40 EFTSL	103	61.5	53.1	114.6	\$23.9m

Indicative academic workforce effort reduction	Estimated cost reduction
Up to 114.6 FTE	Up to \$23.9m

Draft for discussion only – no decisions made

5. Overview of Analysis: Subjects

2

Key decision for approval:

Approve further exploration of the **recommended scenarios to identify subjects outside of course considerations for discontinuation** and agree timelines to inform potential **workforce impacts and teach-out processes**

Analysis has identified subjects that have a negative total margin and 50 headcount or fewer. Discontinuing a portion of these could potentially yield a benefit range of up to ~\$22.5m (~108 FTE).

The table below outlines subjects within each Faculty that recorded a **negative total margin** in 2023 and are **categorised by subject headcount intervals**. We have identified the **associated teaching effort** and potential savings if they are discontinued. Some subjects may need to be retained due to **strategic or contextual** factors, requiring validation and agreement from Faculties.



Up to **\$22.5m** in cost savings

Achieved by removing 108 FTE responsible for delivering 771 subjects (Scenario 2).



49% (1,073 subjects)

Of all subjects operate at a negative margin and have fewer than 100 students.



30% (662 subjects)

Of all subjects identified by the framework criteria are non-core "optional".

Scenarios	Volume			Financial metrics		Teaching Effort (Proportional FTE)			Estimate teaching cost
	Headcount range	Subject count	EFTSL	Total Margin	Total Revenue	Casual FTE	Ongoing FTE	Total (FTE)	
Scenario 1	1-25	471	775	-\$9.6m	\$20.8m	5.9	47.3	53.2	\$11.1m
Scenario 2	1-50	771	2,336	-\$22.9m	\$58.3m	14.3	93.4	107.8	\$22.5m
Scenario 3	1-75	954	3,807	-\$33.9m	\$97.5m	23.5	122.8	146.3	\$30.5m
Scenario 4	1-100	1,073	5,143	-\$43.6m	\$132.8m	31.8	142.7	174.6	\$36.4m

Recommended scenarios to explore

Indicative academic workforce effort reduction	Estimated cost reduction
Up to 107.8 FTE	Up to \$22.5m

Draft for discussion only – no decisions made

5. Overview of Analysis: Courses and Subjects by Faculty

The table below expands on the previous slides by highlighting courses and subjects that may be discontinued, segmented by Faculty. The teaching costs identified by the two frameworks are not mutually exclusive, as both analyses are based on the same ACV 2023 dataset and will significantly overlap.



Courses: FOH and LAW have the highest teaching effort and costs among courses flagged for possible discontinuation. In FOH, discontinuing 25 courses in Scenario 1 could save \$2.6m, increasing to \$9.9m for 32 courses in Scenario 2. In LAW, stopping 8 courses in Scenario 1 could save \$3.7m, rising to \$4.7m for 10 courses in Scenario 2.



Subjects: FOH, SCI, and BUS show the highest teaching effort and costs for subjects under review. In Scenario 1, BUS leads with potential savings of \$2.4m from 67 subjects, followed by FOH with \$1.7m (66 subjects). In Scenario 2, FOH tops the list with \$3.5m (108 subjects), with SCI at \$3.5m (88 subjects) and BUS at \$3.3m (85 subjects).

Faculty	Courses						Subjects					
	Scenario 1 <i>Courses with a negative margin exceeding 75% (core subjects) and 20 or fewer EFTSL</i>			Scenario 2 <i>Courses with a negative margin exceeding 75% (core subjects) and 40 or fewer EFTSL</i>			Scenario 1 <i>Negative total margin and 25 or fewer headcount</i>			Scenario 2 <i>Negative total margin and 50 or fewer headcount</i>		
	Course count	Teaching Effort	Teaching Cost	Course count	Teaching Effort	Teaching Cost	Subject count	Teaching Effort	Teaching Cost	Subject count	Teaching Effort	Teaching Cost
BUS	1	0.4	\$0.1m	2	2.0	\$0.4m	67	11.3	\$2.4m	85	15.9	\$3.3m
DAB	8	5.6	\$1.2m	12	11.3	\$2.3m	80	8.1	\$1.7m	123	14.0	\$2.9m
FASS	13	10.0	\$2.1m	17	12.1	\$2.5m	132	8.1	\$1.7m	194	15.8	\$3.3m
FEIT	4	0.6	\$0.1m	5	2.7	\$0.6m	33	5.0	\$1.0m	80	14.5	\$3.0m
FOH	25	12.7	\$2.6m	32	47.6	\$9.9m	66	8.0	\$1.7m	108	16.7	\$3.5m
LAW	8	17.6	\$3.7m	10	22.5	\$4.7m	12	1.8	\$0.4m	62	10.3	\$2.1m
SCI	15	9.2	\$1.9m	22	15.2	\$3.2m	54	7.4	\$1.5m	88	16.6	\$3.5m
TDS	3	1.3	\$0.3m	3	1.3	\$0.3m	27	3.5	\$0.7m	31	4.2	\$0.9m
Total	77	57.4	\$12.0m	103	114.6	\$23.9m	471	53.2	\$11.1m	771	107.8	\$22.5m

5. Overview of Analysis: SfL and EL

3

Key decision for approval:

Approve **further exploration of the discontinuation and/or refocus of the SfL and EL portfolio**. It is recommended that the DVCEEP will oversee development of the future state portfolio with support from DVCE&S

UTS can consider discontinuing all or part of the SfL and EL portfolio. UTS currently offers 401 SfL and EL courses across its Faculties and Portfolios. However, stakeholders have noted that SfL offerings are inconsistent, lack alignment with the university's strategic direction, and divert academic and professional staff from core activities. There may be interest in retaining some or all EL offerings, as they enhance industry partnerships, support research, increase student placements, and expand graduate career pathways.

BENEFIT for UTS:



ENHANCED FOCUS ON CORE OFFERINGS

DETAIL:

- Discontinuing all or part of the SfL/EL portfolio at UTS could release up to 6.2 FTE in teaching capacity, enabling reallocation to more strategically aligned and profitable courses, subjects, or research.
- Additionally, up to 30.2 FTE in professional staff (including learning designers, CRM administrators, quality assurance managers, and market analysts) could be redirected to support core offerings and strengthen UTS's industry partnerships and engagement activities.



STRENGTHENED BRAND AND REPUTATIONAL STRATEGY

- Marketing for SfL and EL is currently fragmented across Faculties and Portfolios, creating confusion for prospective students and industry partners. SfL Committee materials also highlight limited business development and commercial capability to support growth.
- Discontinuing all or part of the SfL/EL portfolio could help clarify UTS's brand and product strategy.



INCREASED OPERATING MODEL CONSISTENCY

- Stakeholder feedback indicates inconsistent use of central SfL/EL support across Faculties and Portfolios. Accurate reporting on financial performance, enrolments, and other key metrics is also difficult to obtain.
- Disestablishing all or part of the SfL/EL portfolio could enable a more consistent support model and improve reporting and decision-making processes (both centrally and in Faculties/Portfolios).

Indicative academic
workforce effort reduction

-

Estimated cost reduction

Up to \$5.1m (from reducing 30.2 professional FTE directed towards SfL and EL), noting that any benefits will be counted towards Operating Model

5. Overview of Analysis: Disciplines

4

Key decision for approval:

Approve **further exploration of disciplines to inform the University's future discipline focus and scale**

The tables below summarise (i) the Fields of Research conducted at UTS that have the lowest research activity and (ii) the Fields of Education (Major) offered at UTS that have the most negative total margin across their subject offerings. Across the university, most FoRs with low research activity also map to FoEs that are relatively unviable from a teaching and learning perspective.

#	Fields of Research ranked by lowest ERI per research FTE
1	Language, Communication And Culture
2	Creative Arts And Writing
3	Philosophy And Religious Studies
4	Education
5	Built Environment And Design
6	History, Heritage And Archaeology
7	Law And Legal Studies
8	Commerce, Management, Tourism And Services
9	Physical Sciences
10	Health Sciences

NB: 1=Lowest ERI per research FTE.

#	Fields of Education (Major) ranked by negative total margin across subject offerings
1	Other Health General
2	Mathematical Sciences General
3	Business & Management General
4	Teacher Education General
5	Communication & Media Studies General
6	Language & Literature General
7	Other Education General
8	Banking Finance & Related Fields General
9	Architecture & Urban Envt General
10	Graphic & Design Studies General

NB: 1=Most negative total margin across subject offerings

Key:

Areas of overlap are highlighted in green; it is recommended that UTS review these as a priority for potential de-prioritisation. Areas of further investment will be identified in Future State Design following consultation with RP&I and ST&L leadership.

5. Overview of Analysis: Academic Workload Allocation

5

Key decision for approval:

Approve further **exploration on academic workload allocation to rebalance teaching only, research only and teaching and research allocation**

Aggregate average workload allocation data cut by Faculty is presented below (based on 2024 ACV data). Overall, UTS is 5.4% below the universal 40% for teaching, 1.5% above the universal 40% for research (noting this assumes HDR supervision inclusion in research), and 3.7% above the universal 20% for service and engagement. UTS could consider standardising its workload allocation guidelines and thresholds so that (a) HDR supervision is captured consistently, (b) ratios of teaching-only staff, research-only staff and teaching and research staff are re-balanced, and (c) variability is reduced between Faculties.

Note that the Faculties are already reviewing workload allocations and developing potential solutions (e.g. through the work-planning tool).

Faculty	Aggregate average workload allocations				Head Count
	Teaching	HDR Supervision	Research	Service and Engagement	
BUS	46%	0%	35%	19%	155
DAB	38%	4%	33%	25%	122
FASS	26%	3%	35%	36%	153
FEIT	29%	4%	46%	21%	289
FOH	44%	3%	29%	23%	228
LAW	49%	4%	28%	19%	93
SCI	25%	1%	54%	20%	217
TDS	26%	5%	24%	45%	41
All Faculties	35%	3%	39%	24%	1298

Breakdowns by School are available in the Appendix.



Source: ACV workload allocation data (2024) – analysis provided by DVCR

Draft for discussion only – no decisions made

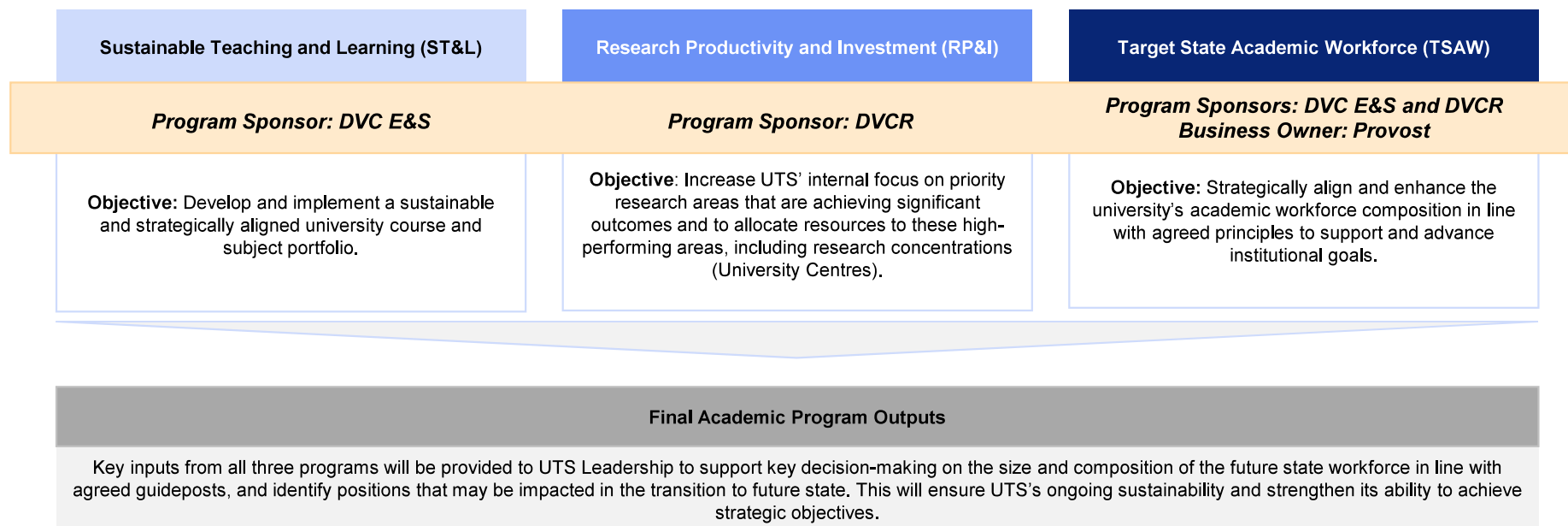
6. Intersection of Academic Programs

6

Key decision for approval:

Approve the approach to reducing the academic workforce associated with flagged courses, subjects, and disciplines to **achieve agreed guideposts**. It is recommended that the Provost lead engagement with Faculty Deans with support from the DVCR and DVCE&S

While analysis to date has focussed on the ST&L and RP&I Programs, in the next phase of work the Target State Academic Workforce Program will come to the forefront, supported by refined/expanded inputs from ST&L and RP&I.

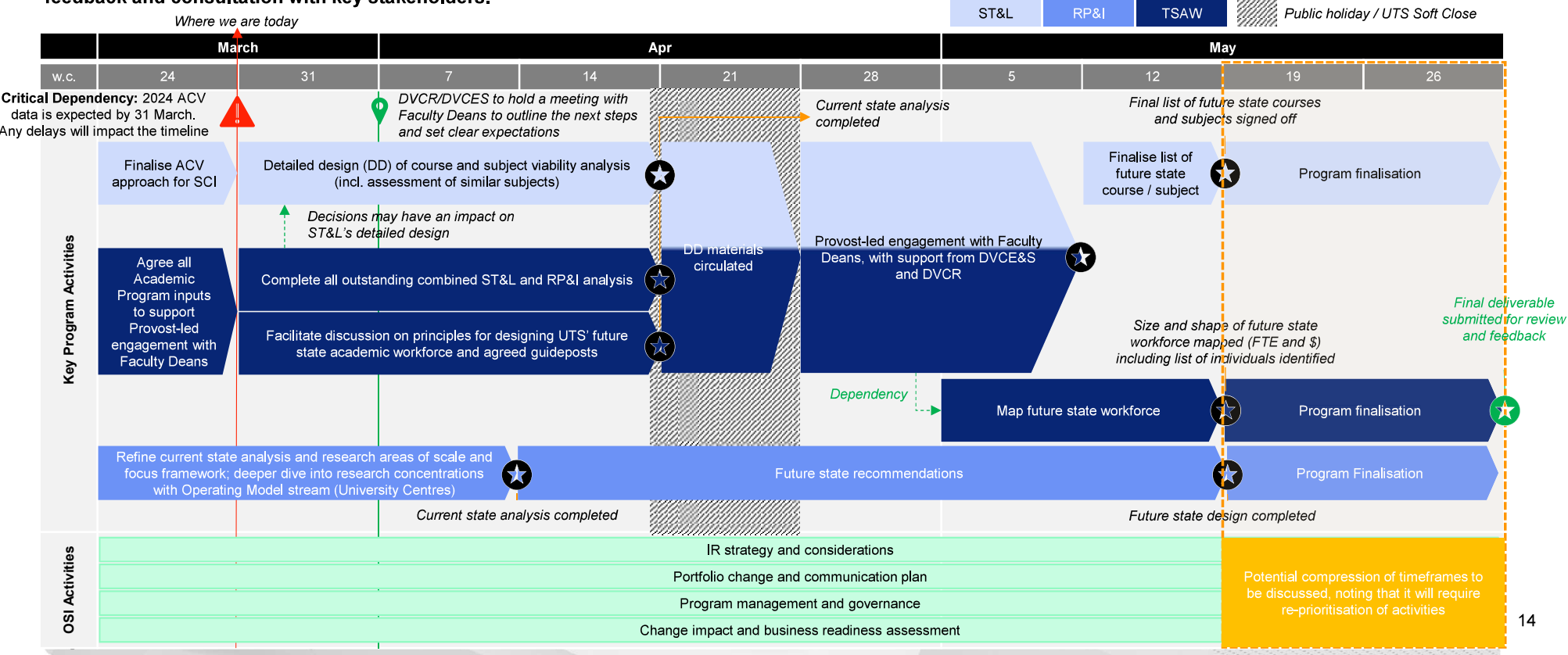


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6. High-level Plan and Roadmap

7 **Key decision for approval:**
Approve the Academic Program roadmap, timeline, scope and key activities to enable team to commence detailed design from week commencing 31 March

A high-level schedule for the next phase of work (Future State Design) has been developed below, for discussion. This plan will continue to evolve based on ULT feedback and consultation with key stakeholders.



Draft for discussion only – no decisions made

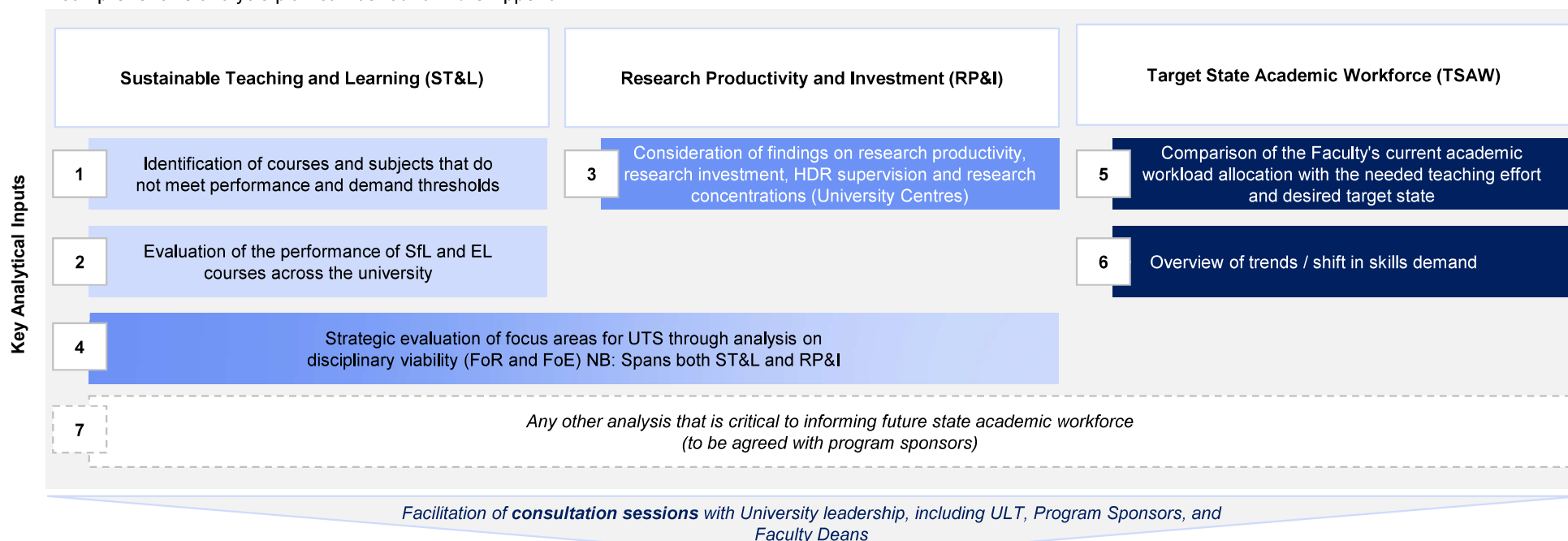
6. High-level Plan and Roadmap

7

Key decision for approval:

Approve the Academic Program roadmap, timeline, scope and key activities to enable team to commence detailed design from week commencing 31 March

An indicative view of the analytical inputs within each program to be developed and/or further refined in the next phase of work is outlined below. A comprehensive analysis plan can be found in the Appendix.



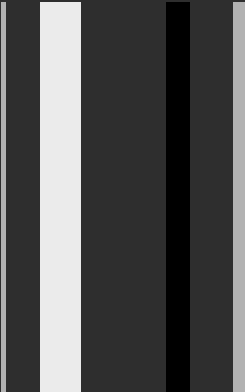
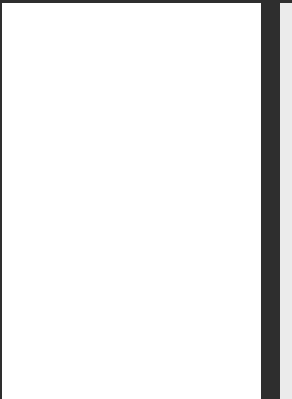
Final Academic Program Outputs



7. Appendix

- *Key Assumptions, Limitations and Analysis Parameters*
- *Target State Academic Workforce Analysis Plan*
- *Sustainable Teaching and Learning Analysis Plan*
- *Research Productivity and Investment Analysis Plan*
- *Risk Register*





Key Assumptions, Limitations and Analysis Parameters

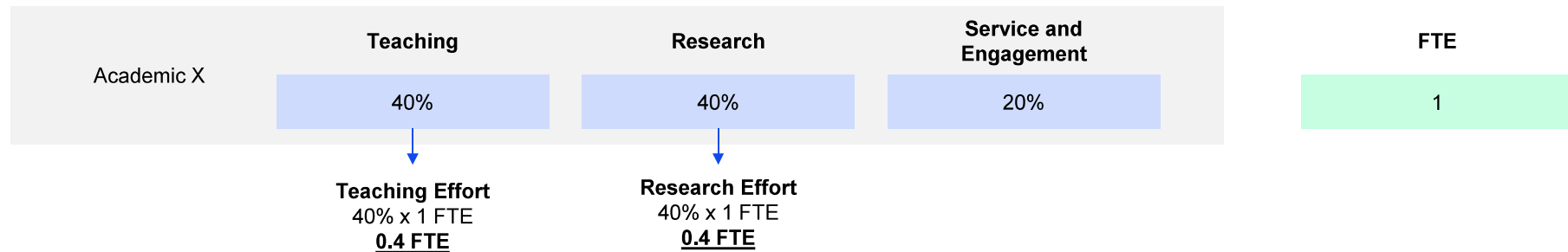
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Key Assumptions, Limitations and Analysis Parameters

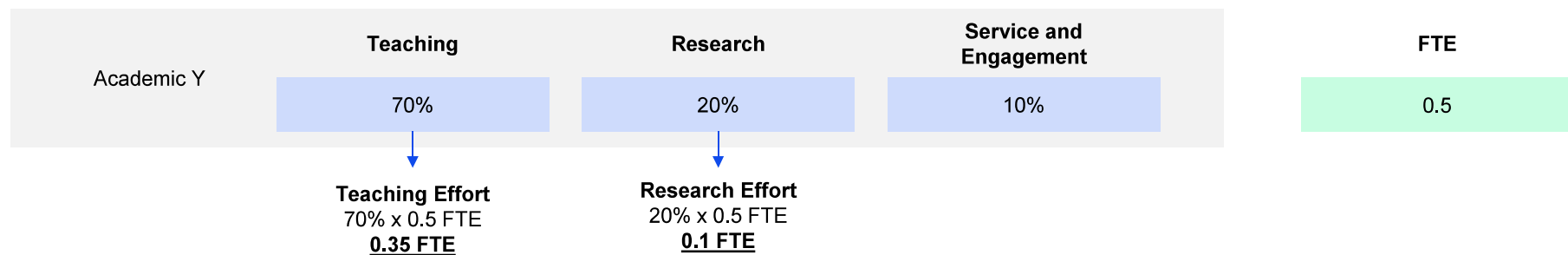
Teaching and Research Effort

We recognise that an academic role typically comprises three components: teaching, research, and service and engagement. The proportion of time dedicated to each component varies from individual to individual. In this analysis, we have focused exclusively on the teaching and research efforts required for each activity and have not included the service and engagement component of their role.

Example 1:



Example 2:

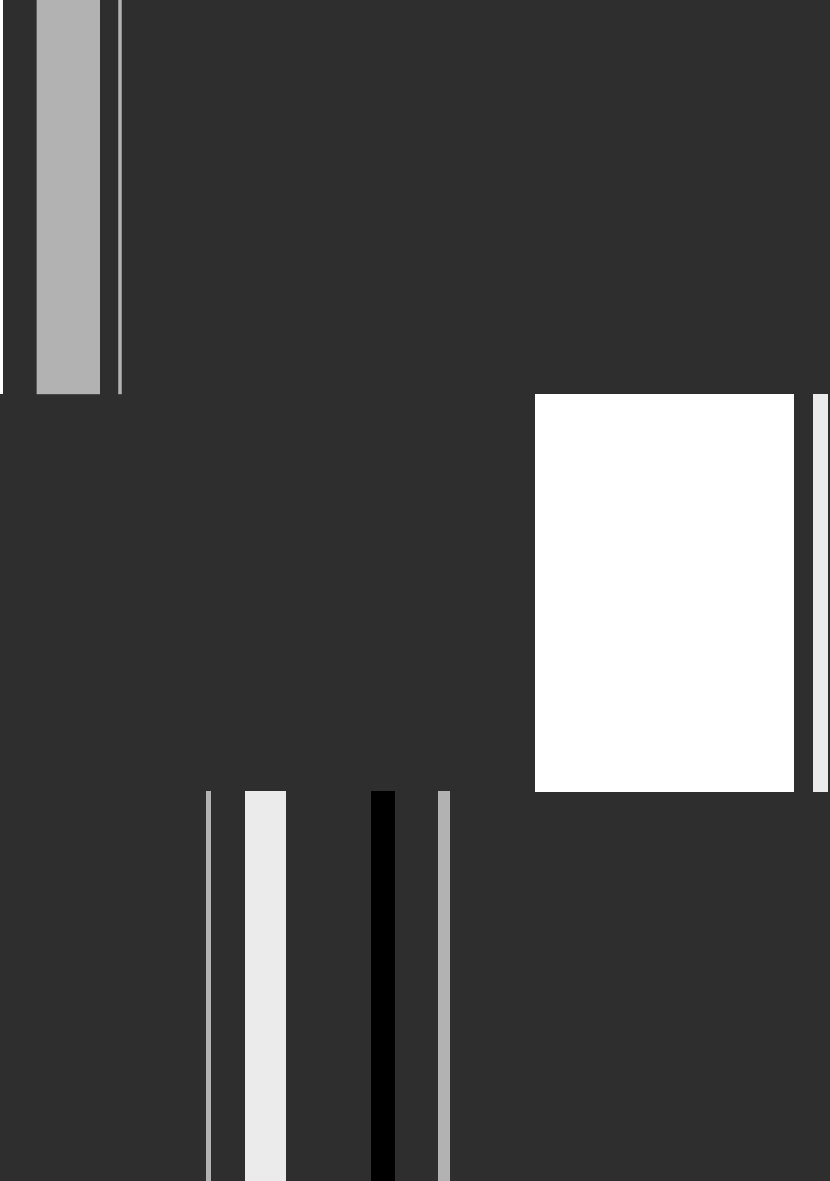


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Key Assumptions, Limitations and Analysis Parameters

Other Items

Item	Limitations and assumptions
Summary of Workforce and Financial Impact by Faculty	- Course and subject analysis will need to be reviewed and refined in collaboration with Faculties to ensure that qualitative and contextual risks and opportunities are appropriately considered. - Progress on this analysis is dependent on the timely receipt of the 2024 ACV data, to ensure decisions are based on the most up-to-date information. - Additionally, given analysis has not been conducted at the individual role level, it is not possible to confirm the level of duplication. Teaching effort associated with courses flagged for discontinuation is likely to significantly overlap with teaching effort associated with subjects flagged for discontinuation. - IR advice will need to be sought on approach to identifying areas with low research activity.
Overview of Analysis: Courses	- The financial data used is based on outdated 2023 ACV figures. Faculties may have already implemented corrective actions for some courses. Additionally, while the analysis provides financial insights, it does not capture qualitative or strategic factors that may influence decisions on course retention. 'Core' subjects were mapped to their respective courses using data from DAIU to assess financial performance. - Core subjects are often shared across multiple courses. Our methodology distributes teaching effort equally among linked courses, meaning FTE and cost estimates may be either understated or overstated. - Currently, 78% (n = 370) of courses in the ACV data have been mapped to their core subjects. The remaining courses have been classified as either discontinued, phased out, or part of cross-institutional programs with unverified structures. - Employee costs are estimated at \$208,343 per FTE, incorporating salary, on-costs, and loadings; data provided by UTS Finance.
Overview of Analysis: Subjects	- Workforce mapping covers 84% of subjects (n = 909, negative margin and headcount of less than 100); the remaining 16% currently use a 0.17 FTE proxy, which will be refined further in collaboration with UTS Finance to ensure greater accuracy. - Employee costs are estimated at \$208,343 per FTE, incorporating salary, on-costs, and loadings; data provided by UTS Finance.
Overview of Analysis: SfL and EL	Academic and professional FTE and salary expenditure based on budgeted 2025 figures provided by Finance Business Partners. Figures reflect partial allocations of staff members' time to SfL and EL.
Overview of Analysis: Disciplines	Research effort sums the proportion of FTE allocated to research, cut by FoR, based on all research only and teaching and research academic roles. In terms of FTE allocated to research, analysis assumed 40% of total FTE for teaching and research academic roles and 80% of total FTE for research only academic roles; this will be updated with ACV Workload Allocation proportions for research once confirmed.



Target State Academic Workforce Analysis Plan

Analysis Plan – Target State Academic Workforce (1/2)

Below outlines the analysis plan associated with key activities that bring ST&L and RP&I together to shape target state academic workforce. It provides a forward-looking view up to the end of May and does not include activities since the program's commencement earlier this year

Stage 2: Current State Analysis (Detailed Design)

2.1 Agree all Academic Program inputs to be provided for ULT endorsement (Stage 2 end) and Faculty engagement (Stage 3)

- Agree with DVCE&S and DVCR key components to be provided for ULT endorsement. Indicatively, these are:
 - Future state academic workforce architecture and guideposts
 - Any other items to be agreed
- Agree with DVCE&S and DVCR all elements required for Faculty engagement in Phase 3. Indicatively, these are:
 - **ST&L:** Course and subject alignment (based on 2024 ACV when available), SfL and EL analysis
 - **RP&I:** Consideration of findings on research productivity, research investment, HDR supervision and research concentrations (University Centres)
 - **ST&L and RP&I:** FoE-FoR mapping and workforce quantification (expanded to 23 FoRs and 20 FoEs – based on 2024 ACV when available, and 4-digit FoR analysis for (a) Commerce, Management, Tourism and Services (b) Economics (c) Language, Communication and Culture (d) Education (e) Law and Legal Studies (f) Creative Arts and Writing)
 - **Target State Academic Workforce:** Current state academic workforce size, shape and workforce % allocations (matching HR data* from Dave Holme and Mark Favretto to 2024 ACV), scenario analysis on adjusted ratios
 - Any other items to be agreed

Stage Gate: DVCE&S and DVCR to agree full scope of analysis required to proceed to Future State Design

2.2 Complete all outstanding analysis as per agreed list of Academic Program inputs

- Refine and finalise data all analysis agreed as critical inputs for ULT endorsement and Faculty engagement
- Validate findings with data owners, including consultation with FP&A to populate workforce salary data as appropriate

Stage Gate: Noting timing constraints, DVCE&S and DVCR to provide approval of data sources and methodologies used for 2.2 to proceed to Future State Design. This is already in train and will continue to be tested through regular status updates/additional meetings as required

2.3 Draft one-page narrative for the final deliverable

- Prepare a draft one-page narrative for the final deliverable for the Program
- Review the draft one-page narrative with program sponsors to ensure agreement on proposed content

2.4 Facilitate discussions on principles for designing UTS' future state academic workforce (i.e., architecture) and agreed guideposts

- Facilitate discussion on design principles that the ULT needs to consider to determine the future state UTS academic workforce, with accompanying prompts/discussion questions e.g. what % of Teaching Only workforce does UTS want going forward? / What is the target service allocation at an aggregate level?
- Facilitate discussion of agreed guideposts for each Faculty to shape the future state academic workforce

Stage Gate: Provost, DVCE&S and DVCR to approve academic workforce architecture and agreed guideposts that will be presented to the ULT for formal endorsement

- Following ULT session, support any required adjustments based on feedback prior to commencing Future State Design

NB: Stage 1 has already been completed (comprises analysis leading to the 31 March ULT analysis paper) and has therefore been excluded from this page. As a result, the plan begins at Stage 2.

*(1) Extraction date for the data is as at 20 Jan (2) Further reconciliation and validation of this data will not be conducted by the team as all validation was undertaken by Dave Holme and Mark Favretto. Any discrepancies with other data sources (e.g. ACV information) will be collated and provided to UTS for resolution

Analysis Plan – Target State Academic Workforce (2/2)

Below outlines the analysis plan associated with key activities that bring ST&L and RP&I together to shape target state academic workforce. It provides a forward-looking view up to the end of May and does not include activities since the program's commencement earlier this year

Stage 3: Future State Design

3.1 Circulate materials to Provost, DVCR, DVCE&S and Faculty Deans

- Circulate agreed inputs, including total quantum of FTE and \$ identified thus far through analysis (with duplication reduction applied)

3.2 Provost-led engagement with Faculty Deans with support from the DVCR and DVCE&S

- Conduct a 2-hour workshop per Faculty Deans:
 - Faculty Deans to provide list of actions to realise allocated FTE reduction based on provided inputs (i.e. discontinue X courses/subjects out of provided list, reduce scale of Y research discipline based on productivity analysis etc.)
 - In conjunction, Faculty Deans to provide the list of potential positions that will address the agreed guideposts
 - NB: Attendees TBC through discussion with Provost, DVC E&S and DVCR

Stage Gate: *Provost, DVCE&S and DVCR to ensure proposed actions and associated FTE align with agreed guideposts*

3.3 Map future state workforce

- Based on Faculty Dean provision of key decisions and sign off by Provost and DVCE&S/DVCR, map the total change in academic workforce
- Consult FP&A to populate \$ associated with change in academic workforce
- Provide to UTS to support development of change proposals and other collateral

Activities to be undertaken by UTS (out of scope for KPMG)

Based on identified positions that may be impacted, develop organisational charts and change proposal materials

- While the Academic Program will collate leadership decisions on positions that may be impacted and the Academic Endeavours Program will provide high-level principles for Faculty/School structures, UTS will be responsible for re-assessing structures based on identified positions.
- UTS will be responsible for determining the type of impact (based on IR advice), developing organisational charts and developing change proposals and other collateral.

Develop detailed implementation and change management plans

- While the Academic Program final deliverable will include high-level implementation/sequencing considerations, UTS will be responsible for developing detailed implementation and change management plans. For example, UTS will be responsible for mapping the timeframes required to enable the release of FTE based on teach-out decisions and other key government/UTS/other deadlines. This may also include consideration of student consultation periods, study plan adjustments, further IR advice, and student/staff teaching ratio re-balancing.

Stage 3: Program Finalisation

4.1 Refine and complete final deliverable

- Develop final deliverable for UTS's review and feedback based on agreed outline
- Hold 60 min workshop with UTS' nominated stakeholders to run through the feedback and updates required prior to final submission

4.2 Handover materials

- Handover any relevant documents to UTS that will support the implementation phase for target state academic workforce

4.3 Conduct project close out

- Hold 45 min session with Executive sponsors for any feedback and discussion on next steps

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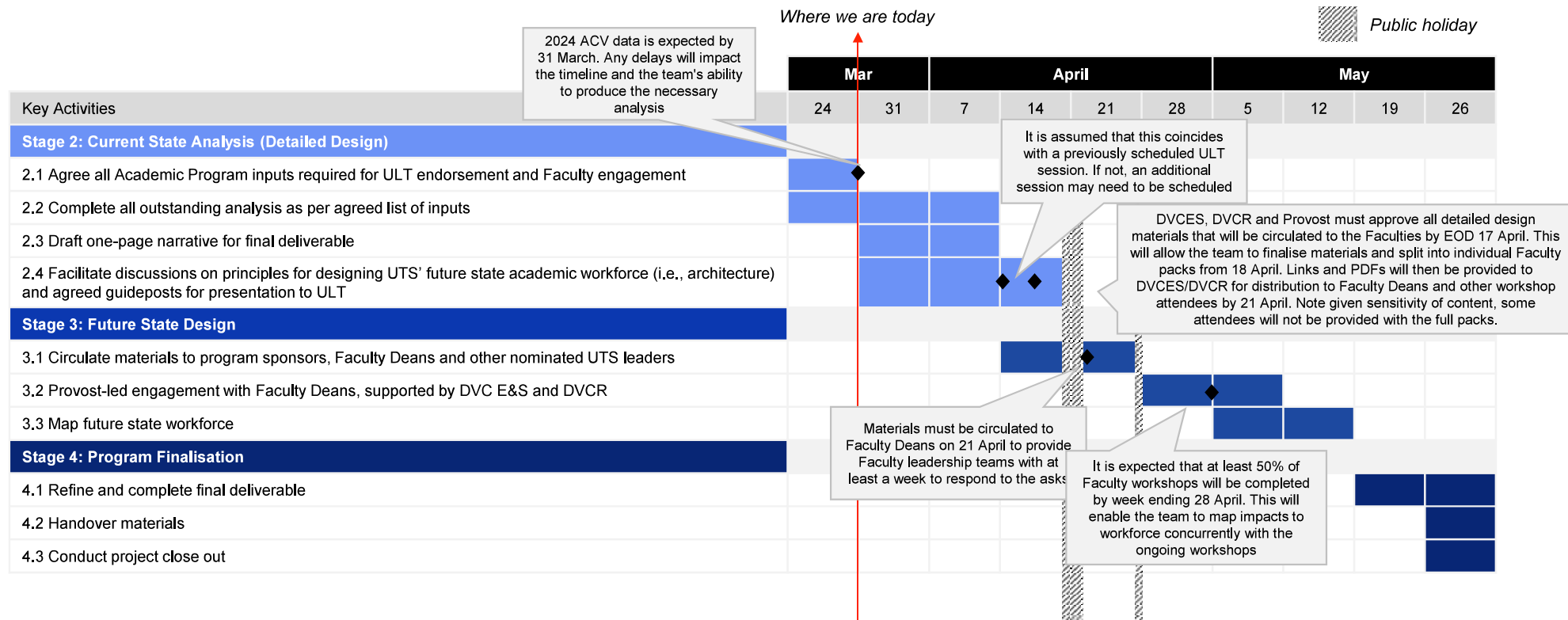
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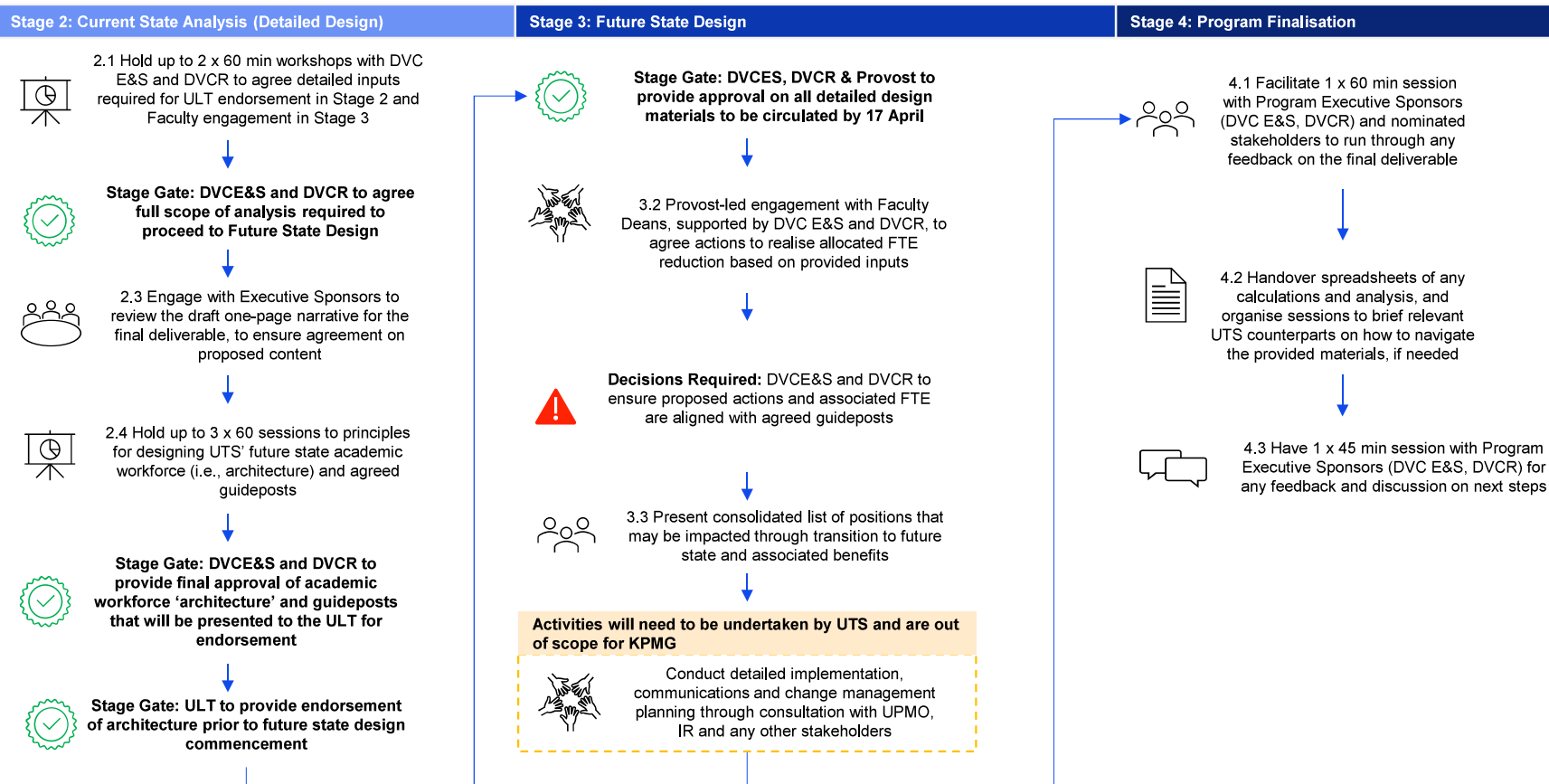
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Analysis Plan – Target State Academic Workforce

The Gantt chart below illustrates the sequencing of key activities and highlights critical dependencies where applicable. Please note that this view only serves as an indicative guide and is subject to adjustments based on data, stakeholder input and availability.



Stakeholder Engagement Overview – Target State Academic Workforce



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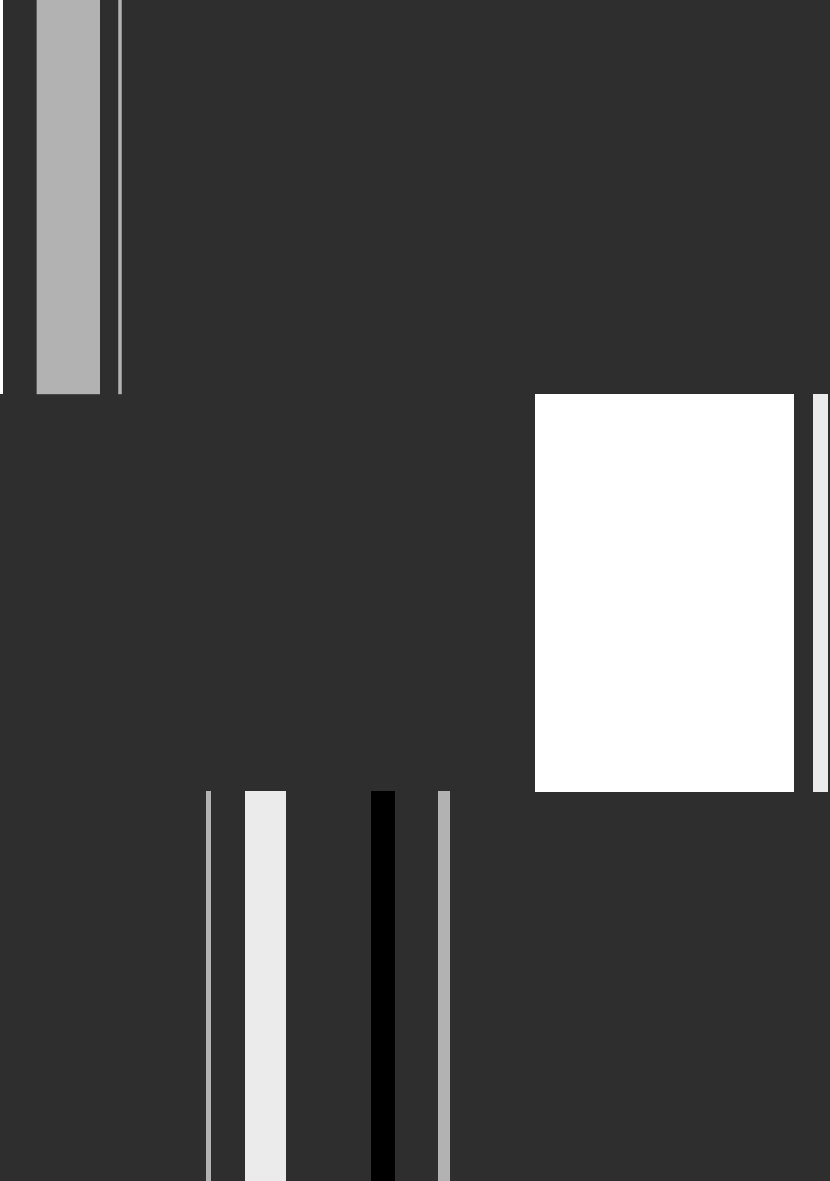
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Stakeholder Engagement Overview – Target State Academic Workforce

	ID	Key Stakeholder Engagements	Purpose	Proposed Number of Sessions	Proposed Duration	UTS Stakeholders	Date for Finalisation
Stage 2: Current State Analysis	2.1	Agree scope of items for ULT endorsement and Faculty engagement	Agree items of analysis required to close out Target State Academic Workforce program, including key endorsement and engagement sessions	2	60 mins	DVC E&S, DVCr and other nominated representatives	Completed by 31 March
	2.3	Executive workshop on draft final deliverable narrative (one-page)	Review the draft one-page narrative for the final deliverable and agree proposed scope and content	1	60 mins	DVC E&S, DVCr and other nominated representatives	Completed by 11 April
	2.4	Workforce architecture and savings targets workshops	Draft design principles that the ULT needs to consider to determine the future state UTS academic workforce, with accompanying prompts/discussion questions; facilitate discussion of target savings to be achieved per Faculty through transition to the future state academic workforce	3	60 mins	DVC E&S, DVCr and other nominated representatives	Completed by 11 April (may need to be earlier depending on
Stage 3: Future State Design	3.2	Provost-led engagement with Faculty Deans, with support from DVC E&S and DVCr	Provost-led engagement with Faculty Deans, with support from DVC E&S and DVCr, to understand list of actions aligned with guideposts based on provided inputs Note: Faculties are expected to attend these sessions with solutions to address the outlined asks. The focus of these sessions will be on solutions rather than discussing approaches, data sources or outcomes of the analysis	1 per Faculty	120 mins each	Faculty Deans and other nominated stakeholders	Completed by 9 May Note: It is expected that at least 50% of workshops must be completed by 2 May
	3.3	Present consolidated list of positions that may be impacted through transition to future state and associated benefits	Run through the consolidated view of positions that may be impacted through transition to future state and indicative benefits; discuss handover to UTS to support change proposals etc.	1	45 – 60 mins	DVCE&S, PVC(E), ST&L Business Lead, Provost	Finalised by 16 May
Stage 4: Program Finalisation	4.1	Feedback on final deliverable	Run through any feedback on the final deliverable and provide KPMG with a forum to ask questions / clarify any requested changes	1	60 mins	DVC E&S, DVCr and other nominated representatives	Completed by 30 May
	4.2	Hand over of documents incl. briefing	Brief relevant UTS counterparts on how to navigate the provided materials, if needed	As needed	30 – 45 mins each	DVC E&S, DVCr and other nominated representatives	Completed by 30 May
	4.3	Program feedback and next steps	Gather any official feedback on KPMG's support on this program and discuss next steps that may be required, if relevant	1	45 mins	DVC E&S, DVCr and other nominated representatives	Completed by 30 May



Sustainable Teaching and Learning Analysis Plan

Analysis Plan – ST&L

The table below presents the analysis plan for Workstream 1: Course and Subject Alignment as part of the ST&L Program. It provides a forward view to the end of May, and excludes activities already completed since program commencement.

Stage 2: Current State Analysis (Detailed Design)	Stage 3: Future State Design
2.1 Workshop updates required for SCI ACV data - Workshop with SCI (Willa Huston and Liz Soilemezidis) and FP&A (Elyse Murray) on an appropriate methodology to remove the costs of C3 and AIMI from the ACV data Note: KPMG will provide support for discussions related to this update but will not be making any direct adjustments. The revised dataset must be submitted to KPMG by a UTS representative 2.2 Detailed design of course and subject viability analysis (incl. assessment of similar subjects) Dependent on the team receiving 2024 ACV data and similar subject assessment with location information incorporated - Identify courses and subjects in 2024 that do not meet the viability criteria that has been defined. This will now include the criteria on headcount trends and other strategic overlays required based on outcomes from the ULT presentation - Assess subjects that have over 75% similarity in terms of learning outcome and descriptions and categorise the actions required for identified subjects based on the approved framework - Finalise list of course and subjects proposed for discontinuation based on ACV data - This list will have notations against any courses / subjects that may already be in a transformation process - This list will also include the associated FTE effort for the courses and subjects proposed for discontinuation - This list will also include potential proposed actions that will be taken as part of the similar subject assessment - Finalise decisions on SfL and EL - Prepare any supporting materials (slides and workbooks) as needed to support workshop with Faculty Deans Note: Faculty leadership teams may have differing opinions regarding the proposed list of courses and subjects to be discontinued. If views do not align, Faculty leadership teams are required to provide their rationale and propose alternative courses and subjects that would achieve equivalent savings Stage Gate: DVCE&S and Provost to provide approval by 17 April	3.1 Circulate materials to Faculty Deans [Conducted in TSAW] - Circulate findings from detailed design of course and subject viability analysis to Faculty Deans - As part of the materials, each Faculty Dean will receive (i) list of courses and subjects to be discontinued (ii) quanta of FTE associated with the discontinuation of said courses and subjects (iii) preparation required by Faculties in the lead up to their workshops - NB: They will also receive RP&I and TSAW materials at the same time to support more efficient workshops 3.2 Provost-led engagement with Faculty Deans with support from the DVCR and DVCE&S [Conducted in TSAW] - Conduct a 2-hour workshop per Faculty: - Faculty Deans to provide list of actions to realise allocated FTE reduction based on provided inputs (i.e. discontinue X courses/subjects out of provided list, reduce scale of Y research discipline based on productivity analysis etc.) - In conjunction, Faculty Deans to provide the list of positions that will constitute the FTE reduction associated with the discontinuation of specified courses and subjects - Provost with support from DVCE&S and DVCR to ensure proposed actions and associated FTE are sufficient to achieve targets, in line with UTS's strategic objectives and agreed architecture, and that the aggregate of proposed actions by Faculties are coherent at a whole-of-university level 3.3 Finalise list of future state subjects / courses - Consolidate decisions made by the Provost and confirmed by Faculties, supported by DVCE&S and PVCE to determine the agreed list of subjects and / or courses that will be discontinued and subjects to potentially be consolidated - Handover the list of similar subjects that have either been categorised for consolidation or for further review to the Curriculum Transformation team. This will be restricted to subjects that will remain in the university's future state course portfolio Stage Gate: Final list of future state subjects / courses to be signed off by Provost, DVCE&S and Faculty leadership teams

Analysis Plan – ST&L

The table below presents the analysis plan for Workstream 1: Course and Subject Alignment as part of the ST&L Program. It provides a forward view to the end of May, and excludes activities already completed since program commencement.

Stage 3: Future State Design	Stage 4: Program Finalisation
Activities to be undertaken by UTS (out of scope for KPMG) Determine the planning required to discontinue a subject / course - Workshop(s) with UTS's nominated stakeholders on: - How UTS can discontinue the subject / course - Timeframe required for any teach-out decisions - Engage with IR to for advice on course and subject discontinuation, including any considerations that the university needs to be aware of to enable this discontinuation Determine the planning required for upstream and downstream implications / interdependencies - Planning and setting up for student consultation incl. determining when the university will be consulting students - Planning and preparing the necessary student support services to ensure students have a clear contact point for any concerns on changes to their study plan and ability to graduate - Determine external compliance criteria that the university needs to adhere to discontinue a course / subject, along with any documents and materials that need to be prepared - Notification to DoE of all proposed course closures by 31 July - Determine if any rebalancing is required for student / staff teaching ratio - Develop detailed implementation plan including any sequencing considerations - Continue refining change management plans (it is assumed that a base change management plan would have already been developed) Update course / subject master excel spreadsheet - Update the master Excel spreadsheet with the timeframes required to discontinue / teach out the agreed list of course and subjects at UTS. - Present proposed decisions for ratification to the relevant academic governance forums Note: This will inform the timeframe for benefits realisation for this program and for the target state academic workforce program. Additionally, it will serve as the foundational document to support DoE notification requirements on potential course closures	4.1 Produce summary report - Produce summary report for UTS's review and feedback - Hold 60 min workshop with Program Sponsor and nominated stakeholders to run through feedback and updates required prior to final submission 4.2 Handover materials - Handover all course and subject Excel spreadsheets / master list / teaching capacity calculations that have been developed to UTS 4.3 Conduct project close out - Hold 45 min session with Program Sponsor for any feedback and discussion on next steps

Draft for discussion only – no decisions made

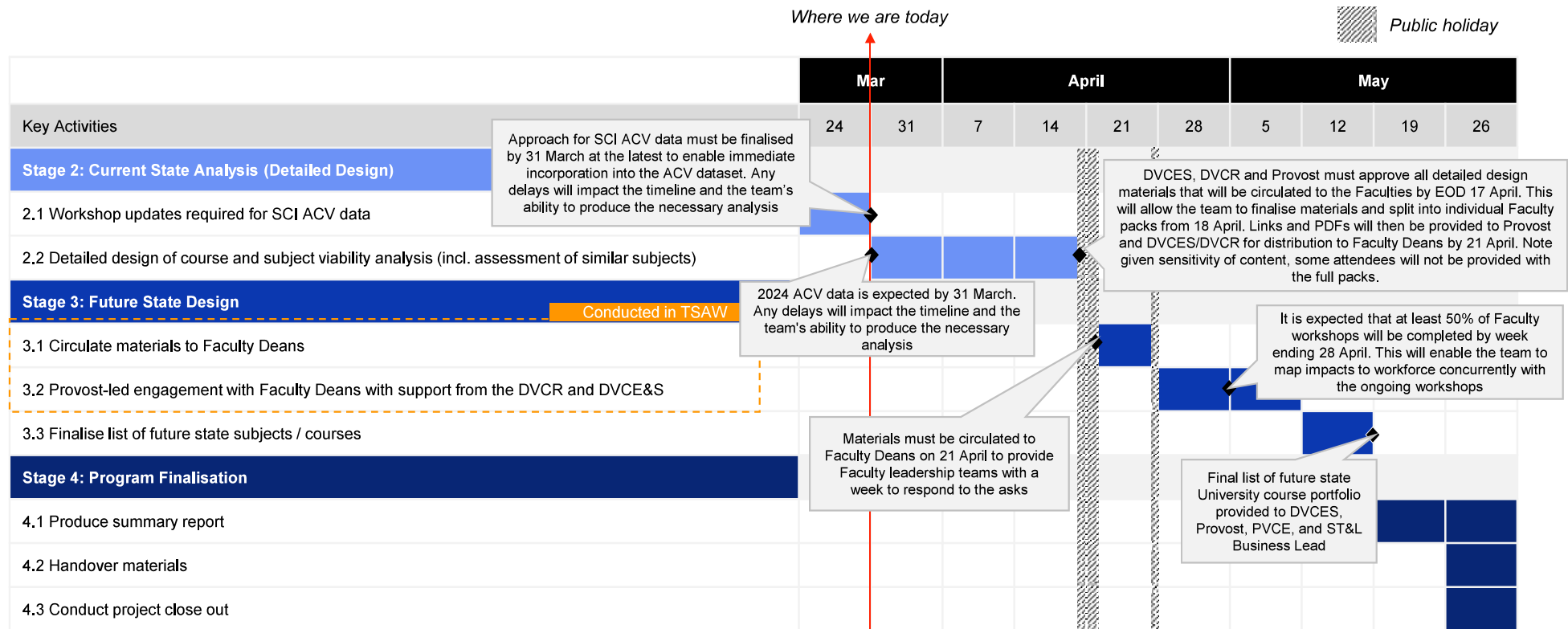
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Analysis Plan – ST&L

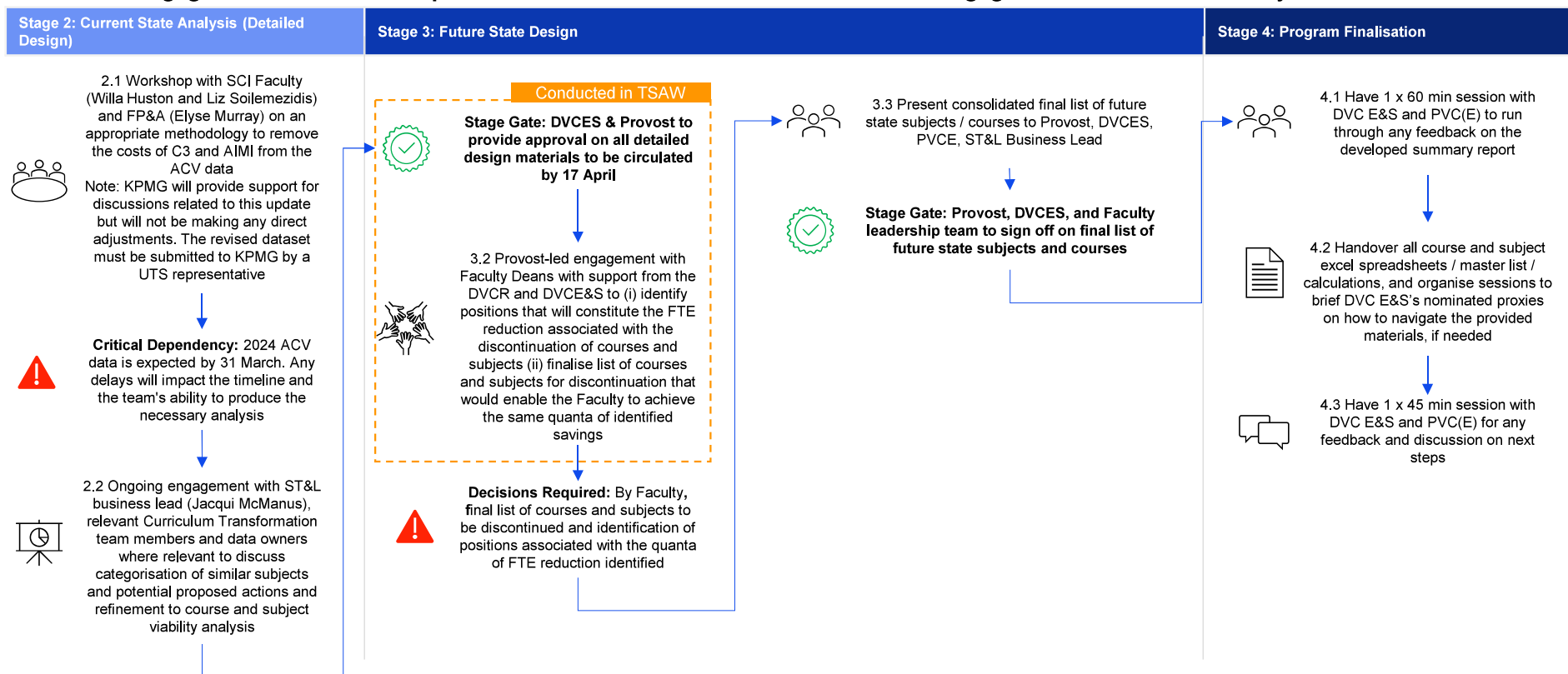
The Gantt chart below illustrates the sequencing of key activities and highlights critical dependencies where applicable. Please note that this view only serves as an indicative guide and is subject to adjustments based on data, stakeholder input and availability.



NB: The timeline and plan assume that all relevant UTS stakeholders are available during the Easter period or that appropriate proxies have been nominated. Any unavailability will result in delays to the timeline and the overall program deliverables.

Stakeholder Engagement Overview – ST&L

The following stakeholder engagement plan details the critical engagements that will occur leading up to the end of May. Please note that this table covers the engagements within the scope of KPMG and does not include the additional engagements to be conducted by UTS.



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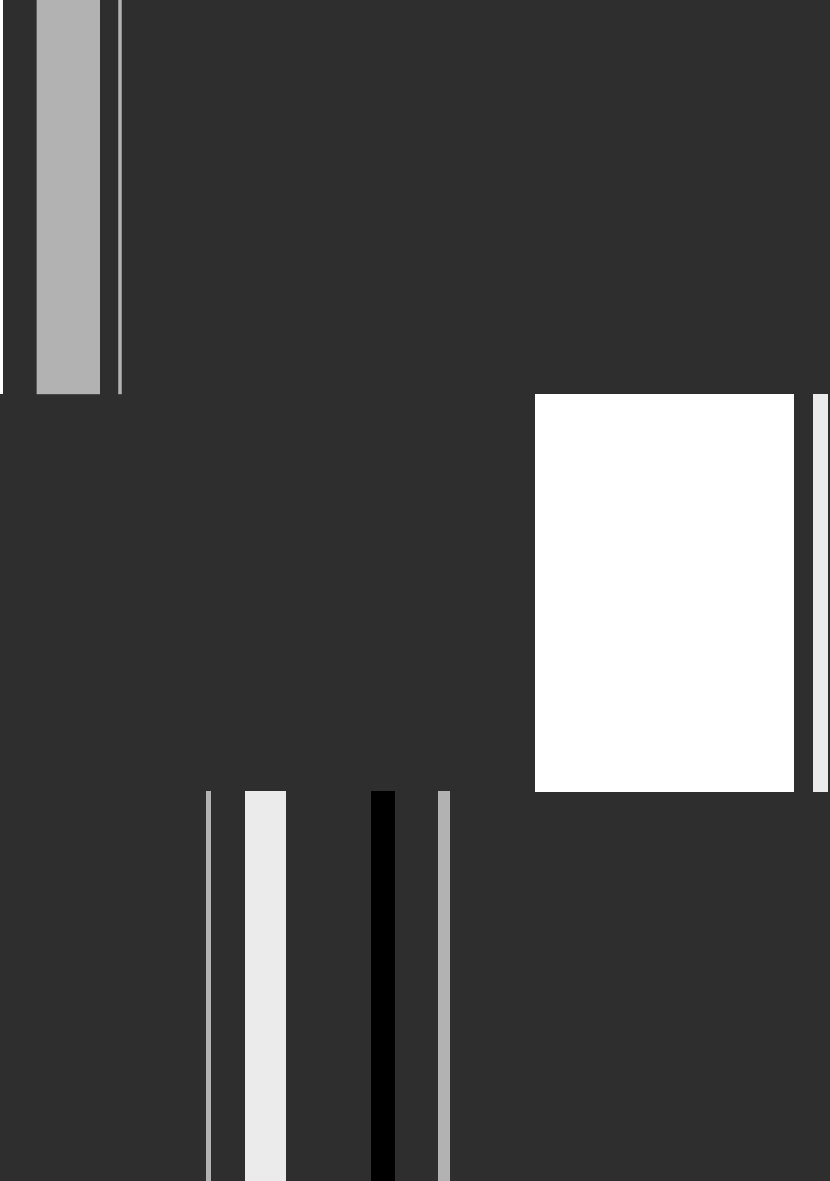
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Stakeholder Engagement Overview – ST&L

The following stakeholder engagement plan details the critical engagements that will occur leading up to the end of May. Please note that this table covers the engagements within the scope of KPMG and does not include the additional engagements to be conducted by UTS.

	ID	Key Stakeholder Engagements	Purpose	Proposed Number of Sessions	Proposed Duration	UTS Stakeholders	Date for Finalisation
Stage 2: Current State Analysis	2.2	Workshop updates required for SCI ACV data	Workshop and agree on an appropriate methodology to remove the costs of C3 and AIMI from the AV data	Up to 2 sessions	60 mins	SCI Faculty Representatives (Willa Huston and Liz Soilemezidis); FP&A (Elyse Murray)	Latest by 31 March
	2.3	Detailed design of course and subject viability analysis (incl. assessment of similar subjects)	Ongoing engagement to refine course and subject viability analysis and to discuss categorisation of similar subjects and potential proposed actions	As needed	30 – 45 mins each	ST&L business lead (Jacqui McManus), relevant Curriculum Transformation team members and data owners where relevant	Approval on all materials by 17 April
Conducted in TSAW Stage 3: Future State Design	3.2	Provost-led engagement with Faculty Deans with support from the DVCR and DVCE&S	Provost-led engagement with Faculty Deans with support from the DVCR and DVCE&S to (i) identify positions that will constitute the FTE reduction associated with the discontinuation of courses and subjects (ii) finalise list of courses and subjects for discontinuation that would enable the Faculty to achieve the same quanta of identified savings Note: Faculties are expected to attend these sessions with solutions to address the outlined asks. The focus of these sessions will be on solutions rather than discussing approaches, data sources or outcomes of the analysis	1 per Faculty	120 mins each	Faculty Deans and nominated stakeholders	Completed by 9 May Note: It is expected that at least 50% of workshops must be completed by 2 May
	3.3	Present final list of future state courses and subjects	Run through the consolidated view of courses and subjects that have been agreed to be discontinued by the Faculty leadership teams	1	45 – 60 mins	DVCE&S, PVC(E), ST&L Business Lead, Provost	Finalised by 16 May
Stage 4: Program Finalisation	4.1	Feedback on summary report	Run through any feedback on the developed summary report and provide KPMG with a forum to ask questions / clarify any requested changes	1	60 mins	DVC E&S and PVC(E)	Completed by 30 May
	4.2	Hand over of documents incl. briefing	Brief relevant UTS counterparts on how to navigate the provide materials, if needed	As needed	30 – 45 mins each	DVC E&S's nominated proxies	Completed by 30 May
	4.3	Program feedback and next steps	Gather any official feedback on KPMG's support on this program and discuss next steps that may be required, if relevant	1	45 mins	DVC E&S and PVC(E)	Completed by 30 May



Research Productivity and Investment Analysis Plan

Analysis Plan – RP&I

The table below presents the analysis plan for Research Productivity and Investment (RP&I). It provides a forward view to the end of May, and excludes activities already completed since program commencement.

Stage 2: Current State Analysis (cont.)	Stage 3: Future State Design	Stage 4: Program Finalisation
2.1 Refine current state analysis - Refine current state analysis based on feedback provided by DVCR. This will include contextual / strategic overlays that will be shared by the DVCR - Test outstanding analysis that will be included in the next iteration of the current state analysis - Research investment: Cost of generating ERI by CAT 1 – 4 - Research productivity: (i) ERI and publications per discipline re-cut by FTE, and tagging throughout analysis of relatively 'small' disciplines in terms of FTE (ii) HDR completions per discipline, cut by EFTSL - Discuss challenges that the team have encountered on the 'eligibility' of disciplines for CAT 1 – 4 funding overlay - Share current state analysis with RP&I leadership forum once approved by DVCR <i>Stage Gate: DVCR to provide final approval prior to sharing with relevant UTS stakeholders.</i> 2.2 Test and validate current state analysis <u>Research productivity, research investment and HDR deep dive</u> - Meet with all Associate Dean (Research) and Faculty General Managers as a collective (1 x 90 min session) to test and validate the current state analysis, ensuring the snapshot presented accurately reflects UTS' current landscape <u>Research concentrations (University Centres¹)</u> - Meet with Faculty Deans and Provost (2 x 60 min sessions) to test and validate (i) the current state analysis, ensuring the snapshot presented accurately reflects UTS' current landscape (ii) the proposed future structure of University Centres¹ including any proposed consolidation or disestablishments 2.3 Refine framework to evaluate research areas of scale and assess relative performance at a research discipline level - Incorporate agreed qualitative measures by 2-digit/4-digit FoR codes (in development: may include Altmetrics, Field-Weighted View Impact, and UTS-developed Deep Areas of Focus) - Update framework criteria and scoring based on DVCR feedback to develop view of relative performance across all 23 research disciplines. <i>Stage Gate: DVCR to provide final approval prior to sharing with relevant UTS stakeholders</i> 2.4 Refine and agree framework / approach to evaluate research concentration (University Centres) - With the Program Sponsor for Academic Endeavours, agree on a framework to evaluate UTS' University Centres NB: continuation of the current state analysis is still required post-ULT, as the team shifted their focus towards ST&L to expedite the necessary analysis. This redirection of effort was approved by the DVCR.	3.1 Develop future state recommendations for research productivity, investment and HDR deep dive - Identify opportunities at UTS including potential investment allocation shifts through consultation with DVCR and other nominated stakeholders. - Draft and validate key findings with DVCR and other nominated stakeholders 3.2 Develop future state recommendations for research concentration (University Centres) - Conduct consultation with DVCR and other nominated stakeholders (e.g. Centre leadership) to understand UTS's proposed future structure and operating model for Centres (<i>noting some cross over with Supporting Academic Endeavours workstream</i>). - Provide further cuts of analysis as required to support decision-making - Based on the approved proposed future structure of University Centres, map the future (i) workforce profile and associated costs (ii) changes to ERI based on any consolidation or disestablishments and (iii) rationale for any changes to University Centres - Future state recommendations will also include operating model considerations required to support this endeavour <i>Stage Gate: DVCR and Vice-Chancellor to provide final approval of proposed future state of University Centres</i> 3.3 Formulate insights based on evaluation of research areas of scale and focus framework - Articulate insights generated based on the research areas of scale and focus framework: - Deprioritisation: Identify misaligned research areas - Strategic Investment: Identify key research areas with emerging strengths for continued investment and strategic focus - Articulate high-level next steps that UTS should consider based on the insights generated and validate with DVCR and other nominated stakeholders	4.1 Produce summary report - Produce summary report for UTS' review and feedback - Facilitate 60 min workshop with UTS' nominated stakeholders to run through the feedback and updates required prior to final submission 4.2 Handover analysis materials - Handover spreadsheets of any calculations and analysis conducted as part of this program 4.3 Conduct project close out and discuss next steps - Hold 45 min session with Executive sponsor for any feedback and discussion on next steps including aspects that need to be considered to implement proposed recommendations. - Commence developing program plan for implementation

(1) University Centres include all research and non-research centres that are governed by university policy

NB: Stage 1 has already been completed (comprises analysis leading to the 31 March ULT analysis paper) and has therefore been excluded from this page. As a result, the plan begins at Stage 2.

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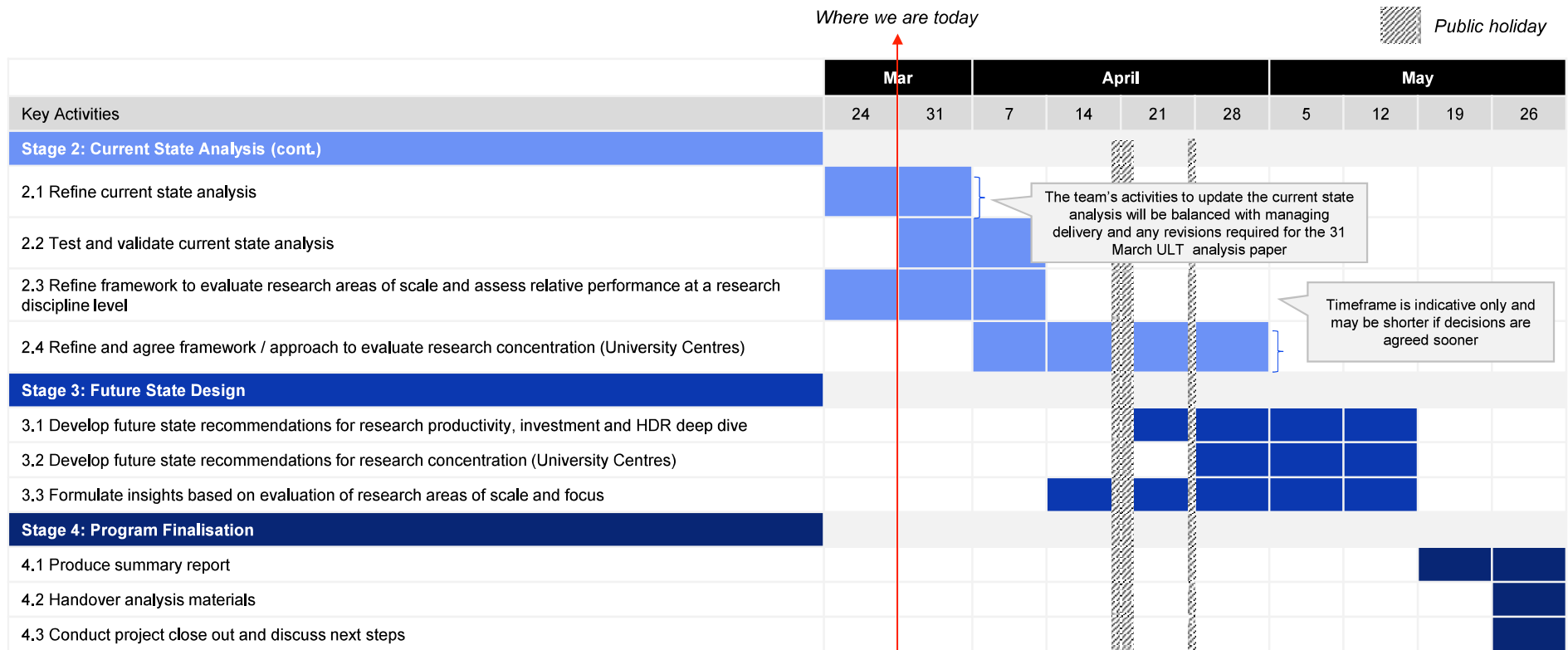
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Analysis Plan – RP&I

The Gantt chart below illustrates the sequencing of key activities and highlights critical dependencies where applicable. Please note that this view only serves as an indicative guide and is subject to adjustments based on data, stakeholder input and availability.



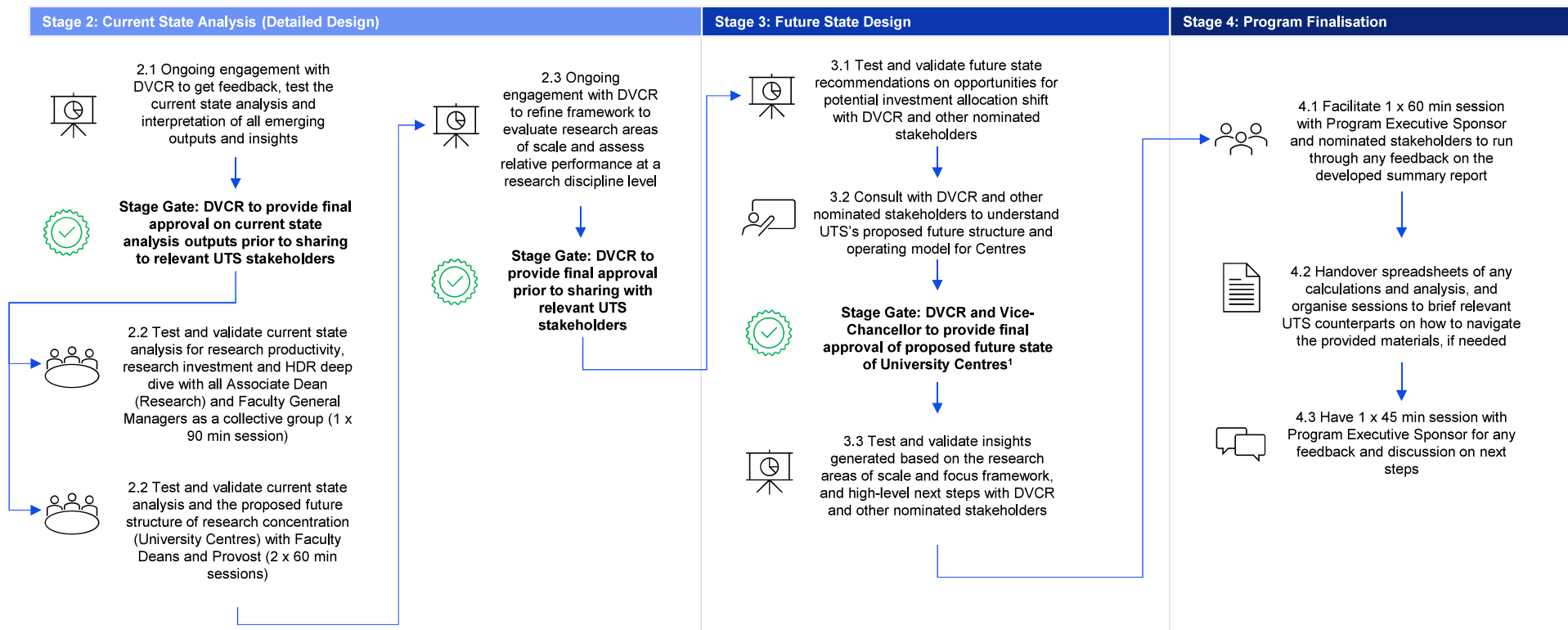
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RP&I

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Stakeholder Engagement Overview – RP&I



UTS' research team includes (i) Executive Manager, Research Intelligence and Quality (Scott McWhirter), (ii) Pro-Vice-Chancellor Research (Chris Turney), (iii) Manager, Research Finance (Renee Estrella), (iv) Program Director (Jennifer Turner), (v) Executive Manager, Faculty Research Engagement team and Research Ecosystem Development (Julian Zipparo), (vi) Director, Research Office (Tania Bezzobs) (vii) Faculty Representatives FoH ADR (Angela Dawson) and FoS FGM (Liz Soilemezidis)

(1) University Centres include all research and non-research centres that are governed by university policyD

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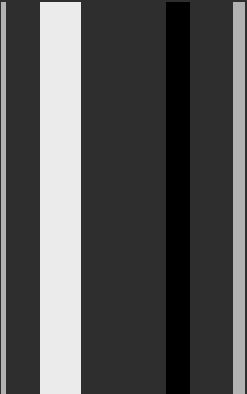
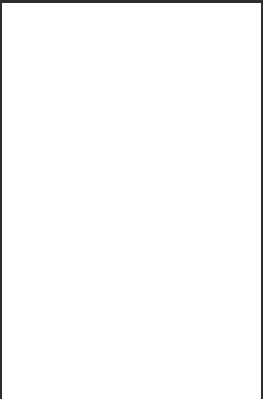
Stakeholder Engagement Overview – RP&I

	ID	Key Stakeholder Engagements	Purpose	Proposed Number of Sessions	Proposed Duration	UTS Stakeholders	Date for Finalisation
Stage 2: Current State Analysis	2.1	Refine current state analysis	To finalise the current state analysis by including contextual/strategic overlays and to test the outstanding analysis that was not included in the previous current state analysis submission	As needed	*30 mins each	DVCR	By 4 April
	2.2	Test and validate current state analysis Engage with Faculty Deans and Provost	Test and validate the current state analysis for research productivity, research investment and HDR deep dive	1	90 mins	All Associate Dean (Research) and Faculty General Managers as a collective	By 11 April
		Engagement with Deans and Provost	Test and validate the current state analysis for research concentrations (University Centres), and the proposed future structure of University Centres	2	60 mins each	Faculty Deans and Provost	By 11 April
	2.3	Framework refinement	To present and test the outputs of assessing relative performance at a research discipline level	As needed	*30 - 45 mins each	DVCR and other nominated stakeholders as needed	By 11 April
Stage 3: Future State Design	3.1	Test and validate future state for	Test and validate future state recommendations and considerations for how investments should be strategically allocated to allow for a sustainable future state	Up to 5	30 - 45 mins each	UTS' research team Faculty Deans Faculty's Associate Dean (Research)	By 24 April
	3.2	Test and validate future state for Centres	Test and validate the future state view and corresponding narrative of University Centres	Up to 3	30 - 45 mins each	Provost Faculty Deans	By 24 April
	3.3	Alignment on research areas of scale and focus	To validate insights, test next steps and assess alignment with UTS' internal hypotheses regarding areas of strength or potential misalignment in research	As needed	*30 - 45 mins each	UTS' research team Faculty Deans	By 24 April
Stage 4: Program Finalisation	4.1	Feedback on summary report	Run through any feedback on the developed summary report and provide KPMG with a forum to ask questions / clarify any requested changes	1	60 mins	DVCR	By 9 May
	4.2	Hand over of documents incl. briefing	Brief relevant UTS counterparts on how to navigate the provide materials, if needed	As needed	30 – 45 mins each	UTS' research team or nominated proxies	By 9 May
	4.3	Program feedback and next steps	Gather any official feedback on KPMG's support on this program and discuss next steps that may be required, if relevant	1	45 mins	DVCR	By 9 May

UTS' research team includes (i) Executive Manager, Research Intelligence and Quality (Scott McWhirter), (ii) Pro-Vice-Chancellor Research (Chris Turney), (iii) Manager, Research Finance (Renee Estrella), (iv) Program Director (Jennifer Turner), (v) Executive Manager, Faculty Research Engagement team and Research Ecosystem Development (Julian Zipparo), (vi) Director, Research Office (Tania Bezzobs) (vii) Faculty Representatives FoH ADR (Angela Dawson) and FoS FGM (Liz Soilemezidis)

(1) University Centres include all research and non-research centres that are governed by university policy

*Note:: Team has weekly 30-minute meeting with DVCR and a weekly 45-minute session with the RP&I leadership forum. These sessions serve as ongoing opportunities to engage with UTS stakeholders, and validate the analysis conducted by team.



Risk Register

Draft for discussion only – no decisions made

Risk Register

A risk register has been created to identify and outline the risks associated with this transformation, along with potential mitigation strategies. Definitions are outlined overleaf.

Category	Description	Response time range	Consequence	Rating	Proposed mitigation strategy
People (incl. OH&S)	ST&L and RP&I program outputs will inform identification of position impacts in the implementation phase. If not supported by rigorous evidence, staff morale and confidence in the transformation process may be impacted.	Urgent	Major	High	- Objective criteria will be developed regarding how potentially redundant positions will be identified. - Continue to liaise with UPMO and maintain UPMO representation at program meetings to support a consistent change management and communications strategy (note that this is led by UPMO, and out of scope for the ST&L and RP&I programs).
Legal and Compliance	All decisions need to be compliant with EBA and relevant industrial relations / other policies to minimise risk of legal action.	Urgent	Major	High	- Provide all required materials to UTS IR representatives for sign-off at appropriate decision points, and maintain IR representation at key meetings. - Continue to monitor IR risks with program sponsors. - Provide rigorous records of all decisions made, assumptions and limitations made in analysis, and other relevant items that may be required to justify decisions in line with IR policies.
Operational and Business Continuity	Decisions on course/subject/discipline discontinuations could disrupt operations, and benefits could be delayed due to interdependencies.	Important	Major	High	In detailed design work closely with UTS's nominated stakeholders on discontinuation pathways, key steps, required timeframe, and other dependencies (e.g. DoE notification periods) to minimise disruption.
Project and Performance	Changes in project scope and inadequate documentation of interdependencies could delay benefit realisation timeframes.	Important	Moderate	Medium	- Continue to monitor progress against program plans with UTS sponsors, including timelines, resource allocation, and risk management. - Continue to raise key interdependencies between programs and ensure respective program owners are informed.
Data	Data errors, discrepancies and completeness issues could lead to incorrect benefit calculations and have flow-on impacts on accuracy of detailed design and implementation. Additionally, lack of timely data provision could impact relevance of analysis.	Urgent	Major	High	- Continue to work closely with the different data providers to clarify and confirm data provided. - Document all methodologies, assumptions and limitations to minimise risk of misinterpretation and clarify level of confidence for any decision-making based on the data. - Continue to raise unresolved data issues with program sponsors.
Strategic	Lack of support or conflicting decisions from key stakeholders (e.g., Faculty leadership team, Deans, Board Members) can reduce realisable benefits.	Important	Moderate	Medium	- Continue to clarify program governance arrangements and required timelines so all stakeholders understand their role in the process. - Escalate strategic issues/misalignment to program sponsors for final decision-making.
Financial	There is a risk that program financial targets are not met if the required actions to realise benefits are not approved/exceed UTS's acceptable thresholds. There is also risk of double-counting financial benefits given individual position impact analysis is not in scope for this phase of work.	Important	Moderate	Medium	- Continue to provide refined benefit calculations to UTS leadership as program progresses to ensure comfort with expected benefits and understand feasibility of proposed actions. - Estimate benefit reduction based on expected duplication level. - All salary information will be populated by FP&A to minimise risk of error.

Risk Register

Key definitions used to develop the risk register are outlined below.

Definition:

Issue is defined as current problem, decision or question which could hinder the progress of the project if not resolved.

Step 1: Assess Issue Response Time Range Rating:

Immediate: Issue needs resolution within the next 5 working days or project success will be impacted.

Urgent: Issue needs resolution within the next 10 working days or project success will be impacted.

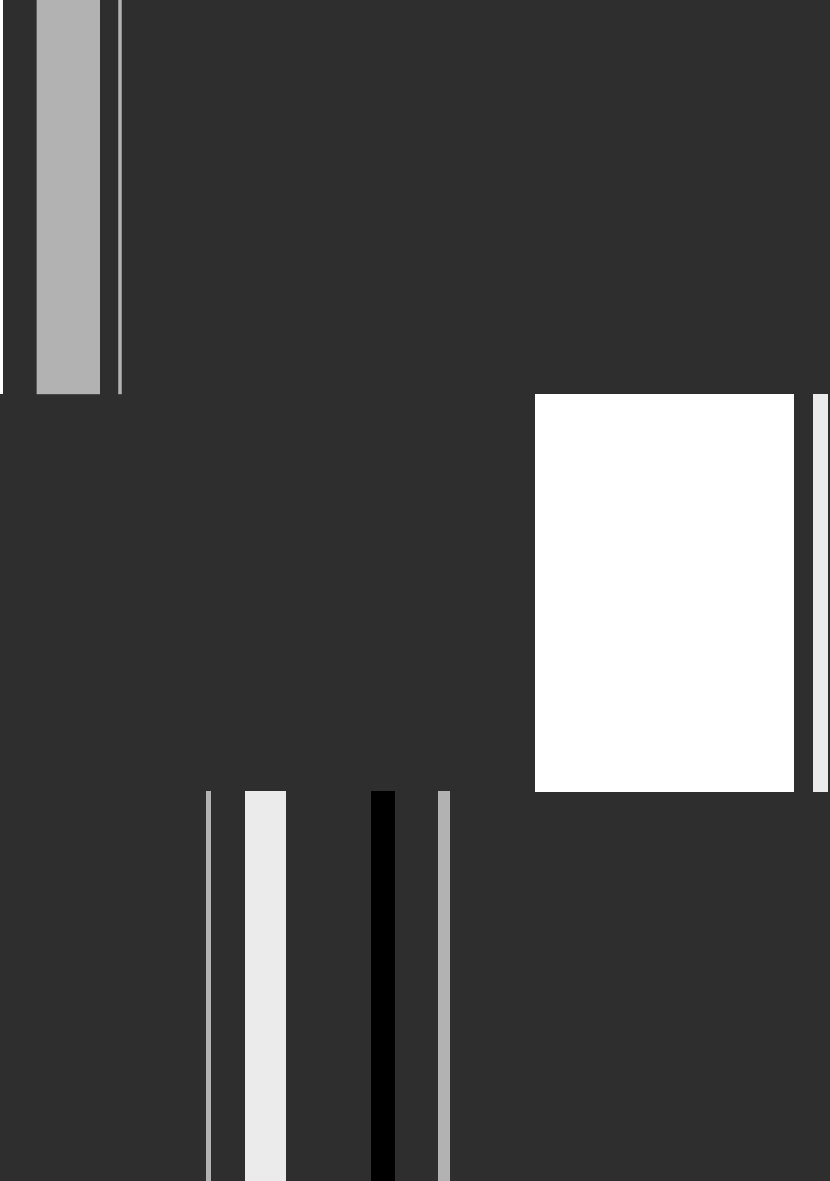
Important: Issue needs resolution within the next month or project success will be impacted.

Timely: Issue needs resolution within the next month or the uncertainty over resolution will disrupt other activities or decisions.

Convenient: Decisions not needed on the issue for more than one month.

Step 3: Assess Issue Rating:

Response Time Range	Immediate	Medium	High	High	Critical	Critical
	Urgent	Medium	Medium	High	High	Critical
	Important	Low	Medium	Medium	High	High
	Timely	Low	Low	Medium	Medium	High
	Convenient	Low	Low	Low	Medium	Medium
Consequence		Insignificant	Minor	Moderate	Major	Catastrophic



Further Detail: Academic Workload Allocations

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Further Detail: Academic Workload Allocations (1/2)

This section includes further detail on academic workload allocations at the School level.

Faculty	Aggregate average workload allocations				Head Count
	Teaching	HDR	Research	Service and Engagement	
BUS	46%	0%	35%	19%	155
<i>Accounting</i>	45%	0%	37%	18%	29
<i>Economics</i>	42%	0%	36%	22%	28
<i>Management</i>	48%	0%	35%	17%	45
<i>Finance</i>	46%	0%	36%	18%	27
<i>Marketing</i>	46%	0%	31%	19%	26
DAB	38%	4%	33%	25%	122
<i>Design</i>	31%	5%	37%	26%	44
<i>Architecture</i>	37%	1%	35%	27%	39
<i>Built Environment</i>	45%	6%	28%	22%	39
FASS	26%	3%	35%	36%	153
<i>Communication</i>	24%	4%	35%	37%	90
<i>International Studies and Education</i>	28%	3%	34%	35%	63
FEIT	29%	4%	46%	21%	289
<i>Biomedical Engineering</i>	20%	6%	43%	30%	24
<i>Civil and Environment Engineering</i>	27%	4%	46%	23%	70
<i>Computer Science</i>	34%	6%	42%	18%	69
<i>Electrical and Data Engineering</i>	25%	4%	49%	22%	57
<i>Mechanical and Mechatronic Engineering</i>	21%	0%	68%	12%	44
<i>Professional Practice</i>	49%	3%	20%	29%	25

Draft for discussion only – no decisions made

Further Detail: Academic Workload Allocations (2/2)

This section includes further detail on academic workload allocations at the School level.

Faculty	Aggregate average workload allocations				Head Count
	Teaching	HDR	Research	Service and Engagement	
FOH	44%	3%	29%	23%	228
<i>Public Health</i>	36%	5%	34%	24%	30
<i>Sport, Exercise and Rehabilitation</i>	34%	5%	37%	20%	28
<i>Nursing and Midwifery</i>	46%	3%	28%	23%	60
<i>Graduate School of Health</i>	47%	2%	27%	24%	110
LAW	49%	4%	28%	19%	93
SCI	25%	1%	54%	20%	217
<i>Life Sciences</i>	26%	1%	51%	21%	85
<i>Mathematics and Physical Sciences</i>	29%	1%	50%	19%	92
<i>Research</i>	14%	1%	66%	19%	40
TDS	26%	5%	24%	45%	41
All Faculties	35%	3%	39%	24%	1298

Breakdowns by School are outlined overleaf.





Operating Model Program

Supporting Academic Endeavour Preliminary Design Summary Paper

April 2025

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1 Overview and Summary of Recommendations

This paper proposes a more efficient academic architecture for UTS aiming for greater consistency and standardisation to improve teaching, learning, research, and engagement. Working assumptions were tested and refined in sessions with Deans and Faculty General Managers informing the recommendations presented.

The paper provides recommendations for further exploration during the design phase without presenting any final decisions.

Recommendations for approval

The below table outlines the recommendations made in this paper. They are for endorsement to further explore in the Detailed Design phase.

Table 1 Recommendations for approval for Detailed Design

1.	The University requires a consistent architecture across Faculties and Research entities - Review and approve a consistent architecture for Faculties and Research entities - Approve the draft parameters to guide the design of a consistent academic architecture - Explore and consider consolidation opportunities at the School level
2.	Within a consistent architecture, the University requires consistent and clearly defined leadership roles - Approve the implementation of a consistent and well-defined leadership structure within Faculties, Schools and Research entities - Provide flexibility in selecting the most strategically relevant leadership options to create effective leadership teams - Balance flexibility (within budget parameters) with levers to ensure appropriate leadership roles, avoiding duplication or underutilisation of resources
3.	The University needs a consistent academic administration structure to sustainably and efficiently support the academic endeavour - Evaluate and redesign the administrative support framework to enhance efficiency and effectiveness - Endorse the consistent application of higher education good practice ratios for management, administration and technical services support to ensure consistency of service delivery - Endorse the consistent application and use of Executive Officer (EO) and Executive Assistants (EA) to support senior staff

- Central delivery of shared functions to Faculties should be balanced with the provision of unique, localised support functions at the Faculty level
- 4.
- Identify opportunities to centralise technical support functions across Faculties ensuring that standardisation and efficiency are achieved while still catering to the specific academic needs of each Faculty.
 - Address the unique requirements of Faculties due to their disciplinary focus, research activities or student demographics.
- Implementation of the structures agreed related to 3. and 4. will occur through the Operating Model Program (WS1 and WS3)***

2 Context and case for change

UTS remains committed to its vision to be a leading public university of technology recognised for its global impact. Underpinning the achievement of this vision is the academic endeavour of the institution, including the education of the next generation of exceptional graduates and research advancements that lead to significant societal and economic impact.

Against an environment of evolving market demand and competition, changes in government policy and unclear and/or impacted funding arrangements, the Operational Sustainability Initiative (OSI) aims to improve the University's operational effectiveness and provide a pathway to financial and operational sustainability. Important in this work is the conscious design of academic architecture to sustainably support future UTS outcomes and impact. This deliberate design must consider opportunities for harmonisation and modernisation, clarification of roles, responsibilities and accountabilities, streamlining and/or reduced duplication where relevant, and the enablement of seamless collaboration and agility to work across the institution in support of the University's refreshed strategy.

3 Strategic intent

3.1 Supporting Academic Endeavour workstream overview

The overall objective of the Supporting Academic Endeavour Workstream is to enhance and support quality outcomes and the impact of academic endeavours at UTS. This work focuses on standardising academic structures to enable a simpler service delivery model. This alignment will support improved accountability, resource optimisation and effective delivery of academic services. The goals of this workstream are to:

- Define consistent academic structures and principles for better collaboration
- Enhance operational efficiencies within Faculties, Research entities and supporting areas
- Foster alignment between academic and administrative support to ensure seamless integration.

3.2 Academic Endeavour Guidelines

Table 2 outlines the guidelines that guide the Supporting Academic Endeavours workstream of the Operating Model Program.

3.2.1 Purpose of the guidelines

- Ensure that various activities align with the University's core mission, vision and strategic goals
- Provide guidance to inform the design and decision-making process related to the University's academic architecture
- These guidelines have been developed to align and support the University Organisational Design Principles

3.2.2 Application of the guidelines

- Used in decision-making processes to align with the workstream goals
- Communicated during stakeholder engagement as a common reference point, ensuring alignment, consistency and understanding
- Provide clear orientation regarding the overall intent, outcomes and impact of the workstream

Table 2: Academic Endeavour Guidelines

Guideline	Why?
Aligned with strategic intent: aligning with UTS vision and goals	Maximises quality and impact, enhances outcomes and leverages whole of University investment, strengthens partnerships
Effective governance: enabling transparent, accountable and ethical policies and practices	Fosters accountability, trust and inclusivity, minimises risks, ensures efficiency and compliance
Cross-university interdisciplinary enablement: Facilitating seamless interdisciplinary collaboration	Optimises resources, tackles complex challenges, enriches education and research, point of differentiation
Market-aligned flexibility and agility: responsive to external environment, student preferences and market demands	Ensures competitiveness and relevance, meets new opportunities
Support talent attraction and retention: creating an environment where talent thrives, and academic work is supported	Promotes culture and professional growth, maintains a high standard of excellence
Financially and academically sustainable: establishing optimal academic architecture to ensure sustainability	Supports the delivery of high-quality education and research, provides opportunities to reduce duplication and realise economies of scale
Embeds efficiency and simplicity: ensuring structures and processes that are straightforward, efficient and eliminate duplication	Reduces administrative burdens, improves clarity and decision-making, ensures consistency and resource management

Draft in progress only. No final decisions made.

pending appeal



4.1.1 Standardisation of architecture and design

A standardised Faculty and Research entity architecture and design will allow the university to achieve greater clarity of accountabilities, enable scalable services and enhance long-term financial sustainability.

A proposed high level Faculty architecture is shown in Figure 2, illustrating the relationship between Faculty leadership, Schools, Research entities, business support and Faculty specific services. The model incorporates clear lines of accountability with Schools the home for Disciplines and academics, acknowledging that academics will continue to participate in Research collaboration that may be located within and/or beyond their home Discipline. Research entities may involve investigators from more than one Discipline, School and Faculty enabling vibrant ecosystems of relevant expertise.

Recommendation 1a: A consistent architecture for Faculties and Research entities to enable clarity of accountabilities and the scaling of services.

Figure 2 Illustrative high level Faculty architecture

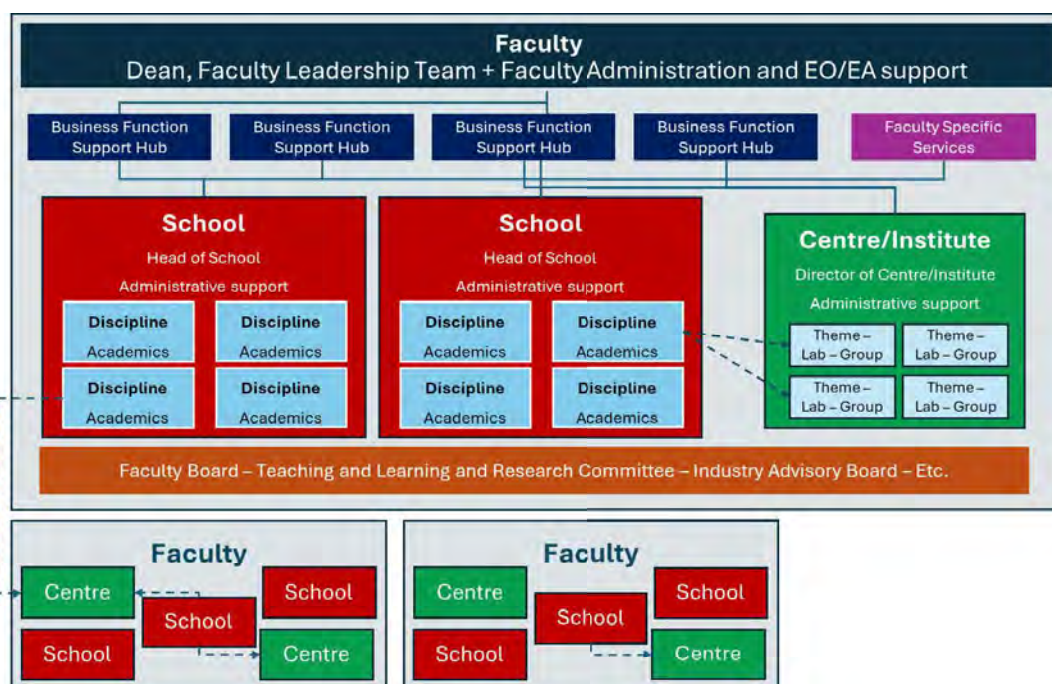


Figure 3 outlines the proposed key accountabilities that would support the proposed academic architecture, with detailed accountabilities provided in Appendix A.

Draft in progress only. No final decisions made.

Figure 3 Academic architecture accountabilities

Structure	Purpose
Strategy & Governance (Chancellery)	• Sets overall strategic direction and provides governance oversight
Faculty	• Delivers the Faculty/Centre strategic plan to meet the UTS strategy
School*	• Design and deliver education and research in line with the Faculty/Centre strategic plan
Discipline	• Support, develop and grow discipline-specific education and research activities
Centre/Institute	• Support and enable the University's research vision

**and Department*

4.1.2 Parameters to guide structural decisions

To guide the design of a consistent academic architecture, a set of draft parameters have been established that will underpin structural decisions at UTS. These have been tested initially with Deans and will be explored further in Detailed Design, including through development of the appropriate evidence base and consideration of benchmarking information. The table below provides an overview of the proposed parameters.

Recommendation 1b: Employ the parameters outlined in Table 3 to guide the design of a consistent academic architecture

Table 3 Draft parameters for structural decisions

Parameter	Supporting information/examples
1. Schools are to reside in Faculties	• TD School to reside in a Faculty
2. Ongoing staff who perform academic work (Level A to E) reside in Schools	• Jumbunna excluded • Consideration and exclusion of Academic Staff who sit within Divisions
3. Research entities will be clearly and consistently defined and operationalised by their type, scale and purpose.	• For operational purposes research entities reside in Faculties • The definition and appropriate placement of Research entities will be considered in Detailed Design • This will be explored through further work in partnership with the DVC-R and Deans

4.1.3 Consolidation Opportunities

Significant variability in the shape and size of the student base, teaching and research mix and professional support makes it difficult to achieve economies of scale that enable effective and efficient operational and administrative support of academic endeavours.

Figure 7 to Figure 9 in Appendix B provide a breakdown of FTE, ERI and EFTSL at a School level. They highlight the inconsistent ratios of academics to administrative FTE across not only Faculties, but also Schools within these Faculties and differences in ERI and EFTSL. Figure 4 provides a comparison of other universities that have consolidated their structures to improve scale and focus. It gives an overview of number of Faculties, Schools and EFTSL within Faculties. It highlights that compared to other universities, UTS not only has more Faculties, but also more Schools of varying scale. The result is greater administrative burden and a more complicated Enterprise Service Delivery Model, reinforcing the need for a more consistency through a scalable academic architecture.

Recommendation 1c: To further enhance consistency and efficiency, the University should explore consolidation opportunities at various levels, including Faculties, Schools and Disciplines. This will reduce duplication, remove administrative FTE, increase consistency and enhance efficiency across operations to support the academic endeavour.

Draft in progress only. No final decisions made.

pending appeal



Draft in progress only. No final decisions made.

4.2 Recommendation 2: Within a consistent architecture, the University requires consistent and clearly defined leadership roles

An overview of the current state of leadership roles is outlined in Figure 5. There is currently inconsistency in the distribution of these roles across Faculties.

Figure 5 Current state leadership roles

New Faculty	FEIT	Science	Health	Business	Law
Deputy Dean	Associate Dean, Teaching and Learning	Deputy Dean	Associate Dean, Teaching and Learning	Associate Dean, Education	Associate Dean, Education
Associate Dean, Education	Associate Dean, Research	Associate Dean, Teaching and Learning	Associate Dean, Research	Associate Dean, Research and Innovation	Associate Dean, Research
Associate Dean, Research	Associate Dean, Research Excellence	Associate Dean, Research	Associate Dean, Indigenous Leadership & Engagement*	Associate Dean, Indigenous Leadership & Engagement	Associate Dean, Indigenous Leadership & Engagement
Associate Dean, Indigenous Leadership & Engagement	Associate Dean, Indigenous Leadership & Engagement	Associate Dean, Indigenous Leadership & Engagement	Faculty General Manager	Associate Dean, International	Associate Dean, Internationalisation
Associate Dean, International	Associate Dean, International	Faculty General Manager		Associate Dean, Academic Staff	Associate Dean, Academic Staff
Faculty General Manager	Faculty General Manager		*Collective way leadership – across four Professors	Faculty General Manager	Faculty General Manager

4.2.1 Consistent and clearly defined leadership roles

A proposed model that will provide clarity of leadership accountabilities within Faculties is shown in Figure 6 with details provided in Table 4.

Figure 6 Illustrative leadership roles



Recommendation 2a: Endorse the implementation of a consistent and well-defined leadership structure within Faculties, Schools and Research entities

In this model, several role titles have been updated to better reflect their responsibilities:

- The current Associate Dean, Academic Staff (Business and Law) will be changed to Deputy Dean
- Associate Dean, International is proposed to be changed to Associate Dean, International and Engagement combining both international and domestic responsibilities
- The titles of Associate Dean, Education and Associate Dean, Teaching and Learning are proposed to be renamed Associate Dean, Education and Students for consistency and alignment with the Deputy Vice-Chancellor (Education and Students) title

These roles are summarised in the below table and the purpose and focus of these roles will be explored in the Detailed Design phase. Specifically, during this phase the role and responsibilities of each position will be explored including (i) FTE and workload allocation, (ii) accountabilities and how the role interacts with the broader Operating Model and (iii) the identification of potential duplication/overlap in senior leadership. This will include review of relevant benchmarking information.

Table 4 Leadership role overviews

Role	Overview	FTE
Dean	Overall strategic and operational leadership of the Faculty	TBC
Deputy Dean	Responsible for managing academic staff including professional development, HR, culture and compliance	TBC
Associate Dean Education and Students	Focuses on the education strategy and delivery of educational programs and student experience	TBC
Associate Dean Research	Oversees research strategy and activities, ensuring alignment with the University's strategic research priorities	TBC
Associate Dean International and Engagement	Leads the Faculty's international and engagement strategies and enhances international partnerships, external engagement and student recruitment across the Faculty	TBC

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Associate Dean Indigenous Leadership and Engagement	Leads strategy and initiatives related to Indigenous leadership and engagement within the Faculty	TBC
Heads of Schools	Provide leadership in the design and delivery of education and research	TBC
Deputy Heads of Schools	Support Heads of Schools in managing and overseeing the operations and academic activities within the School	TBC
Disciplines Leads	Support, develop, and grow Discipline-specific education and research activities to ensure high standards and alignment with strategic goals	TBC
Faculty General Managers	Provides strategic advice to the Dean and plays a key role in financial management, workforce management, information technology, infrastructure, strategic business planning and governance	TBC

pending appeal

Draft in progress only. No final decisions made.

pending appeal



4.3 **Recommendation 3:** The University needs a consistent academic administration structure to sustainably and efficiently support the academic endeavour

To ensure that academic endeavour is supported efficiently and effectively it is important to establish a consistent academic administration structure across Faculties.

Management and operational support of Faculties needs to reflect their size and complexity in combination with higher education good practice benchmarks.

Recommendation 3a: Evaluate and redesign the administrative support framework to enhance efficiency and effectiveness.

Roles identified as Management, Administration and Technical Services support have been categorised into the following groupings:

- Faculty Management – Leadership roles within Faculties which provide strategic oversight of operations
- Faculty Administration – General administration of Faculty operations that is not aligned to operational functions led by divisions
- Executive Officers – A conduit between central functional teams and Faculties or divisions to ensure strategy is enacted and operations flow effectively
- Executive Assistants – Administrative support for Senior Leaders within the University including communications management and scheduling.
- Technical Services – Support required to maintain technical Facilities and specialised equipment for education and research purposes

When designing the new framework across Detailed Design, the following levers and ratios outlined in Table 6 should be considered for each grouping.

Table 6 Administration support groupings

Role	Lever	Ratio
Faculty Management	• Alignment of FGMs/School Managers to Faculty's and Schools	• 1:1 FGM to Faculties
Faculty Administration	• A consistent Operating Model and service level is required to deliver Faculty administration	• 1:30 of Faculty Administration staff to Professional (non-administrative) and Academic Staff within a Faculty

Draft in progress only. No final decisions made.

Executive Officer	The provision of Executive Officer support reflects Faculty size and complexity	EO's aligned to Faculty's can be moved into Faculty Administration
Executive Assistant	Executive Assistants can be shared amongst senior staff members and reduce the service level received as technology will improve the efficiency of staff.	Maximum ratio of 1:3 for Associate Deans and 1:1 for Deans
Technical Service Support	Consideration centralisation of some technical support services and/or any activities that could be rationalised by delivering across multiple Faculties	Explored in Recommendation 4 and WS3 of the Operating Model Program

Recommendation 3b: Approve the consistent application of higher education good practice ratios for management, administration and technical services support to ensure consistency of service delivery

Recommendation 3c: Approve the consistent application and use of Executive Officers and Executive Assistants to support senior staff

The implementation of any new structures agreed through Detailed Design will be led through the Operating Model Program (WS1 and WS3).

4.4 **Recommendation 4:** Central delivery of shared functions to Faculties should be balanced with the provision of unique, localised support functions at the Faculty level

To achieve operational excellence and support the University's strategic objectives, it is essential to balance the central delivery of shared functions with the unique needs of the Faculties.

While a consistent academic architecture across the University promotes clarity and efficiency, **certain areas require tailored approaches to address specific Faculty requirements effectively.**

The following should be considered in Detailed Design:

4.4.1 Centralise technical support functions

Identify and implement opportunities to centralise technical support functions across Faculties. This centralisation will ensure standardisation and efficiency, while still catering to the specific teaching and learning and research needs of each Faculty.

Where applicable, technical services will be centralised or shared to better utilise the workforce. Adopting advanced technologies to manage and optimise these services could further enhance workforce efficiency.

Centralised technical support functions provide the opportunity to consistently apply cost recovery mechanisms and more effectively manage and monitor facility and equipment.

Recommendation 4a: Identify opportunities to centralise technical support functions across Faculties ensuring that standardisation and efficiency are achieved while still catering to the specific academic needs of each Faculty.

4.4.2 Address Faculty specific requirements

There will be identified technical support functions that will continue to be managed within host Faculties to cater to the specific needs of each Faculty's education and research activities.

Beyond technical support, Faculties may have unique needs due to their disciplinary focus, research activities, and student demographic. These need to be catered for.

Recommendation 4b: Address the unique requirements of Faculties due to their disciplinary focus, research activities or student demographics.

The implementation of any new structures agreed through Detailed Design will be led through the Operating Model Program (WS1 and WS3).

4.5 Integration and interdependencies with the Operating Model Program

Interdependency	Description and considerations
Academic Architecture and RP&I	• Focus on Research entities at the University, including proposed definitions/differentiation, purpose and location • This work will be delivered in collaboration with the Executive Sponsor and DVC-R
Decisions of School consolidation	• Any decisions regarding the consolidation of Schools will have significant implications for the Operating Model • These decisions will be thoroughly addressed during the Detailed Design phase, including impacts on Professional Services
Intersection with General Administration & Technical Services functional pillar	• The work will guide the design of functions and services related to administrative support both within and across Faculties • Alignment and agreement among all relevant stakeholders will be maintained throughout Detailed Design • The implementation of any impacts based on alignment/agreement of service delivery will be implemented through the Operating Model Program

Draft in progress only. No final decisions made.

pending appeal



Draft in progress only. No final decisions made.

pending appeal

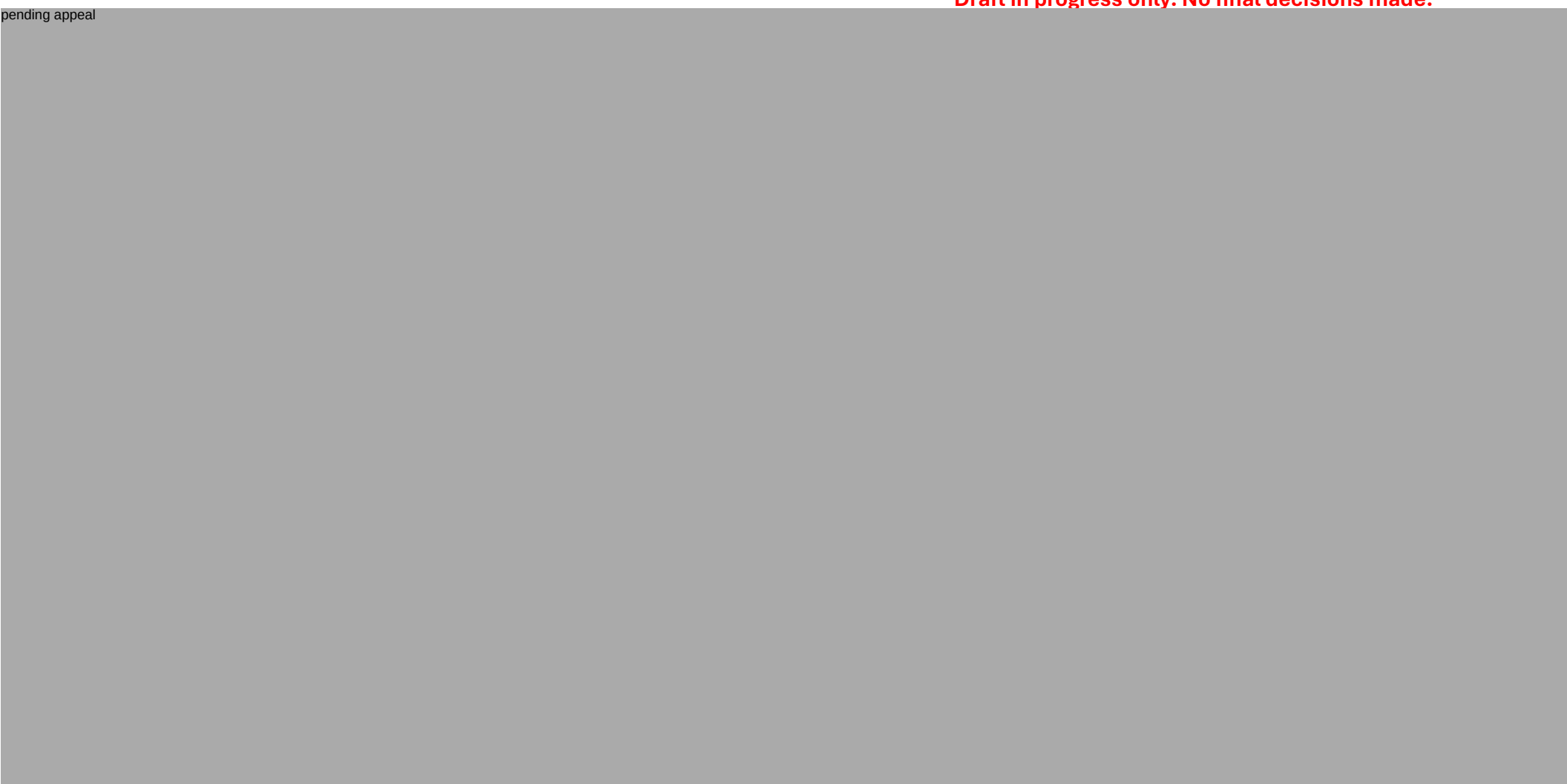


Draft in progress only. No final decisions made.

pending appeal

Draft in progress only. No final decisions made.

pending appeal



Draft in progress only. No final decisions made.

pending appeal



Draft in progress only. No final decisions made.

Appendix B: School FTE, ERI and EFTSL breakdown

Figure 7 School data breakdown

School	DAB			FEIT					
	Architecture	Built Environment	Design	Biomedical Engineering	Electrical and Data Engineering	Mechanical and Mechatronic Engineering	School of Civil and Environmental Engineering	School of Computer Science	School of Professional Practice and Leadership
Academic FTE	32.7	29.6	40.6	21.9	73	48.5	84.3	82.3	20.8
Professional FTE	3.4	2.8	3.8	1.4	7.5	11	6	9.3	9.3
Administrative FTE	1.4	1.8	2.8	1.4	7.5	8	6	8.5	6
Ac/Admin Ratio	23.4	16.4	14.5	15.6	9.7	6.1	10.5	9.2	3.5
Total ERI	\$1,257,478	\$554,115	\$561,967	\$1,165,806	\$3,077,810	\$3,857,125	\$6,175,755	\$1,619,109	\$28,450
Ac/ERI Ratio	\$38,463	\$18,723	\$12,843	\$53,232	\$42,152	\$79,528	\$73,259	\$19,673	\$1,368
Total EFTSL	1,241	1,274	1,098	124	1,115	627	831	4,317	503

Source: 2023 ACV EFTSL and Head Count, Professional Administration and Academic FTE sourced from NEO and most recent workforce data set, 2024 ERI sourced from UTS Finance System

Note – School of Computer Science includes and Software and Engineering and IT Professional Practice. School of Professional Practice and Leadership includes count of Systems, Management and Leadership

Draft in progress only. No final decisions made.

Figure 8 School data breakdown

	Science		Health				FASS	
School	Life Sciences	Mathematical and Physical Sciences	Graduate School of Health	School of Nursing and Midwifery	School of Public Health	School of Sport, Exercise and Rehabilitation	School of International Studies and Education	School of Communication
Academic FTE	81.95	101.2	74.1	42.1	27.3	26.1	49.4	68.6
Professional FTE	10.8	9.6	25.4	7	3.8	6.7	12.4	9.2
Administrative FTE	10.8	4.6	19	6	2.8	3	11.4	9.2
Ac/Admin Ratio	7.6	22	3.9	7	9.8	8.7	4.3	7.5
Total ERI	\$9,464,698	\$8,300,336	\$1,209,249	\$4,002,681	\$1,819,010	\$1,969,848	\$2,641,346	
Ac/ERI Ratio	\$115,474	\$82,003	\$16,319	\$95,076	\$66,630	\$73,473	\$119,483	
Total EFTSL	1,713	1,937	943	2,008	347	772	555	2,732

Source: 2023 ACV EFTSL and Head Count, Professional Administration and Academic FTE sourced from NEO and most recent workforce data set, 2024 ERI sourced from UTS Finance System

Note – School of Public Health and School of Sport, Exercise and Rehabilitation sourced from EFTSL by subject enrolments and Courses 2023. School of Public Health includes Subject FOEs Sport & Recreational General, Other Health General, Other Natural and Physical Sciences, Biological Sciences General, Behavioural Science General, Rehabilitation Therapies General, Medical Studies General. School of Public Health includes Subject FOEs Public Health General and Business & Management General.

Note – The merger of DAB and FASS in the finance system has presented challenges in extracting historical information necessary for splitting it up.

Draft in progress only. No final decisions made.

Figure 9 School data breakdown

	Business					Law	TD School
School	Accounting	Economics	Finance	Management	Marketing	School of Law	
Academic FTE	29	25.5	29.3	46	23	76.7	36.5
Professional FTE	5.8	4	4	5	3	28.2	15
Administrative FTE	5.8	4	3	5	2	25.2	9.8
Ac/Admin Ratio	5	6.4	9.8	9.2	11.5	3	3.7
Total ERI	\$261,246	\$435,223	\$643,105	\$1,657,105	\$173,728	\$2,183,995	\$661,526
Ac/ERI Ratio	\$9,008	\$17,068	\$21,949	\$36,024	\$7,553	\$28,474	\$18,288
Total EFTSL	1,052	1,016	1,428	2,319	1,321	2,423	818

Source: 2023 ACV EFTSL and Head Count, Professional Administration and Academic FTE sourced from NEO and most recent workforce data set, 2024 ERI sourced from UTS Finance System

Draft in progress only. No final decisions made.

Appendix C: Risks

Risk ID	Description	Likelihood	Impact	Final Rating	Proposed Mitigation Strategy
1	Resistance to change among Faculty and staff	High	High	High	- Conduct stakeholder engagement and communication - Provide clear rationale and benefits of changes
2	Impact on business as usual: The potential significant change to the University in 2025 needs to be cognisant of the impact and disruption to the BAU operations of the University	Medium	High	Medium	- Ensuring that proposed design and implementation work aligns to the academic and research calendars to reduce disruption. - Any proposed changes are discussed with the Provost to ensure sufficient mitigations are in place. Backfills can be used in place of roles which have been temporarily displaced.
3	Potential misalignment of design and changes to the Academic Architecture and Service Delivery Model may cause confusion and / or delays to operational processes.	Medium	High	High	- Well-developed and detailed interdependencies which have been co-developed through coordinated conversations with impacted stakeholders will provide a strong approach. - Ongoing identification and documentation of Faculty operational enhancement opportunities to inform Workstream 3. - Including the management of any exceptions to the Enterprise Service Delivery Model (i.e. Specific services that are required to support the academic endeavour but may deviate for the Model) to be managed and documented across workstream 1 and 2 for the purposes of workstream 3.

Draft in progress only. No final decisions made.

4	Access to key decision makers/Delays in decision-making and implementation	Medium	Medium	Medium	- Establish clear timelines and check-in points - Assign clear responsibilities and accountability for decisions
5	Alignment with existing projects: Inconsistencies with Operating Model workstream 3: Functional Service Delivery Model, Sustainable Teaching & Learning, Research Productivity and Investment and other ongoing projects (e.g. ERP)	Low	Medium	Medium	Establish regular cadence with other project delivery teams to maintain a regular line of sight of other work. Delivery of the benefits is expected to align with UTS financial/budget planning
6	Data requests not filled or validated in a timely manner and do not provide the level of detail required to perform the detailed analysis	Medium	High	High	Ongoing dialogue with data owners and provide support where required to meet project requirements
7	Inconsistent application of new leadership roles	Medium	High	Medium	Provide clear frameworks for leadership roles

Appendix D: Stakeholder engagement

Engagement to date

Date	Session	Purpose
28/2/2025	Dean Working Session #1	- To provide a comprehensive overview of the Supporting Academic Endeavour Program - To introduce the working assumptions
4/3/2025	Dean Working Session # 2	- To discuss current Academic Architecture accountabilities - Initial working assumption discussion
12/3/2025	Dean Working Session # 3	Discussion and testing of working assumptions
20/3/2025	Supporting Academic Endeavour Briefing	Briefing on the draft recommendations to Kylie Readman and Kate McGrath
25/3/2025	FGM Session	To test the draft recommendations with Sophia Amor-Smith and Fiona Scott
26/3/2025	Deans Briefing	To test and provide an overview of the draft recommendations to be taken to the ULT meeting

pending appeal

Draft in progress only. No final decisions made.

pending appeal



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UNIVERSITY OF TECHNOLOGY SYDNEY
UNIVERSITY LEADERSHIP TEAM (ULT)

AGENDA ITEM:	XX	ULT 31/03/2025
ULT SPONSORS:	Dean FEIT, Peta Wyeth Chief Operating Officer, Glen Babington	
VISITORS:	Operating Model Program Representatives	
OPERATING MODEL PROGRAM – PRELIMINARY DESIGN		

Purpose

☒ Endorse ☒ Discuss ☐ Information (no discussion required)

Level of Confidentiality

☒ ULT Only ☐ Executive Teams/SLG ☐ Broadly

Consultation Pathway**Recommendations**

That ULT with respect to Attachment A (ordered by priority):

1. **Approve** the Program to proceed to detailed design for the functional areas meeting the FTE guideposts (9 functions) as detailed in slides 8-10.
2. **Approve** the recommendations for those functional areas that have not met their FTE guidepost at slides 11-12.
3. **Approve** the 9 recommendations for realising the cross functional opportunities at slides 13-14.
4. **Approve** the acceptance of the risks outlined in slides 18-23.
5. **Approve** the approach to sequencing on slide 7.
6. **Note** the prioritised process improvements at slides 25-26 that will be developed and integrated as part of detailed design.
7. **Note** that enablers achievable in 2025 will be determined in the Detailed Design Phase.

Executive Summary

The purpose of the Operating Model Program ('Program') is to develop a financially sustainable operating model that reflects up to \$50M in labour cost savings without impacting the education and research ambitions of UTS. A plan for Detailed Design was presented to the ULT on 12 December 2024 reflecting three inter-related workstreams¹:

- Supporting Academic Endeavour, which looks at consistency in Faculty and Research entity structures and academic leadership.

¹ Ordering of workstreams and names updated since that ULT meeting

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- Enterprise Service Delivery Model, which divides the University into 16 functional areas, with each creating a service delivery model. Central to this is the opportunity associated with 'embedded centralisation.'
- Functional Optimisation and Integration, identifying the financial benefits associated with each functional area through economic levers and application of the University Design principles and requirements, while ensuring the integration of proposed changes across all functional areas.

To assure the ULT that sufficient savings could be achieved and to accelerate planning to allow time for implementation, the Program was directed to develop Preliminary Designs for each functional area of the Service Delivery Model (16 functions), excluding academic staff.

UTS Business Owners were requested to create a future design based on two constraints:

- UTS Design Requirements – noting that some aspects will be more applicable when detailed designs, such as organisational structures, are developed.
- FTE guideposts were assigned to Business Owners (one for each Functional Area), derived by the percentage reduction required to achieve a reduction 250 FTE performing professional work². 11 of 16 Functional Areas have met or exceeded their required FTE guidepost reduction.

During a 2-week Preliminary Design sprint, Business Owners and Faculty Representatives from each Functional Area were tasked to:

- Validate and classify UTS functions and services
- Validate the centralised and decentralised FTE data associated with the function
- Review the comparator information provided (where available)
- Assess what services could be stopped; standardised and simplified
- Use economic levers to assess changes to UTS services
- Create Design Proposals to quantify operational changes
- Capture assumptions for the Design Proposals
- Capture operational enablers across technology, governance, process and data/reporting.

The purpose of the sprint was to review the levers that could be utilised to achieve the FTE guideposts. This review provides indicative FTE savings that will be validated during the detailed design.

These opportunities are preliminary and have not undergone design. Organisation structures, reviewing reporting lines and evaluating grading is not within the scope for this phase of work.

The resultant 16 Preliminary Designs documents are summarised in Attachment A and provided in Attachment B.

Financial Implications³

Subject to detailed planning, the Program assesses that the baseline FTE could be reduced by 241 FTE equating to a cost savings of ~\$39M, which is at the lower end of the originally planned \$40-50M. It is noted that it is highly probable that these identified savings could decline in Detailed Design and feedback from consultation.

Risks/Challenges

Implementation risks include:

- Errors in the forecasted FTE reduction opportunities due to the relatively short design period, including inaccurate underlying data; FTE reduction duplication across functions; and flawed assumptions.

² The financial forecast is predicated on a reduction of 400 FTE against the 2024 actual costs. The underlying assumption was that this would be achieved through a reduction in 150 Academic FTE (identified through Sustainable Teaching and Learning; and Research Productivity and Investment) and 250 Professional FTE (identified by this Program).

³ ITU FTE Preliminary Design is WIP at time of writing and have been excluded from the FTE opportunity

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- \$ savings are lower due to a mismatch between 'point in time FTE' and 2024 actual costs (baseline); and the actual FTE reduced being 'on average' at a lower grade than the average professional FTE salary.

Next Steps

Several items were identified during the 2-week sprint that could offer the University additional opportunities to achieve cost savings and broader strategic benefits, such as consistency and simplification. These will be presented to the ULT on Thursday 3 April 2025 as a stand-alone item for discussion and decision. Included in this brief are opportunities that consider structural, strategic and operational service delivery optionality, considered against UTS' enterprise-wide risk profile.

Subject to ULT approval, the Program will progress with Detailed Design (see slide 30 of Attachment A). Key activities include:

- Update the Enterprise Function Catalogue: Refresh with current NEO data, review and update of functional allocation guidelines, and apply the updated guidelines
- Update the baseline data for function areas
- Identify areas where greater (or lesser) FTE reduction can be achieved commensurate to risk
- Develop a detailed service design
- Conduct a detailed cross-functional review and update the design
- Integrate processes
- Develop detailed enabling changes such as policy and delegations
- Align with ERP
- Apply organisational design across spans and layers
- Develop and test design scenarios.

Attachments

- A. Preliminary Design Integration Report
- B. 16 x Preliminary Design Reports



Operating Model Program

Preliminary Design: Integration Report

ULT Retreat

31 March 2025

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Executive summary



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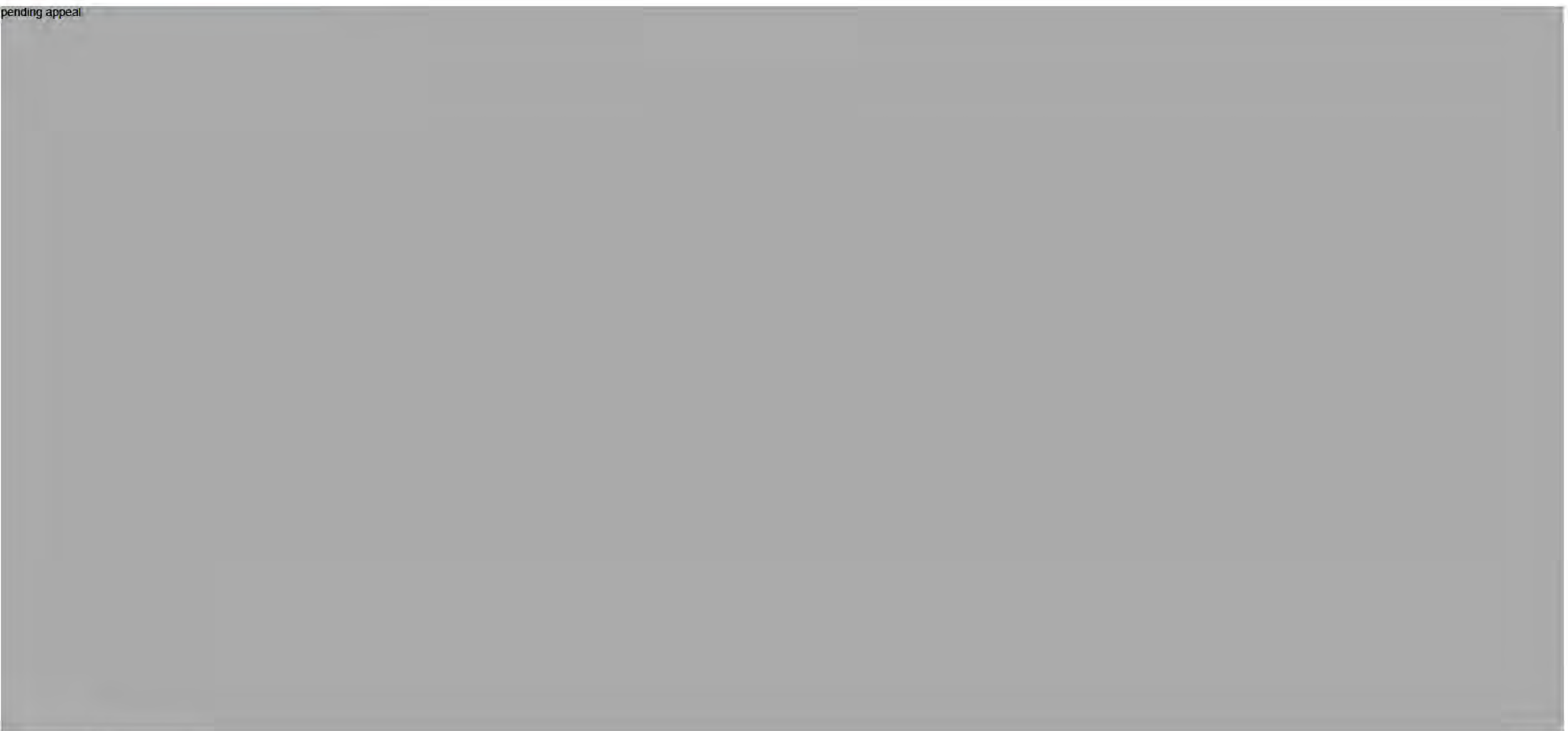


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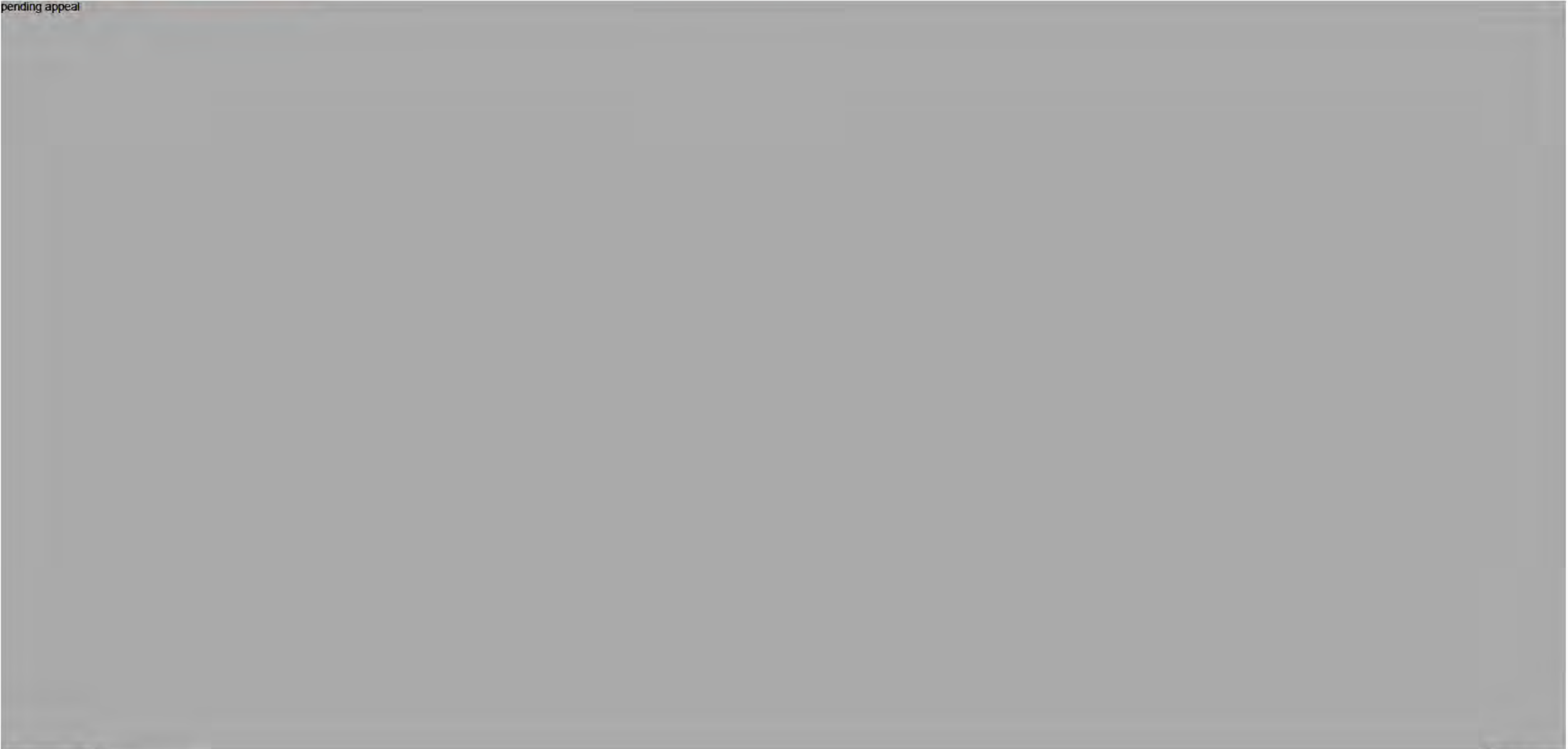
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Preliminary Design



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Design Proposals: High / Critical Level Risks (1/6)

The stretch proposals carry a high degree of risk, these risk are outlined below, and we should consider the UTS risk appetite before proceeding.

Risk ratings have been recalibrated from original estimations by Business Owners using the UTS Risk Assessment framework. This has resulted in some previously 'High' ratings to be reduced and has provided a more robust assessment in context with the other design proposals.

Function	Proposal	FTE Opportunity	Risk Description	Consequence /Impact	Risk Owner	Rating	Proposed Mitigation	Residual Rating	Action Owner
1. Learning and Teaching Support	Consolidate Academic Learning Support, Curriculum Design, Management and Accreditation into one organisational unit	11.5	Risk: Disengagement of staff through the change process.	Loss of capacity and capability within these Business Areas	DVC(E&S)	High	Engagement with Faculties through the Detailed Design process. Communications strategy for the workforce.	Medium	DVC(E&S)
1. Learning and Teaching Support	Transfer business development activities from L&T Support to the Central BD Team	3.0	Risk: Reduced business development capabilities and capacity.	Loss of revenue and opportunities due to insufficient capabilities and capacity or misalignment with strategy.	DVC(E&S)	High	Further analysis in the Detailed Design phase to incorporate all stakeholders. Development of clear transition and communications plans.	Medium	DVC(E&S)
1. Learning and Teaching Support	Consolidate specialist roles across Faculties into one organisational unit	5.0	Risk: Disrupted laboratory operations, scheduling conflicts and reduced support availability.	Interrupted practicals for students and lower research productivity for staff.	DVC(E&S)	High	Develop clearly defined SLAs that outline response times, support scope and priority levels for different Faculties and lab activities.	Medium	DVC(E&S)

Please note, as ITU is being progressed on 28 March 2025 any associated critical/high risk proposed changes are not ready for inclusion in this pack.

Design Proposals: High / Critical Level Risks (2/6)

Function	Proposal	FTE Opportunity	Risk Description	Consequence /Impact	Risk Owner	Rating	Proposed Mitigation	Residual Rating	Action Owner
2b. Research Support: Higher Degree	Responsive, state-of-the-art program suite that delivers impactful, globally-relevant knowledge in response to the changing needs of industry and society locally, in Australia and globally: Work with SSA, EE&P and UTSi including delivery of KE through new PhD offerings (IDP, Impact, Entrepreneurial and Global) that can be delivered at with key partners, providing new revenue opportunities (with associated Due Diligence)	0.0	Risk: Misalignment of responsibilities and capabilities to support internal collaboration and external engagement across the University.	Stops, delays or reverses progress in delivering strategic goals	Dean and Director of GRS	High	GRS to work closely with Faculties and central divisions to ensure alignment of policies and services and provide reassurance it will deliver.	Medium	Dean and Director of GRS
2b. Research Support: Higher Degree	Amalgamate candidature support from across the Faculties to be led by the Graduate Research School and delivered in partnership in faculties: The proposed design, would amalgamate 8 FTE within the Graduate Research School from the current 17.5 FTE supporting candidates based within the Faculties and Schools.	5.5 – 7.5	Risk: Drop in student support experience during transition.	Substantial decrease in student satisfaction, enrolments or retention across UTS having some impact on UTS's business model	Dean and Director of GRS	High	A clear communication plan for sharing new organisation structure and responsibilities for current and future students and staff. IT systems urgently need to be fully integrated to streamline/automate processes and enhance delivery (including, but not limited to, Salesforce, CASS, and Research Master).	Medium	Dean and Director of GRS

Additional Context:

Here, the 8 FTE will be embedded and rotated across faculties to ensure university-wide clear, efficient and coherent services to support graduate research. Savings in design: standardisation and rescaling of services relative to EFTSL. As identified by the HDR Review, the current design is inefficient with faculty staff caught between supervisors and HDR students, misunderstandings over policies and processes that lead to an excessive administrative load, and highly disjointed and delayed processes. The reduced FTE brought within the Graduate Research School and embedded within the faculties will reduce the back and forth, accelerating processes and decision making, and delivering the efficiency savings. The aligned services will provide equity of access, including easy-to-find mechanisms for feedback and resolving concerns, ensuring quality assurance and UTS is compliant with TEQSA, Ombudsman and ESOS. Two model options (scaled to EFTSL): Option 1: FEIT 3 FTE; Science 2 FTE; "Creative Industries" 2 FT; TDS and Law 1 FTE; Health 1 FTE; & Business 1 FTE; Option 2: FEIT 4 FTE; Science 3 FTE; "Creative Industries" 2 FT; TDS and Law 1 FTE; Health 1 FTE; & Business 1 FTE. We recommend Option 2.

Design Proposals: High / Critical Level Risks (3/6)

Function	Proposal	FTE Opportunity	Risk Description	Consequence /Impact	Risk Owner	Rating	Proposed Mitigation	Residual Rating	Action Owner
3. External Engagement and Partnerships	Alumni and Advancement: Re-direct budget toward areas of opportunity Optimise FTE utilisation within budget (shift toward lower HEW roles) Future fit structure to enable some Faculty partnership & scale in alumni and fundraising activities	0	Risk: Alumni team has insufficient capacity to meet engagement requirements.	Reduced opportunities for alumni engagement, industry partnerships and philanthropic support	DVC(EE&P)	High	Address this risk through alternative channels external to the OSI program	Medium	DVC(EE&P)
Additional context:									
HOWEVER staffing has been budgeted at 10 FTE below 2024 forecast due to vacancies being held strategically open in advance of new leadership. Staffing at this level is insufficient to begin the transformation of the unit into a future-fit, resilient and productive advancement function that drives income and engagement growth. At minimum, 2024 forecast staffing budget must be retained (as envisioned when roles were held open in advance of new leadership).									
4. Students Support and Admin	Optimise International and Domestic Admissions services: Re-organise and resize international and domestic admissions functions into a single admissions function (perhaps incl. RPL).	8	Risk: Increase in staff workload	Operational	DVC(E&S)	High	- Early engagement and co-design with the impacted teams - Implement efficient processes; eliminate non-value, standardise and optimise. - Implement effective technologies to support centralisation of services, automate workflow and balance workload - Financial forecasting to anticipate any gaps in savings or changes in costs	Medium	DVC(E&S)
4. Students Support and Admin	Discontinue Early Entry Program that does not yield sufficient financial returns: Remove early entry program from 2027 onwards to save ongoing contractual costs.	0 (Financial saving of ~\$2m ongoing)	Risk: Reduction in enrolments.	Education & Learning	DVC(E&S)	High	- Targeted recruitment efforts to attract students through alternate pathways. - Early and transparent communications to impacted students and applicants - Lobby NSW Department of Education and/or NESA to call for end to all early entry programs in NSW.	Medium	DVC(E&S)

Design Proposals: High / Critical Level Risks (4/6)

Function	Proposal	FTE Opportunity	Risk Description	Consequence /Impact	Risk Owner	Rating	Proposed Mitigation	Residual Rating	Action Owner
5. Governance, Policy and Delegations	Process automation Opportunities to leverage AI and automation to optimise a range of processes which would improve the efficiency and lead to potential labour savings.	n/a	Risk: Exposure to cybersecurity threats.	Potential loss or corruption of data, public release of sensitive university information	Director GSU	High	Ensure all new technology platforms comply with university cybersecurity requirements	Low	Director GSU
5. Governance, Policy and Delegations	Discontinue offshore graduation ceremonies Reduce offshore graduation staff costs and operating budgets by discontinuing offshore graduation ceremonies. Could be replaced by alumni event activities to minimise reputational impact.	n/a	Risk: Reputational damage.	University not seen as attractive to university students	Director GSU	High	Identify alternative method for engagement internationally. Robust communications strategy.	Low	Director GSU
6. Legal, Risk and Compliance	Centre of Excellence for the function Introduce a Centre of Excellence for Legal, Risk, and Compliance to provide a structured, standardised approach.	0.0	Risk: Reduced resourcing and capacity for this function.	Reduced quality and scope of the work delivered	GC and ED LRC	High	Proposed additional headcount as addressed through alternative university discussions.	Medium	OGC

Design Proposals: High / Critical Level Risks (5/6)

Function	Proposal	FTE Opportunity	Risk Description	Consequence /Impact	Risk Owner	Rating	Proposed Mitigation	Residual Rating	Action Owner
6. Legal, Risk and Compliance	Legal: Introduce a Centre of Excellence for Legal, Risk, and Compliance to provide a structured, standardised approach. Review and identify opportunities to consolidate legal positions across the university to achieve the right-sizing of resources, while adopting standardised processes for efficiency and consistency.	0.0	Risk: Insufficient legal staff in faculties and divisions to be consolidated.	Limited resource to form a centralised Legal team through consolidation	GC and ED LRC	High	Data validation on individual roles in Faculties and Divisions.	Low	OGC
6. Legal, Risk and Compliance	Compliance enhancement with Faculties and Divisions Reduce AMSO reliance through strong risk governance, technology adoption, and cultural change. Work with P&C to embed compliance in role descriptions. Partner with Faculties and Divisions for annual compliance certification.	0.0	Risk: Resistance to compliance certification and reduced reliance on AMSO.	Risk in meeting compliance requirements	GC and ED LRC		Implement a robust change management	Low	OGC

Design Proposals: High / Critical Level Risks (6/6)

Function	Proposal	FTE Opportunity	Risk Description	Consequence /Impact	Risk Owner	Rating	Proposed Mitigation	Residual Rating	Action Owner
10. International	Centralisation of data activities Move data-related FTE from DVC-I to the centralised Operations data function for streamlined management and enhanced data integrity.	Shift of up to 2 DVC-I FTE	Risk: Delayed access to reports and data analyses.	Leading to slow responses to government policy changes, missed deadlines, potential regulatory non-compliance, and poor decision-making	Senior Manager International Strategy and Policy	High	Ensure Operations is fully trained and equipped with the necessary tools and knowledge to handle ad hoc reporting requirements efficiently. Establish clear communication channels between teams and implement a robust reporting framework that allows for rapid data collection and analysis. Consider appointing liaisons or dedicated personnel to manage urgent reporting requests and facilitate smoother coordination.	Low	Senior Manager International Strategy and Policy
13. Financial Management	Further reductions in Mgmt accounting / FA / Shared services	5	Risk: Capability of the remaining team requires improvement, with a larger than 1 FTE impact needed to introduce the capability required to deliver the FTE savings.	Increase in avoidable spending, and missed opportunities to leverage economics of scale	CFO	High	Change management will focus on the individuals change impact, development growth in new ways of working, strategic vs transactional focus	High	CFO
14. People	Removal of 4 strategic business partner roles	4.0	Risk: Service level and quality reduction in the provision to provide strategic business partnering advice	Potential delays in the provision of advice, impacting people leaders	Executive Director People and Culture	High	FTE remain until OSI is delivered and released in line with the ERP timeline. <i>**This will mean there is no strategic HR delivery to the University**</i>	High	Executive Director People and Culture
14. People	Removal of 3 Org Design / Dev roles	3.0	Risk: Reduction in investment in leadership capability	Leaders are not equipped with the capability required to manage people issues effectively	Executive Director People and Culture	High	FTE remain until OSI is delivered and released in line with the ERP timeline. <i>**This will mean there is no strategic HR delivery to the University**</i>	High	Executive Director People and Culture
14. People	Removal of 1 Client Services role and 1 Consulting role	2.0	Risk: Reduction in service levels	Impact to service levels as University enters a period of large-scale change	Executive Director People and Culture	High	Bring in external contracting support for peak periods	Medium	Executive Director People and Culture

Operational Enablers: Technology, Governance, Data and Reporting

Outlined below are the key themes captured from Business Owners. These are indicative assessments of enablers required to deliver the proposals. A full analysis, including process development and RACI development will be conducted during Detailed Design where required.

Technology	Governance	Data and Reporting
New Technology Platforms - Adoption of a standardised and effective technology platforms, including: - Common self-service platforms to simplify the staff and student user experience (such as Service Now). - Single platform system for students to manage their learning journey. - Standardised events management system, including simplified portal access. - Industry best-practice CRM system (such as NXT CRM). - Industry best-practice risk management systems (such as RiskMaster). Existing Technology Platforms - Upgrades of key existing systems (such as Facilities Management Administration System and LRS controller system). - Retirement of redundant legacy applications and systems. Technology and Process Integration - Development of a compliance/incident reporting tool, or adoption of an off the shelf solution. - Identify opportunities to enhance the utilisation of digital and AI tools to improve efficiency and productivity.	Risk Governance & Compliance - Implementation of the three-lines risk model to strengthen university-wide governance. - Enhanced risk governance in business cases and new projects. - Compliance reporting oversight for major transformation programs and cost reduction initiatives. - Revision of risk frameworks for strategic and operational international risks. Policy & Framework Development - Review, revision, and development of policies, including HDR policy, Student Rules, and Library policy. - Establishment of AI governance through AI Operations Policy, assurance framework, and Data Governance Policy. - Revised policy frameworks and SLAs for consistent, standardised governance support across faculties. Decision-Making & Oversight - Consolidation of governance oversight under a university-wide framework to prevent inconsistent decision-making and faculty-driven bias. - Review and re-design of impacted policies and student rules. - Review of contractual arrangements with external partners. Training & Awareness - Delivery of risk-based training, communications, and awareness initiatives. - Adequate research support for high-risk, high-compliance research. Recruitment & Engagement - Alignment of recruitment and engagement strategies with defined targets and performance measures. - Review and potential development of recruitment and admission policies and procedures.	Processes and Systems - Development and introduction of common university-wide reporting processes and systems model that feed into a unified, centralised data source (single source of truth). Data Management - Integration of centralised data model across staff and student systems. - Implementation of improved data management processes. Reporting - Clarification of KPIs and SLAs at all levels within the university, including clear articulation of responsibilities and ownership. - Enablement of automated reporting to replace manual reporting processes, utilising single source of truth data. Decision Making - Improved utilisation of data for modelling and reporting to improve overall decision-making and insights.

Opportunities for Process Improvements (1 of 2)

Outlined below are opportunities for process improvement identified by functional areas during the design print, and the associated next steps to address.

Process / Function Area	Description	Next Steps
HR Processes	- Need to better understand the definition of services and support PU offers. Need to improve the business partner model. - Staff recruitment and onboarding - processes are slow and very cumbersome. Remove the need for business cases for budgeted and approved positions. - Academic Casual staff hiring and approvals - Directors and Deans have approval for every step in the OCAP process needs to change and when no accountability for managing casual budgets. Managed differently in each faculty. Need a single system and process for all. - Position management : not possible in NEO.	To be addressed as part of ERP
Finance Processes	- Involves a lot of manual work, hard to get adequate support; not getting advice or strategic support. Need to improve and streamline the business partner model. - Payroll errors - a lot of time spent chasing up errors. - Finance reconciliation and Billing- time consuming. - Budgeting - lack of clarity and direction, extremely inefficient. - Purchasing and procurement needs better policy, process, governance.	To be addressed as part of ERP
Governance, Delegations and Committees	- Unclear and inconsistent rules creates 'busy work.' - Policies allowing local decision-making create inefficiencies and inconsistencies, making scalability and equitable practices challenging. - Delegations are generally at inappropriate levels and too onerous: - Remove Provost and COO approval for things that are planned in budget envelopes. - Delegations should align with role accountabilities and be at the lowest possible level. - Too many business cases required for BAU and for things agreed in budget process. - Too many committees and associated work / admin, secretariat support. - Requirement to seek consultation for every decision removes ability to get things done efficiently. Allow managers autonomy and trust them to make decisions.	- Recommend this is developed into scope of work, owned by Director, GSU - Review of Committees and associated secretariat support identified in Governance Stream to be addressed in detailed design. - Review of delegations partially addressed by ERP
Data and Reporting	- Data and reporting is inefficient, duplicated and confusing as there is no single source of truth. - Need to create reports from several sources. - So much unnecessary reporting.	Covered in Data & Analytics stream to be addressed in Detailed Design.

Opportunities for Process Improvements (2 of 2)

Outlined below are opportunities for process improvement identified by functional areas during the design print, and the associated next steps to address.

Process / Function Area	Description	Next Steps
Contracts	- Contract governance is inconsistent, lack of controls - Highly manual processes, a lot of admin, system issues - Remove financial risk assessments for lower value contracts	Potentially covered by ERP and through OGC
Course Approval and (Re) Accreditation	- Over-engineered process - Lots of steps and approvals that are unnecessary - Faculties spend significant time and effort in preparing data for course accreditation (months)	Covered by Sustainable Teaching and Learning
Course / Subject viability, Evaluations, and Quality Assessment	- Too many steps, too many approvals - What is the role of the assessor - do we need this anymore? - Can we synthesize a whole of course approach	Covered by Sustainable Teaching and Learning
Timetabling	- Needs streamlining - Complex process and many data intersections - Generates a lot of student enquiries - Issue between what is known and what is controlled by central and by Faculties - creates back and forth inefficiencies - Dependency on systems	To be assessed, noting it involves larger programs of work that would need to be scoped out and resourced
Load Planning	- Huge time-suck for senior managers (centrally and in faculties) - Lack of clarity and direction from Finance - Need to allow middle management to make changes - Better systems, data availability / integration	To be assessed, noting it involves larger programs of work that would need to be scoped out and resourced



Items Still in Discussion



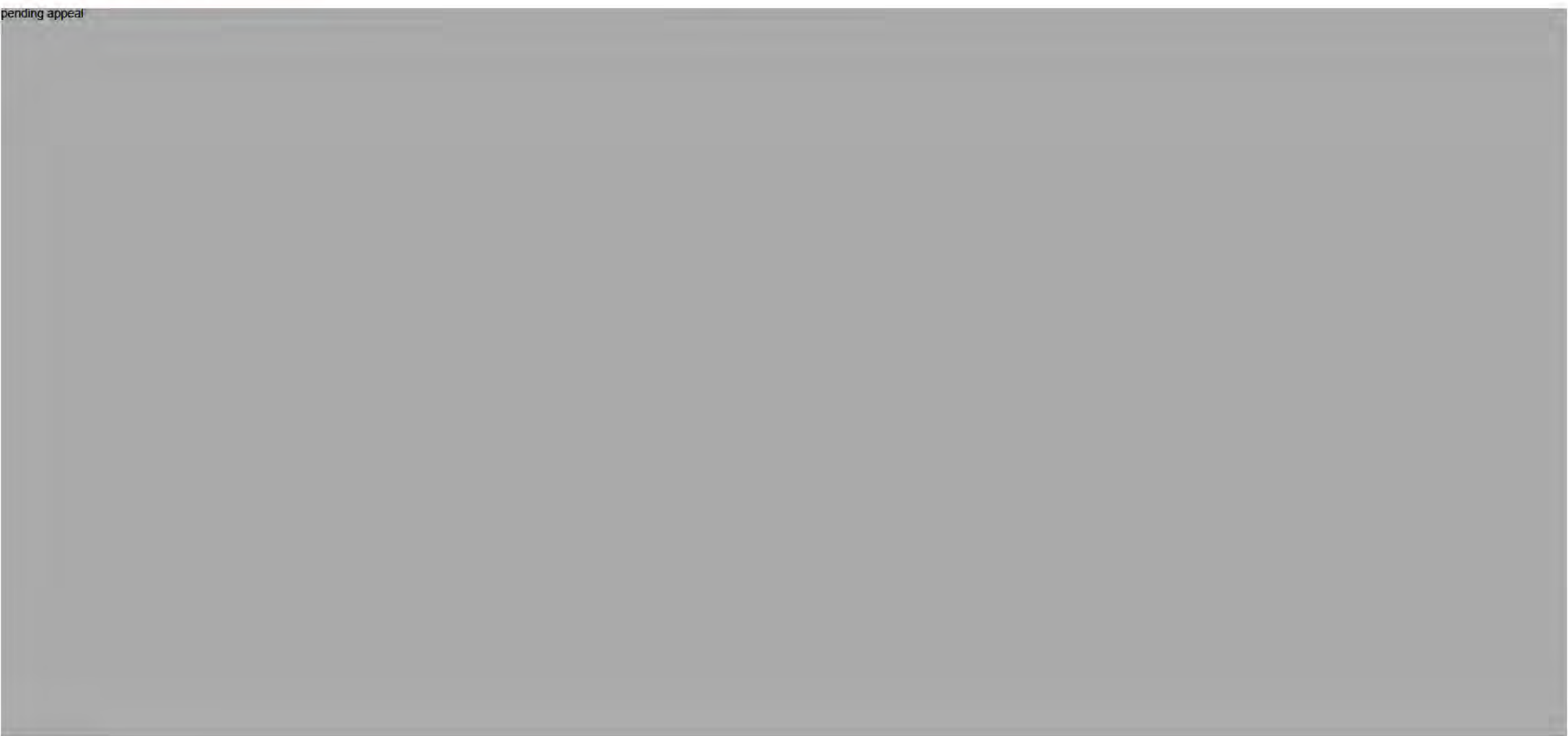




Next steps



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Change management considerations

During the Preliminary Design Phase, stakeholder sentiment has been generally engaged but cautiously optimistic. Stakeholders, particularly Business Owners and Faculty Representatives, have appreciated being involved through co-design sessions and structured workshops, which fostered a sense of transparency and inclusion. However, concerns have been raised around the level of risk for implementation that will be accepted by ULT, and uncertainty around the timing of implementation.

Emerging themes from sentiment:

Theme	Insight
Transparency appreciated	Sharing of data and ensuring access is only provided to a selected amount of people has made it easier to know who to communicate with and how.
Design sessions	Stakeholders value function-specific discussions more than general updates.
Readiness varies	Some teams are well positioned for transformation given the size of their teams, others feel there is more detailed work to be done prior to feeling more ready.
Implementation risks	Evident concern around whether we will be able to implement all changes by the end of year
Employee wellbeing	Concerns about morale, job security, and change fatigue were voiced often.

Ask for ULT: reinforce strategic alignment and visible leadership by endorsing clear, timely communications around priorities, role expectations, and workforce implications including empowering university leaders to confidently speak for their functional areas and continue to be an advocate for the changes that are coming.

Actions for Detailed Design Phase:

- Program to develop a detailed engagement strategy overlaying the program plan to continue transparency
- Program to continue design sessions that include a broad perspective from faculty reps and SMEs to achieve the outcomes
- Reinforcing support pathways for colleagues who are part of Detailed Design Phase
- A detailed IR plan and WHS plan will be developed to support implementation activities and employee wellbeing impacts



Appendices





Executive Summaries: Integration Design



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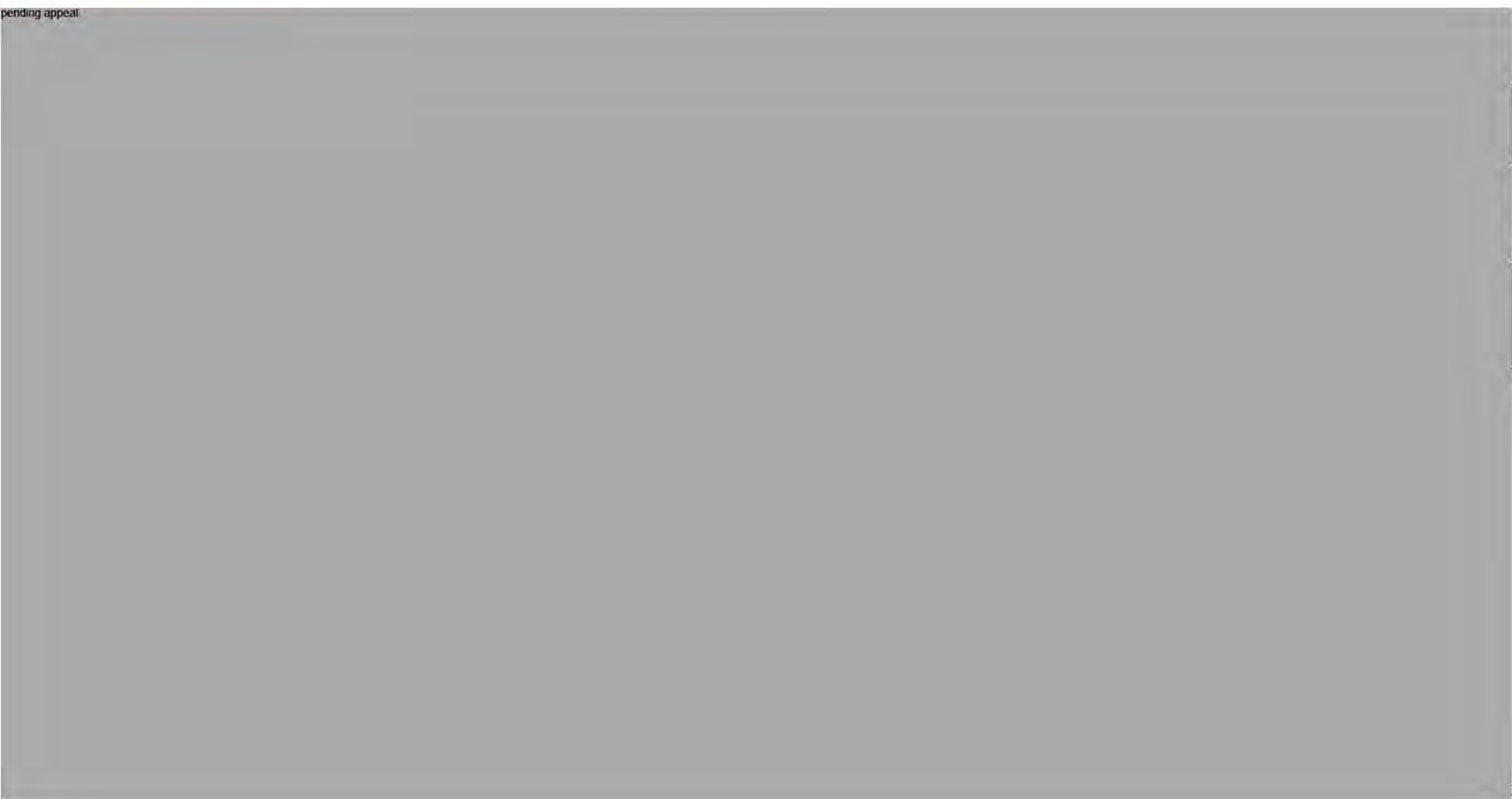
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15 Executive summary: IT

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Critical/High Risks In Not Achieving the Guideposts



Critical/High Risks of FTE Guidepost not Achieved (1 of 2)

5 functions have indicated risks that have prevented them from achieving their guideposts. Should the below risks be within risk appetite, further opportunities could be sought.

Function	Gap to Guidepost	Category	Risk Description	Consequence / Impact	Risk Owner	Rating	Proposed Mitigation	Residual Rating	Action Owner
Research	8 FTE (for Recommended Option)	Failure to achieve University strategy for research	FTE cuts are too deep, meaning that the required resources to support both strategic and operational functions, Research Productivity & Investment goals and UTS KPIs are not met.	UTS national and global reputation diminishes. Failure to meet revenue targets. Increased risks to UTS.	DVC-R	Critical	- Reconsideration of target (guidepost) FTE. - Management: Amend UTS KPIs (reduce or change timelines for delivery of KPIs). Communication plan to explain why some services cannot be provided.	TBC	DVC-R
GRC	2.2 FTE (Guidepost based only on central FTE)	Organisational Design	- Diminished capacity to support Council/Academic Board and its Committees, and related delegations, student rules and policies. - Seriously diminished capacity to support Student Misconduct and Appeals that would significantly increase psychosocial health risk of remaining staff and a significantly reduced level of service impacting students and academic staff. The consequential risk of complaints from staff and students would be high. - A significant risk that the significant workload to support governance web activities (rules, policies, elections) operating under constrained deadlines would not be resourced.	Increased governance risk for University	ULT	High	- Further analysis required on the decentralised workforce in Detailed Design Phase. Currently guidepost is based on only central FTE. - Accept areas that are currently viewed as under-resourced and continue to provide the current level of service - Review of governance support requirements to identify non-core or discretionary activities. - Prioritisation of support based on senior leadership guidance.	TBC	Director GSU

Critical/High Risks of FTE Guidepost not Achieved (2 of 2)

5 functions have indicated risks that have prevented them from achieving their guideposts. Should the below risks be within risk appetite, further opportunities could be sought.

Function	Gap to Guidepost	Category	Risk Description	Consequence / Impact	Risk Owner	Rating	Proposed Mitigation	Residual Rating	Action Owner
Legal, Risk and Compliance	2.5 FTE	Service provision	Insufficient workforce to meet current demand and requirements	Increased legal risk for University	ULT	High	- Introduce a Centre of Excellence for Legal, Risk, and Compliance to provide a structured, standardised approach. - Consolidate legal, risk and compliance positions across the university to achieve the right-sizing of resources. - Increase size of legal, risk and compliance workforce to remediate gaps within function. - Collaborate with Interim Auditor to align and implement three-lines model.	TBC	GC and ED LRC
Library	1.8 FTE	Service provision	Insufficient workforce to meet current demand and requirements.	Lower quality of service, potential reputational damage (decline in research support quality), delayed processing times, increased error rates, reduced productivity due to disengaged staff. Risk to collection integrity (>100 million) due to reduced maintenance.	ULT	High	- Prioritise core services: Identify critical services that must be retained for the university to support students and maintain its research outputs. Reduce scope of responsibilities from noncore services. - Leverage technology: introduce or expand automation and self-service options (kiosks, online resources). - Prioritisation of support based on senior leadership guidance. - Realign existing and casual staff responsibilities to mitigate risks to the integrity of the collection in maintained.	TBC	Library
CSJI	3 FTE	Service Provision, Reputational Damage	Insufficient workforce to meet current demand and requirements. Reputational Risk	Inability to support programs, reputational damage (jeopardising of the external brand perception of UTS as an 'Institution of Social Justice')	ULT	High	Cease supporting programs, training and initiatives.	TBC	ULT / CSJI



Supporting Information



Organisational Design Principles and Requirements

These design principles and requirements are the overarching guidelines to support the design decision that will need to be made during the operating model program. A subset of these are provided on the next slide that are specific to operating model design.

Strategic Intent

An **optimised** operating model with:

- Faculty delivery being at the forefront of design
- Ensuring an optimised teaching and research experience
- Fosters innovation
- Promotes the ability to deliver research to benefit society
- Professional functions have clearly defined service standards and consistent processes
- Reduced bureaucracy and faster execution through improved processes

University Organisational Design Principles

Service Centric: The University is structured to meet UTS vision (i.e. supporting teaching and research)

Value Focused: Structures, capability and teams will be built to deliver cost efficiency and effectiveness

Professional Capabilities: Functional support will be aggregated to ensure consistent application of policy and where possible will be embedded / co-located to ensure efficient support (hub and spoke)

Faculty Support: Standardised Faculty support will be located centrally and delivered efficiently. Faculty specialised support needs will be embedded / co located into the relevant Faculty but report centrally (hub and spoke)

Clear role definition: All roles will have standardised core responsibilities (Finance, HR etc.) not multiple functional responsibilities (i.e., will be single disciplinary not multi disciplinary)

Simplification: New org designs must demonstrate systemised and harmonised ways of working to ensure consistency

Technology: All new design will explain how they have optimised the use of technology

University Design Requirements

Layers:

Non-Academic Layers will be a maximum of 6 away from VC (baseline data to indicate current depth)

Academic Layers will be a maximum of 6 away from VC

Spans of control / Reporting relationships:

Non-Academic teams - will average a span of 1:7, reporting lines of 1:1 and 1:2 to be by agreed exception

Academic teams – 1:30 *broadly except Provost, Deans, Head of School, Associate Deans and Deputy Deans being 1:10*

Titling will be standardised and consistent University wide and should not report to a similar position title / grade

EA's / Support Staff will be applied down to the Director level consistently (to Dean and Heads of School in Academia) – Flexibility regarding shared support where administrative volume dictates at lower levels needs to be considered

Budget / Benefit: new structures must be supported by a business case outlining the benefit and must have support of CFO or Finance partner

Authority and accountability will be delegated to the lowest possible level and will be held to account

Work placement at the appropriate level and capability with career paths

Diversity and inclusion There will be a focus on addressing gender and representation through workforce design

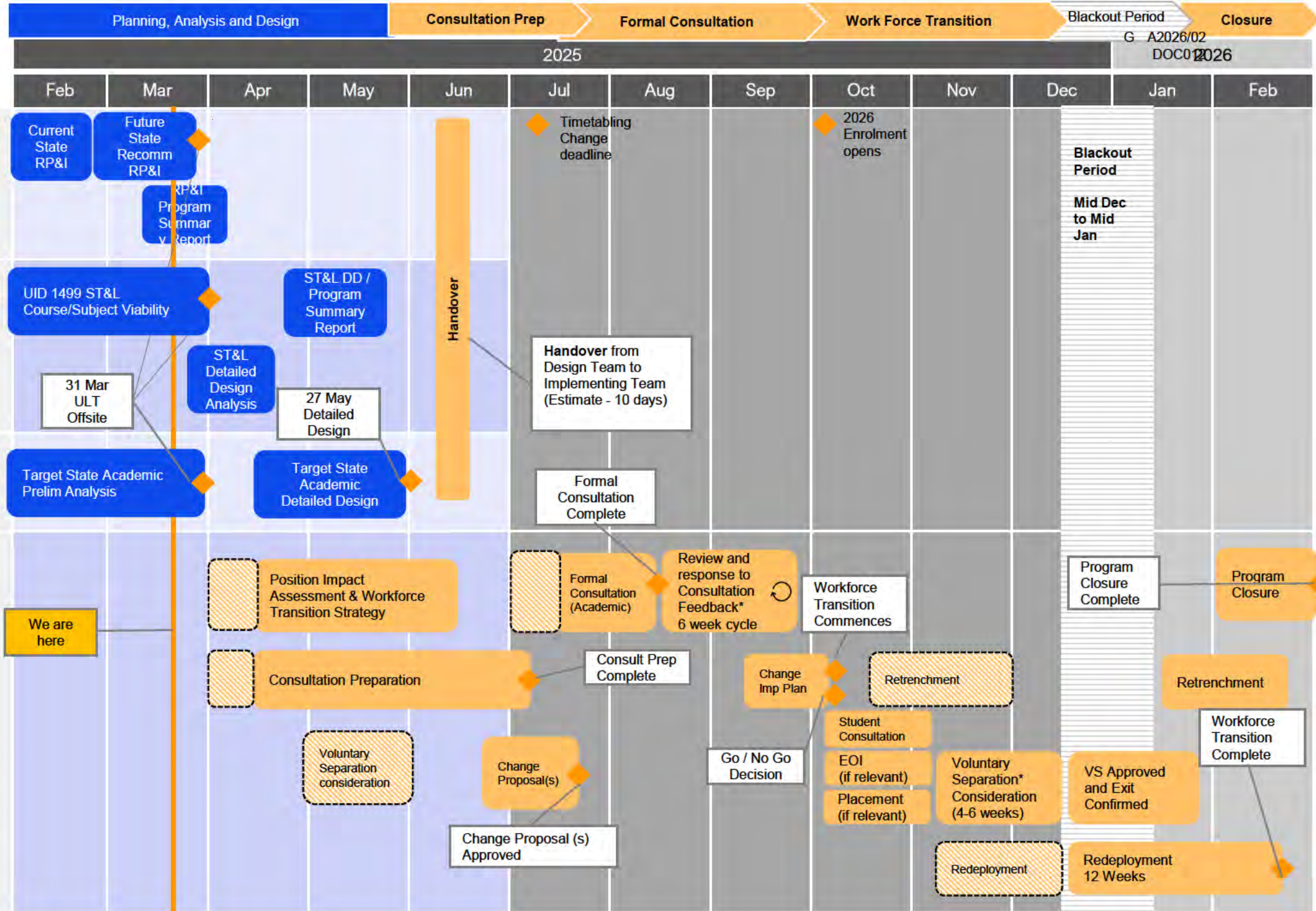


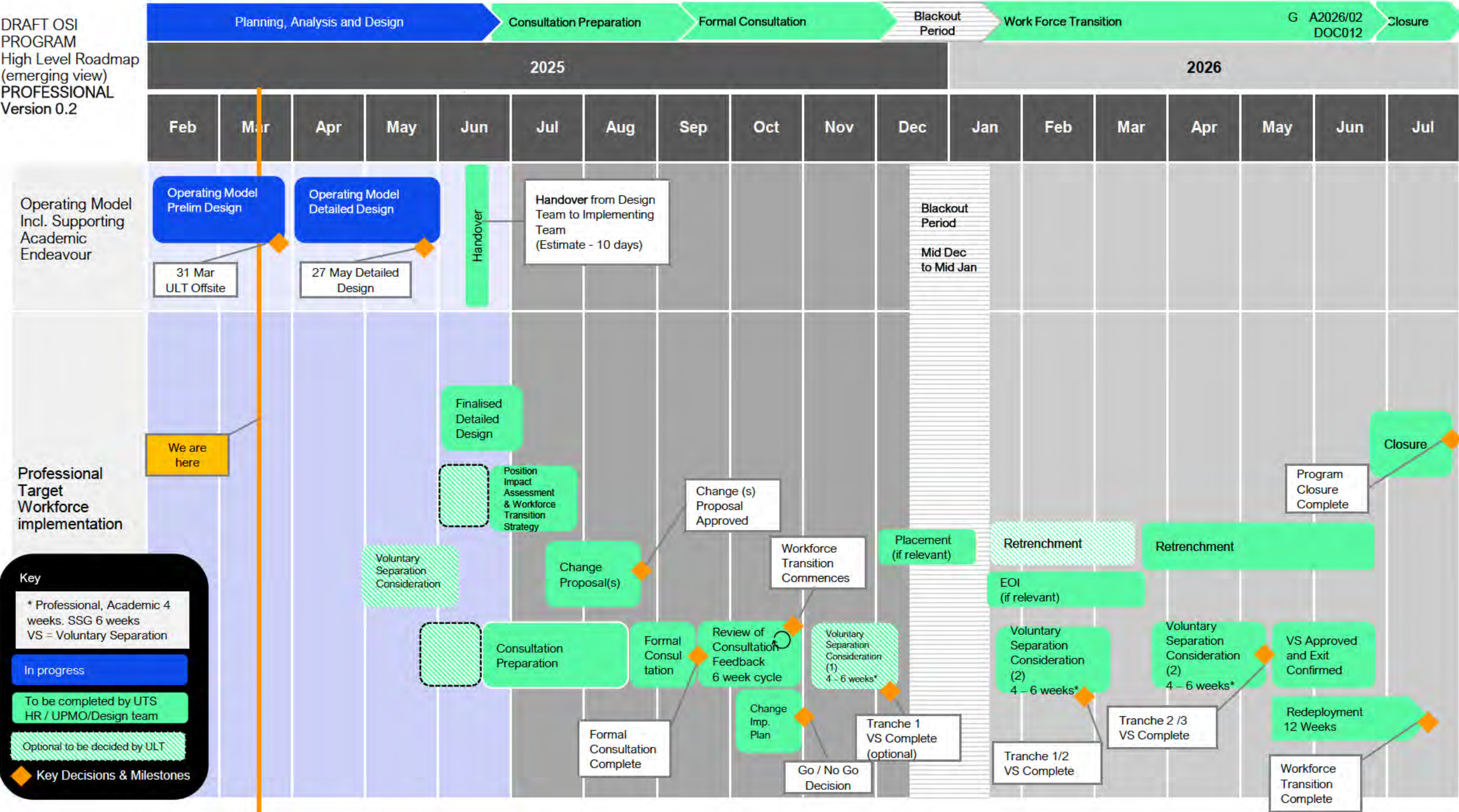


Session four: Scheduling and reporting

Draft in progress only. No final decisions made.

DRAFT OSI PROGRAM
High Level Roadmap
(emerging view)
ACADEMIC
Version 0.2





Program Directors Report

- Overall Op Model program status is RED** on account of key issues and risks in:
- Achieving the revised timeframe, while protecting quality and rigor. This spans strategic (e.g. designing for the future) to operational (e.g. ensuring there is sufficient design integration across the functions)
 - In the design phase, identifying the \$50m benefit, and protecting the benefit amount during consultation
 - In the implementation phase, realising the benefit in 2025
 - Ensuring changes made are sustainable and do not introduce unacceptable impact to business continuity
- Overall ST&L status is AMBER.**
- Program currently re-baselining schedule as plans and scope presented to ULT in December 2024 has shifted from a sustainability focus to a financial target focus.
 - Overall program is progressing aligned to the Tranche 1 work plan.
 - Program managing data quality and validation, if not resolved this will impact ability to achieve the required level of specificity for the course and subject alignment work.
 - Program having difficulty in measuring and tracking approach for Benefits realisation. Also has risks emerging related to resource gaps.
- Overall RP&I status is GREEN.**
- The overall program is advancing according to schedule, with the first milestone, a draft current state analysis, successfully delivered on 14 Feb 2025.
 - Potential delays are anticipated moving forward on the target state academic workforce given dependency on ST&L.
- The Operational Sustainability Initiative is managing to the approved total budget of \$5.9M (approved budget is 75% of the proposal). This budget is for completion of the design phase (Jan – May 2025) only.

Performance Summary	Ove rall	Cost	Sco	Sch	Ben	Res	Iss	Risks	Comments
UTS Operating Model Workstream (WS) 1: Service Delivery Model (SDM) Workstream 2: Supporting Academic Endeavour Workstream 3: Functional Optimisation	R	G	G	A	A	A	R	R	- Objective is to realise benefits of circa \$50m mainly through reduction in FTE and third-party expenditure. - Overall, the program is progressing to the revised schedule and timeline adjustments to the previous Program Plan necessitated by the VC's directive on 6 Feb 2025. - The are some notable risks with the revised direction associated with the delivery timeframe and meeting this with the rigour and quality required and access to and release of establishment staff data and guideposts. This presents a risk to completion of the design phase. We are yet to fully plan out the implementation schedule. Given the inherent risks in implementation, this puts that phase at risk as well. - The redirection also resulted in changes to the three workstreams, with WS1 and 3 being managed together. The program for delivery for WS1 and WS3 was recalibrated to a four-week sprint. Under WS1 the original four validation sessions built around the seven stages of SDM were revised down to two 1-hour consultations with Business Owners focused on (i) introducing the program and the methodology for detailed design and (ii) defining service taxonomies, classifying services and validating FTE per function. Further engagement between the Operating Model Program team and Business Owners has been necessary to continue developing and validating the taxonomies. - Detailed analysis and further work has been required to get a baseline of FTE data and reconcile this to 2024 actuals as per financial statements. This has caused a small delay in delivering guideposts per function. - Approximately 15 Preliminary Design papers are required for ULT in a short timeframe (due 31 March). The details required to inform the papers necessitate deep Business Owner engagement. Additional KPMG resourcing (Program Support) has been onboarded to support Business Owners in this sprint to meet the 24 March timeframe and help mitigate the risk regarding the delivery of the papers in the required timeframe to the appropriate quality and consistency. - The focus of WS2 has been on defining assumptions around (i) Academic Operating Model and Architecture and (ii) consistency in Administrative Support. Initial working session with the Deans were held on 28 February and 4 March to test the assumptions.



Performance Summary	Ove rall	Cost	Sco	Sch	Ben	Res	Iss	Risks	Comments
Sustainable Teaching & Learning (ST&L) Workstream 1: Course and Subject Alignment	A	G	A	A	A	A	G	G	- The overall program is progressing aligned with key activities outlined in the Tranche 1 work plan, noting it is delayed by a week based on the revised planning developed as a result of the VC's directive on 6 Feb 2025. This delay is due to requests for additional information to support conversations with the Faculty, which are now scheduled to begin the week of 10 March 2025. Please note that the program plan submitted to ULT on 12 Dec 2024 is no longer relevant for reporting purposes, as the scope has shifted from a sustainability focus to a financial target focus. - Key risks to the program have been highlighted and will be continuously iterated to the Program Sponsor with main risks revolving around data quality and data availability. FP&A are currently in the process of validating the ACA WF Allocation Data with Faculty Finance Partners to resolve outstanding reconciliation challenges that the team is experiencing. This is expected to be received no later than 5 March 2025. However, if any outstanding challenges remain, it will impact the team's ability to achieve the required level of specificity for the work. - Program has resourcing gaps based on what was outlined in the program plans. As of 3 March 2025, the program is still missing a Program Director, Change Manager, Business Analyst, Communication Analyst and PMO support. It is assumed that the HR IR SME that was allocated to this program is the same as target state academic workforce - A consistent method for tracking benefits realisation is still underway for the Operational Sustainability Initiative as a whole and will need to be tailored to ST&L once ready. - Work on the target state academic workforce is progressing well utilising analyses from both ST&L and RP&I programs. DVCES and DVCR have agreed that for ULT, one paper will be submitted for the academic program (target state academic workforce) with analysis from ST&L and RP&I serving as inputs. Varying thresholds have been identified to facilitate reaching the target academic workforce cost savings.
Research Productivity & Investment (RP&I)	G	G	G	A	A	A	G	G	- The overall program is advancing according to schedule, with the first milestone, a draft current state analysis, successfully delivered on 14 Feb 2025, as outlined in the program plan submitted to ULT on 12 Dec 2024. Potential delays are anticipated moving forward as during the target state academic workforce meeting on 20 Feb 2025 (combined ST&L and RP&I session). - DVCR has agreed that efforts towards RP&I can slow down to allow the team to accelerate the work on ST&L as both programs will come together as part of target state academic workforce. - Program has resourcing gaps based on what was outlined in the program plans. As of 3 March 2025, the program is still missing a Program Director, Change Manager, Business Analyst, Communication Analyst and PMO support. It is assumed that the HR IR SME that was allocated to this program is the same as target state academic workforce - A consistent method for tracking benefits realisation is still underway for the Operational Sustainability Initiative as a whole and will need to be tailored to RP&I once ready. - Work on the target state academic workforce is progressing well utilising analyses from both ST&L and RP&I programs. DVCES and DVCR have agreed that for ULT, one paper will be submitted for the academic program (target state academic workforce) with analysis from ST&L and RP&I serving as inputs. Varying thresholds have been identified to facilitate reaching the target academic workforce cost savings.

Operational Sustainability Initiative Performance – March 2025

Performance Summary	Ove rall	Cost	Sco	Sch	Ben	Res	Iss	Risks	Comments
Cost Management									- Overall on track 2025 budgets have been established to provide trajectory to achieving \$20m benefits - Working group has been established in 2024 and continues in 2025 to develop ideas and monitor execution - Scope is being further refined through a more forensic review of spend over April – May - In Q2, it is anticipated that ideas and proposals would be available for ULT consideration
UPMO Change Workstream 1: Program mgt & governance Workstream 2: Portfolio change and comms plan Workstream 3: Benefits Realisation Workstream 4: Business continuity / readiness & IR strategy	A	G	G	A	A	A	A	A	- Program progressing to schedule. IR strategy and Change & Communication plan on track. - Program has Change resource gaps and recruitment for transformation resources is challenging. - Change impact analysis and business readiness assessment is lagging because of program resourcing gaps and re-planning of the schedules currently underway.
Overall OSI performance	R	G	A	A	R	A	R	R	

Project Status Report: Cost Management

G A2026/02
DOC012

Project Manager Belinda Johnson Stage Business Sponsor Vice Chancellor	Project Start	1/2025	Status Report Dates		Status Report Indicators			
	Project Finish	12/2026	Reporting Period Start	Status Report Date	Overall		Risks	
			Reporting Period Finish	Milestone Period Finish	Schedule		Issues	
					Scope			

Status Description

The Cost management program (CMP) is on track. The CMP has been established including a working group who meets fortnightly to track ideas and execution. The 2025 budgets have had an approach applied to NSI whereby contingency will be held centrally, and business units will need to perform prioritisation for NSI on a lower absolute value than 2024 spend. Finance will commence a process of analysing the nature of NSI and fine tuning opportunities over Q2 for ULT consideration.

Key Achievements in this period

- CMP working group established
- 2025 budget target setting & contingency process completed
- Roll forward of 2024 initiatives considered

Key Activities planned for next period

- Prioritisation process for Business Units (BUs) NSI targets
- Finance review of university wide spend (eg by vendor / by BU etc) for opportunities
- Continued progress of opportunity ideas and execution by working group

Current Issues

- Nil to report

Current Risks

- Lack of adherence to NSI parameters

Milestones

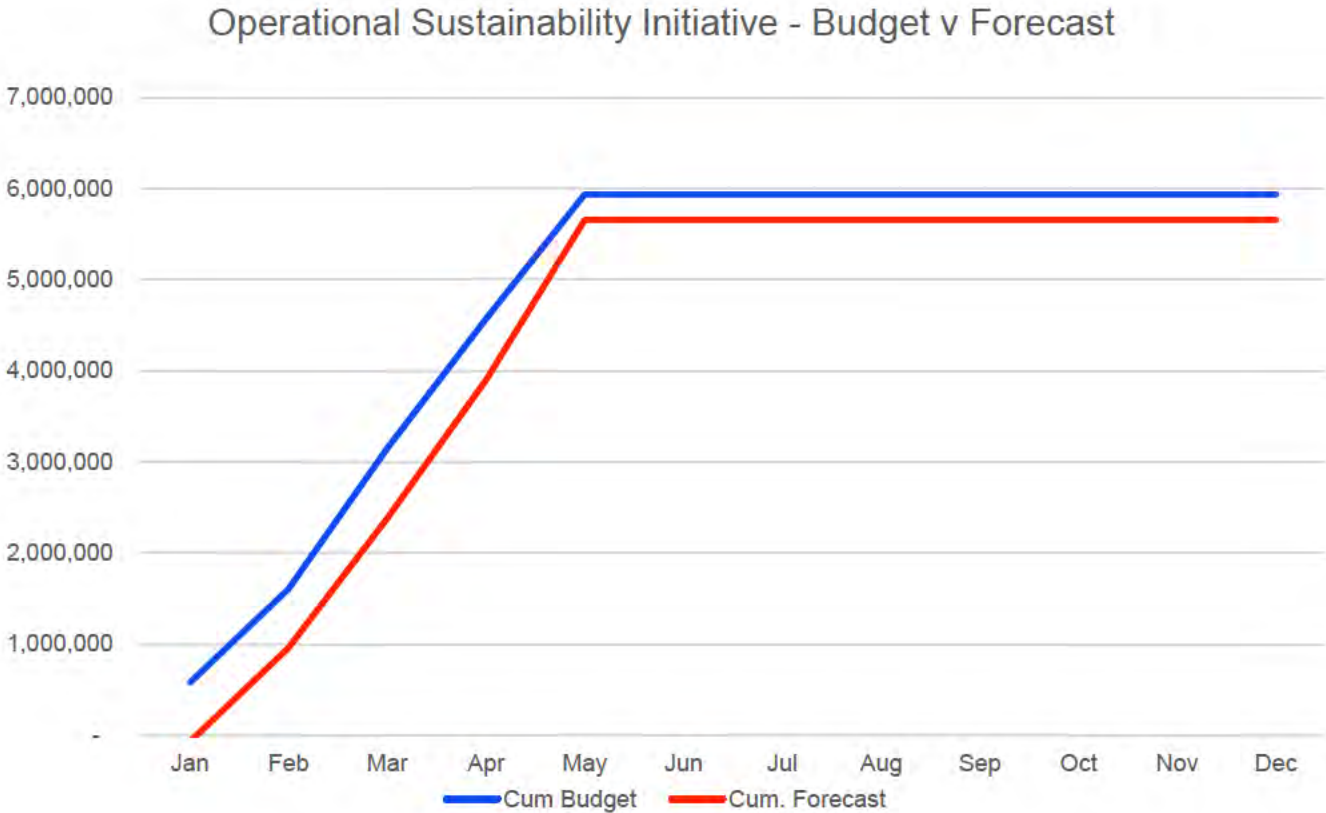
No matching records were found

2024 Financial performance summary

The Operational sustainability Initiative had \$5.9M budget for Jan – May approved (75% of proposal) by the VC in January 2025. This budget is for completion of the design phase only. The Initiative is tracking to budget. Based on delays in the recruitment of UTS resources, KPMG has supplemented and accordingly the savings on UTS budget is offset by variations in KPMG costs. Overall forecasting a small underspend of \$280K to May. The Program is looking to reclassify budget from Op Model to UPMO Change to address variances reported below. Re-planning of the schedule and budget impact will be reflected in the next program performance report.

FY2025 \$'000	Approved Budget	YTD Actuals	Forecast	Variance
Op Model	3,835.8	494.4	3,329.5	506.3
S T&L	818.0	191.3	667.6	150.4
R P&I	980.0	196.7	954.1	25.9
UPMO Change	303.4	75.3	705.9	- 402.5
Cost Mgt	-			
Totals	5,937.20	957.70	5,657.10	280.10

*Approved Budget and Forecast for Jan – May only;



Project / Phase	Achievements this period	Planned focus / achievements next period
Operating Model – Service Delivery Model / Design (Preliminary Design)	• Design Principles: shared the design principles with Business Owners as part of Validation Session 1 inputs. • Validation Session (1): repurposed to Business Owner briefing. Developed and delivered a session including preparing and socialising pre-reading materials to attendees covering the approach and methodology to service delivery modelling and service classification. • Replan actioned VC's directive on 6 Feb 2025 establishing a new program plan and delivery timeline. • Validation Session (2): repurposed to Business Owner functional consultations (x 11). Agreed scope of functional ownership; classified service nature; reviewed and validated the functional catalogue and classification of services. • Identified specific areas of opportunity within functional areas, using Level 3 taxonomies in alignment with the economic levers introduced during Validation Session 1. • Detailed Analysis: undertook detailed analysis to develop the following material in support of Business Owner Briefing: <i>Functional service mix</i> (classification breakdown); <i>functional staffing analysis</i> (HEW level breakdowns of staff identified against function); <i>service placement</i> (identification of functional staff locations across UTS, detailed review of staff both centralised and decentralised); and <i>benchmarking analysis</i> (UTS' functional services compared against organisations offering similar services). • Business Owner Briefing (1): briefed Business Owners on the methodology and approach to completing the Preliminary Design, expectations, roles, responsibilities and ways of working. • Resourcing: identification and onboarding x15 additional KPMG resources as Program Support personnel to assist Business Owners with drafting input into the Preliminary Design. Conducted introductions. • Preliminary Design Template: developed x 15 templates to capture preliminary design and savings magnitude per Business Owner / Functional Representative group and obtained Program Sponsor endorsement for the proposed content. • Preliminary Design Working Group Engagement: developed and presented a session including preparing supporting material to Business Owners defining the role of the Design Working Groups as a mechanism for stakeholder involvement and create a structured, data-driven and transparent approach to engagement. • Financial Guideposts: reached agreement with the CFO on initial financial guideposts for each functional area – amended on advice from sponsors and VC	Completion of the following key activities: • Identify indicative/potential savings by functional area • Establish high-level enabling requirements to enable target-state services • Understand key governance criteria like SLAs, delegations and policies • Capture critical processes for reengineering and reporting requirements • Capture key interactions between service providers and service recipients • Complete 15 Preliminary Design papers (one per functional area) for April ULT in accordance with the provided template and obtain ULT approval • Develop design integration approach to ensure cross function processes, policy architecture etc are all appropriately designed • Commence development of scenarios required to ensure critical processes are protected

Project / Phase	Achievements this period	Planned focus / achievements next period
Operating Model – Service Delivery Model / Design (Detailed Design)		Development of Detailed Design (Business Cases) per functional area - key activities include: Service Delivery Model (SDM) - Engage stakeholders to test SDM options and ensure an exhaustive approach is undertaken which best aligns to UTS' needs - Document the preferred SDM option including benefits and high-level impact assessment - Develop the Enterprise Service Blueprint as needed Organisational design and workforce considerations - Develop detailed organisational designs aligned with the SDM - Finalise roles, required skills, and capabilities for the new structure Technology requirements - Identify and capture high-level technology requirements aligned to future-state operations noting it is not expected these will support work reduction in 2025 Governance frameworks and policies - Review and update key policies to ensure delineation of key roles and responsibilities - Document SLAs for key services - Define governance forums and structures Process Management - Identification of critical processes that require re-engineering - Ensure all documented processes align with Enterprise Functional Blueprint Data, Insights and Reporting - Engage with stakeholders to align on data requirements - Review the reporting catalogue to ensuring enables future-state operational requirements
Operating Model – WS2: Supporting Academic Endeavour Sub-Workstream 1: Internal Academic Architecture / Preliminary Design	Define assumptions around (i) Academic Operating Model and Architecture and (ii) consistency in Administrative Support. A Deans working session was held on 28 February and 4 March to test an initial set of assumptions and seek feedback.	- Agree inclusions, work effort and teaming to deliver requirements for Preliminary Analysis ULT paper - Prepare and deliver a follow up Deans Working Session (scheduled 12 March) - Agree and schedule additional engagement activities as required, including with Provost, RP&I and ST&L Programs and Faculty representatives. - Draft Preliminary Analysis ULT paper summarising outcomes of Sub-Workstream 1

Operating Model Achievements and Milestones – March 2025

Project / Phase		Milestones / Deliverables: Next 3 Months	Progress	Activity Status	Estimated Delivery Date
Operating Model / Preliminary Design	◇	Operating Model Preliminary Design Submitted to Program Sponsors	18%	At risk	• 31 March
Operating Model / Preliminary Design	◇	Operating Model Preliminary Design Final Submission	18%	At risk	• 3 April
Operating Model / Detailed Design	◇	Operating Model Draft Detailed Design (Business Case) Complete	0%	At risk	• 26 May
Operating Model / Detailed Design	◇	Operating Model Detailed Design (Business Case) Final Submission	0%	At risk	• 27 May

Sustainable T&L Achievements and Milestones – March 2025

Overall Schedule Status

2024/25
DOC012

A

Project / Phase	Achievements this period	Planned focus / achievements next period
Program Establishment (Program Plan)	- Post OSI meeting on 6 Feb, program had to repivot to focus on, in the short-term, on identifying savings. This has led to changes in downstream activities such as the identification framework for course and subject alignment - The team has completed a revised ST&L work plan in preparation for the ULT presentation on 3rd April. The document outlines a structured approach to the course and subject viability analysis and includes the following key elements: - The primary course and subject rationalisation questions that Tranche 1 aims to address. - The proposed revised methodology for Tranche 1 of the course and subject viability analysis, including a detailed timeline for implementation. - The critical data-related decisions required to facilitate meaningful analysis and ensure informed decision-making.	Team to build out the key activities that will be required for the next phase of the program (i.e., any activities post ULT presentation on 3 April)
Current State Analysis (Course and Subject Alignment)	- In response to the changes post OSI meeting on 6 Feb, team has now focussed the course and subject performance analysis on key criteria that have been agreed on as part of the course and subject viability framework - Team has continued progressing developing the analysis and relevant packs that would be needed to support the Faculty engagement that will commence on 10 March 2025. This analysis will also include an overlay of information received from Faculties based on the first Faculty engagement. At a high level this includes: - An overview of performance at the University level - An overview of performance at the Faculty level, including a detailed list of courses and subjects with a negative total margin, as well as courses with under 20 EFTSL and subjects with below 10 EFTSL and under 25 headcount - In parallel, team is working on mapping the associated workforce required to teach the subjects at UTS (FTE and teaching hours effort). Team is in the process of validating and reconciling the academic workforce data to support the analysis required. - Team has also validated the performance of Sfl and EL courses across the university with FP&A (Elyse Murray)	- Faculty engagement on the outputs of the course and subject viability framework on 10 March 2025 - Development of ULT paper for submission to ULT on 27 March. Please note that only one ULT paper will be submitted for the academic program under 'target state academic workforce'. Analysis from RP&I and ST&L will be used as key inputs to shape the target state academic workforce analysis
Current State Analysis (Teaching Capacity)	Team has started mapping the teaching capacity available at the university based on the data provided; however, team notes that there are some gaps and limitations in the data (similar to 2023 ACA WF Allocation) that the team is working on resolving with FP&A. Once this is resolved, team will be able to present a more accurate picture of the teaching capacity available at the university	

Sustainable T&L Achievements and Milestones – March 2025

Overall Schedule Status
20162
DOC012

A

Project / Phase		Milestones / Deliverables: Next 3 Months	Progress	Activity Status	Estimated Delivery Date
ST&L / Analyse Course and Subject Viability as part of ST&L – WS1	◇	Analysis and Insights for ST&L Drafted and Documented, Submitted to DVCES	35%	At Risk	• Due 17 Mar 25
ST&L / Draft Preliminary Analysis	◇	Draft Target State Academic Workforce Preliminary Analysis Complete	0%	At Risk	• Due 24 Mar 25
ST&L / Program Finalisation ST&L – WS1: Course and Subject Alignment	◇	Program Summary Report for ST&L – WS1: Course and Subject Alignment Drafted, Submitted to DVCES	0%	To be confirmed	• Due 14 May 25
ST&L / Program Finalisation ST&L – WS1: Course and Subject Alignment	◇	Program Summary Report for ST&L – WS1: Course and Subject Alignment Final Submission	0%	To be confirmed	• Due 26 May 25

Legend

Milestone/Deliverable Indicators

Note: Indicator colour represents status



Value Release
Milestone



Decision
Milestone



Major
Deliverable

Status

To be
confirmed

Complete

On track

At risk

Won't
achieve

Project / Phase	Achievements this period	Planned focus / achievements next period
Current State Analysis	Research Productivity: - Team worked through data validation and reconciliation issues with Research Finance team over three separate sessions. - Team shared first full draft of research productivity analysis with DVCR on 14 Feb 2025 as per the timeline outlined in the program plan. This draft excluded: - Additional cuts on FTE by discipline (received 4pm, 13/2, and was undergoing validation and completion checks) - HDR completion by EFTSL - These were completed and provided as part of an extract to the RP&I Leadership Forum 18/2; they will also be included as part of the full pack in its next iteration. Research Investment: - Team worked through data validation and reconciliation issues with Research Finance team over five separate sessions, including identification of error in ABS submission methodology skewing 'other Commonwealth Government' data. - Team has shared the full draft of Research Investment with DVCR on 14 Feb 2025 excluding the cost profile of generating ERI. - Team met with Manager, Research Finance (Renee Estrella) on 19 Feb 2025 to confirm and validate any assumptions made, run through data sources and confirm that the analysis and narrative presented aligns with their understanding of the current state at UTS. HDR Deep Dive - Team has shared the full draft of HDR deep dive with DVCR on 14 Feb 2025 - Team met with Director, Graduate Research School (Yamini Sindoba Sandiran) on 19 Feb 2025 to confirm and validate any assumptions made, run through data sources and confirm that the analysis and narrative presented aligns with their understanding of the current state at UTS. Research Concentrations - Team has completed first draft of all University Centres by research/non-research, ERI, FTE and expenditure. Currently includes all research and non-research Centres, with 27 of these not established as separate org units in the Finance system. As a result, these have no income/expenditure data. - Team has shared full draft of research concentrations with DVCR on 14 Feb, noting that this will need to be refined once we receive confirmation of Centres in scope.	- Update current state analysis based on feedback from DVCR. Note that the DVCR has yet to provide feedback as it has been agreed with the DVCR that the priority for the RP&I program is to focus on the research areas of scale and focus framework, particularly the criteria that would support decision making for ST&L. Criteria has been agreed to be CAT1-4 income, ERI per FTE, FWCI and HDR completions. - Development of ULT paper for submission to ULT on 27 March. Please note that only one ULT paper will be submitted for the academic program under 'target state academic workforce'. Analysis from RP&I and ST&L will be used as key inputs to shape the target state academic workforce analysis.

Research P&I Achievements and Milestones – March 2025

Project / Phase	Milestones / Deliverables: Next 3 Months		Progress	Activity Status	Estimated Delivery Date
RP&I / Develop Current State		Finalise Current State Analysis for RP&I Current State Analysis Final Submission	70%	On track	Team has agreed with the DVCR that the priority should be on the research areas of scale and focus framework, particularly the criteria that would support decision making for ST&L. As such, the team has pivoted effort from RP&I to ST&L and the DVCR has paused on providing feedback on the draft current state report that was submitted on 14 Feb 2025
ST&L / Draft Preliminary Analysis		Draft Target State Academic Workforce Preliminary Analysis Complete	0%	At Risk	Due 24 Mar 25
RP&I / Future State Recommendations		Future State Recommendations and Insights for RP&I Drafted and Documented, Submitted to DVCR	0%	To be confirmed	Due 25 Mar 2025
RP&I / Future State Recommendations		RP&I Future State Recommendations and Insights Final Submission	0%	To be confirmed	Due 27 Mar 2025
RP&I / Program Finalisation		Program Summary Report for RP&I Drafted, Submitted to DVCR	0%	To be confirmed	Due 7 Apr 2025
RP&I / Program Finalisation		Program Summary Report for RP&I Final Submission	0%	To be confirmed	Due 11 Apr 2025

Legend

Milestone/Deliverable Indicators

Note: Indicator colour represents status

 Value Release Milestone

 Decision Milestone

 Major Deliverable

Status

To be confirmed

Complete

On track

At risk

Won't achieve

Operational Sustainability Initiative – Risk Register

IDENTIFICATION					ASSESSMENT			PLANNED ACTIONS		
ID #	Clarity ID	Name	Description	Risk Owner	Likelihood Rating	Consequence Rating	Current Risk Rating	Response Type	Risk Status	Proposed Action/ Treatment Plan
30	RSK2792	Benefit quanta not achieved	Expected scale of benefit not achieved due to: - Inability to accurately identify and record risk required to support financial saving - Risks associated with saving higher than tolerance	Mark Sandham	5 – Almost Certain	4 - Major	Critical	Avoid	Work in Progress	Support business owners in using the risk framework to articulate risk exposure in achieving the target and facilitate review to determine acceptability or otherwise
2	RSK3015	IR Risk	Inadequate internal practises could lead to IR exposure and Fair Work intervention, impacting project timelines, schedules, and benefits. Effective management and stringent practises are crucial to mitigating delays, increased costs, and compromised benefit realisation.	Mark Sandham	4 - Likely	4 - Major	High	Avoid	Work in Progress	Ensure the UTS IR team are engaged in the process throughout. There is a clear execution of IR strategy throughout the work being undertaken with regular communications. Consider sequencing of IR comms and messaging. Develop guidelines
3	RSK3017	Employee wellbeing	There is a risk that the scale of change across the University could lead to an increase in psychological safety hazards, impacting employee well-being and morale.	Alex Tillman	4 - Likely	4 - Major	High	Avoid	Work in Progress	HSW will lead the psychological safety assessment, identifying risks and implementing appropriate mitigations to manage them. To support this, open communication channels will be maintained throughout the transformation program, ensuring ongoing transparency.

Operational Sustainability Initiative – Risk Register

IDENTIFICATION					ASSESSMENT			PLANNED ACTIONS		
D #	Clarity ID	Name	Description	Risk Owner	Likelihood Rating	Consequence Rating	Current Risk Rating	Response Type	Risk Status	Proposed Action/ Treatment Plan
26	RSK2833	People Unit capacity to support concurrent Change Proposals	Given the size and scale of the program, the program intends to identify what elements of the change can be phased (while adhering to the Enterprise Agreement). There is a risk that the People Unit will not have the capacity to support,	Sarah Meaney	4 - Likely	3 - Moderate	High	Avoid	Work in Progress	7/3 Action underway to propose management through the UPMO and people change implementation process. Resource profile including PU requirements to be developed and approved. Outsourced options including PD development, recruitment and EAP to be considered as part of this approach.
28	RSK2781	Industrial Dispute	If the engagement with Unions and Staff over the industrial elements of the change are not effectively managed, it could result in industrial and or legal action and could limit the scale/nature of the change and/or delay the delivery timeframes.	Fiona Thomas	4 - Likely	3 - Moderate	High	Avoid	Work in Progress	1. Industrial strategy encompassing union engagement 2. Residual risk acceptance.
29	RSK2870	Capacity / Capability of PU Business Partners to deliver on forthcoming change agenda	Op Model needs continuing BP support from the People Unit to deliver on the changes that will be identified. BPs will have a key role in the design and delivery of future workforce proposals.	Dave Holme	3 - Possible	4 - Major	High	Avoid	Work in Progress	1. Recruitment underway for strategic HRBPs in the new PU op model 2. Investigate using partner consultancy to provide dedicated BP support to the program
31		Schedule	There is a schedule risk that the benefits will not be achieved by December 2025 as required by the UTS Finance Plan	Mark Sandham	5 – Almost Certain	4 – Major	Critical	Avoid	Work in Progress	Additional constraints in NSI and reduced investment in 2026

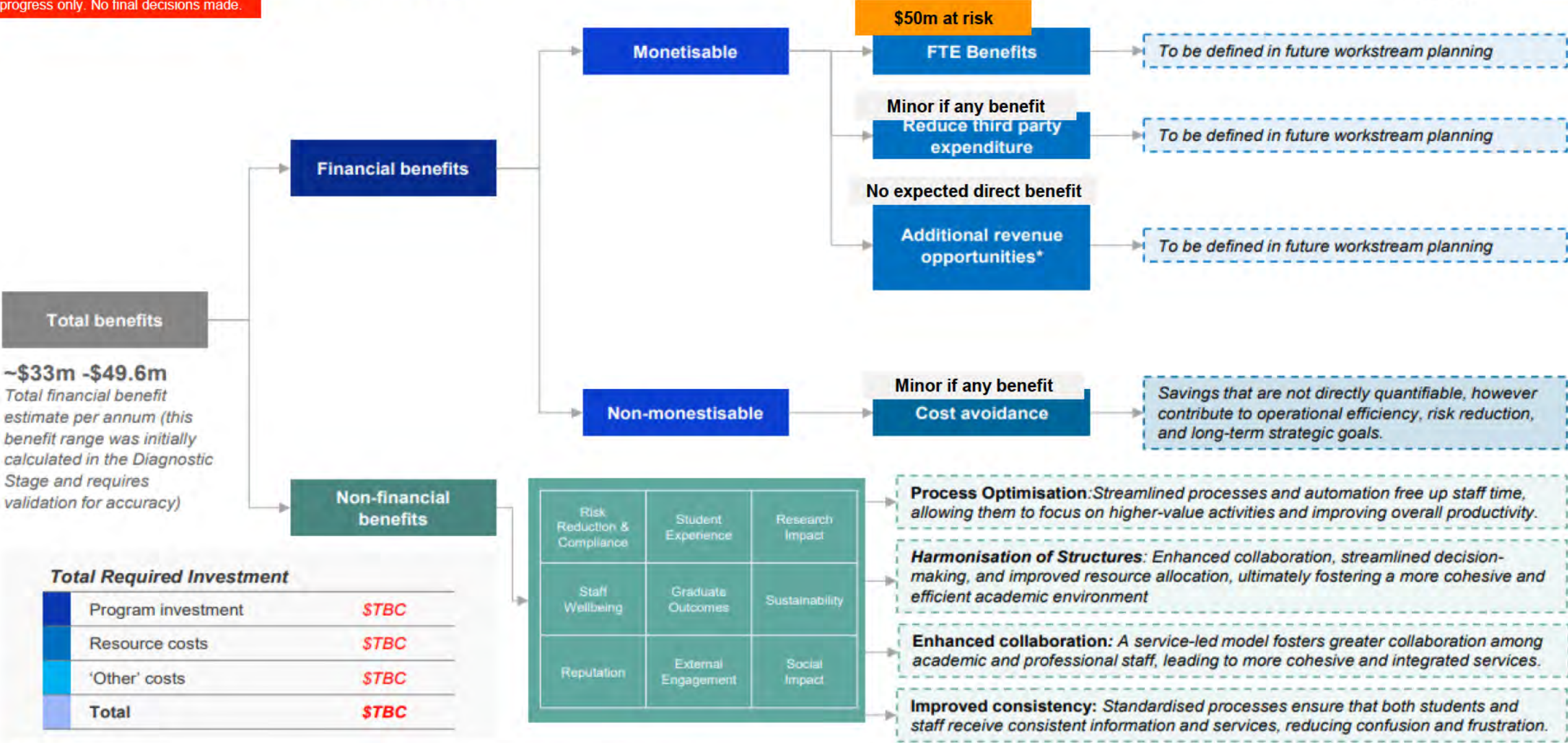
Draft in progress only. No final decisions made.

Operational Sustainability Initiative – Issues Register

Issue ID & Name				Description	Impact Date	Target Resolution	Consequence	
Issue ID #	Clarity ID	Name	Owner	Commentary	Resolution		Consequence Rating	Status
Operating Model Program								
2	ISS1275	Quality of establishment data	Dave Holme	1. Impacts ability to gain view of current state 03/12/24 - Establishment data refresh process has been tested and provides a continuing consistent system view that is manageable. Delivery of Orgvue instance will enable modelling of current state including hierarchy amendments further cleaning the usable data. This has been agreed and is in process. This can be closed once Orgvue is enabled however this is not a final solution. That can only delivered through ERP implementation. Staff disengagement due to lack of understanding of changes and impacts, and length of time for change to occur.	31/10/24	21/12/24	Major	Open
					1. Not started	2. Final resolution is delivery of ERP program		
3	ISS1307	There is no integrated view of changes with clear linkage to UTS strategy or “the why”	Kerry Knott	There is too much competing change happening across UTS that is not integrated, sequenced or governed centrally from a change / comms standpoint. Anecdotal feedback has indicated UTS manages change poorly and that change fatigue is high.	5/11/24	8/11/24	Major	Open
					Manifestation is 3 fold:			
					1. Change Proposals			
					2. Translate into Comms			
					3. How to reference the inter-relationships			
4	ISS1329	NEO Updates	Dave Holme	Currently there is one person assigned to NEO updates who is a retiree who has returned to help out. There is a single point of dependence here considering the potential volume that will be coming and also a single point of risk.	28/2/25	2/5/25	Major	Open

Operating Model - Benefits

Draft in progress only. No final decisions made.



Total Required Investment

Program investment	\$TBC
Resource costs	\$TBC
'Other' costs	\$TBC
Total	\$TBC



*Financial benefits realised by the Op Model Program are mostly cost reduction. Further analysis will determine potential revenue raising opportunities.

Complete

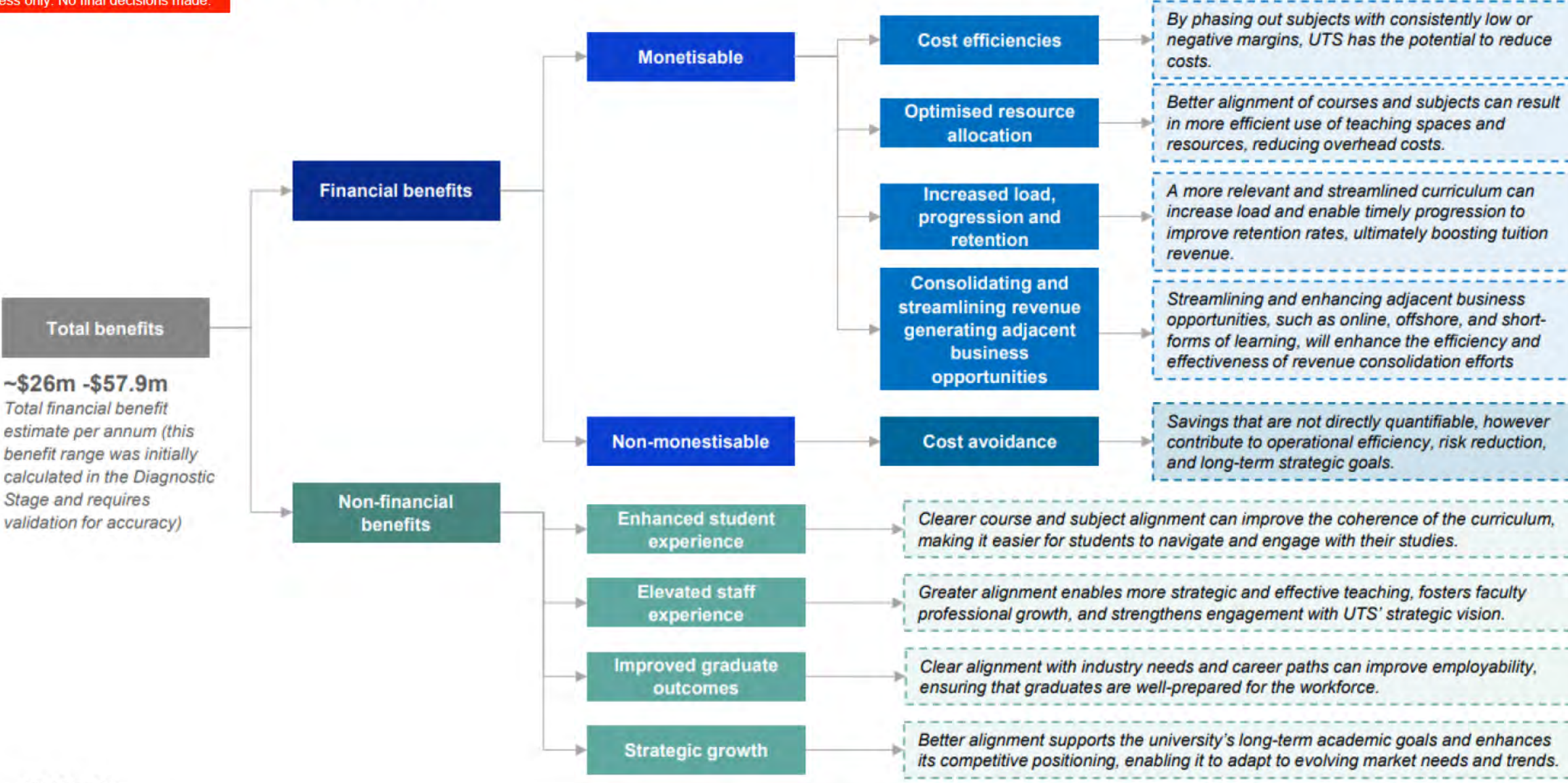
On track

At risk

Won't achieve

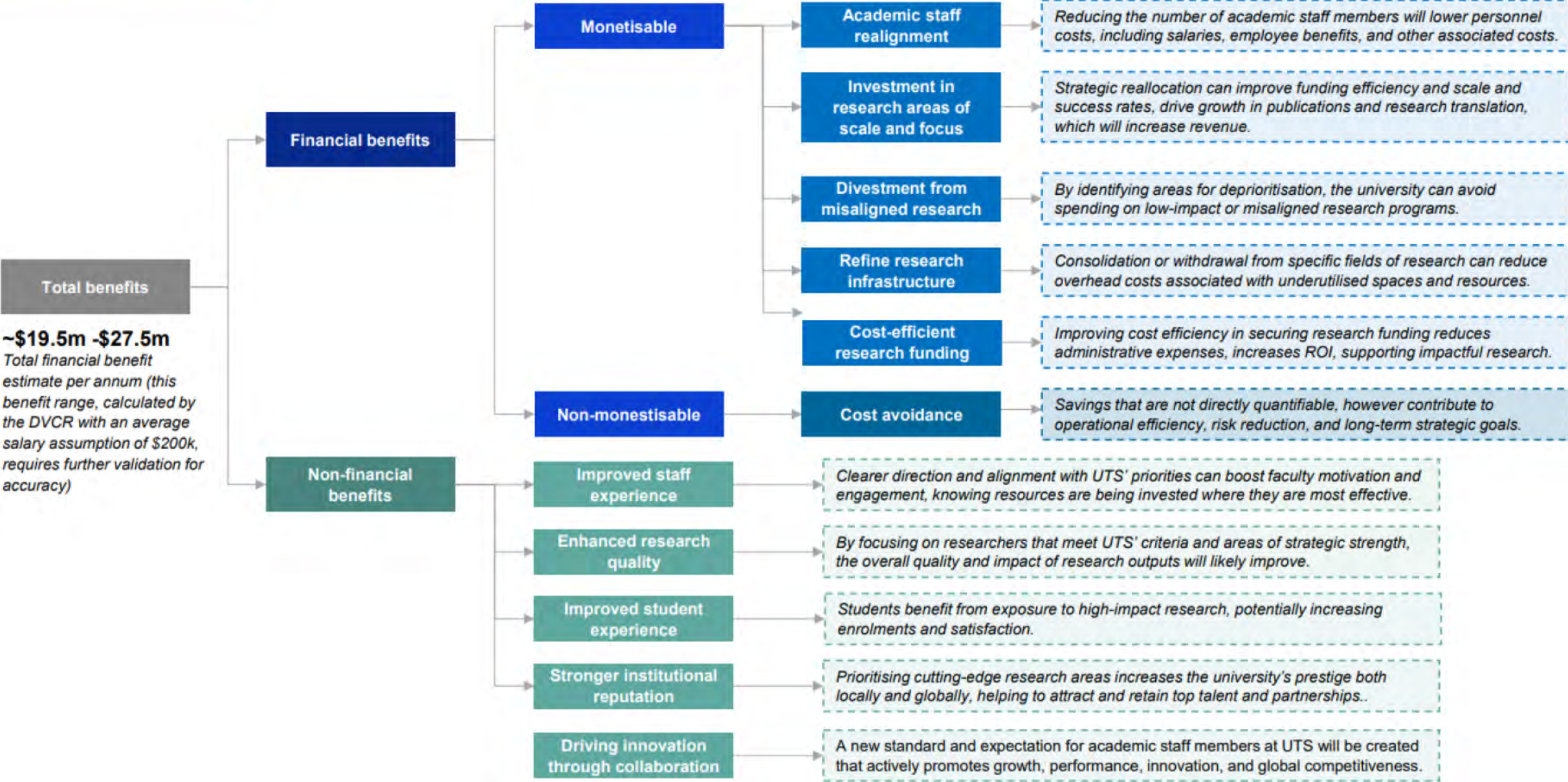
Sustainable T&L - Benefits

Draft in progress only. No final decisions made.



Research P&I - Benefits

Draft in progress only. No final decisions made.





Appendices

- A. RAG Definition
- B. Risk rating
- C. Program on a Page

Appendix A Updated Traffic Light RAG Definitions

	Green: Program Not Affected. Progressing as planned	Amber: Program Potentially Affected. Proactive program leadership action may be required	Red: Program Affected. Program leadership action required	Inputs
Financials	+/- 5% variation in forecast or spend to budget for approved scope.	- Variation of +/- 5-10% in forecast or spend to budget for approved scope, OR - Financial variations (PVRs) are in progress, requiring access to separated contingency equivalent to <10% of program budget.	- Financials are not approved, OR - Variation of +/- >10% in forecast or spend to budget for approved scope, OR - Financial variations (PVRs) are in progress requiring access to separated contingency equivalent to >10% of program budget.	- Approved CY Program budget. - YTD Program forecast for CY. - YTD Program spend for CY. - Dollar value of variations sought this CY.
Scope	- Scope is approved, AND - No scope variations (PVRs) are in progress.	- Scope is approved, AND - Scope variations (PVRs) are in progress.	- Scope is not approved and/or - Scope variations (PVRs) are in progress that could impact costs, benefits or schedule baselines.	- Approved Business Case. - Approved and/or in progress Scope PVRs.
Schedule	- Program on track for all baselined value release and/or gold milestones and no slippage of baselined critical path has occurred, AND - No schedule variations (PVRs) are in progress.	- Baselined Schedule exists but has not fully articulated value and gold milestones and critical path for this CY/phase, OR - Slippage of up to 30 days of any value release and/or gold milestones or baselined critical path has occurred, OR - Schedule variations (PVRs) are in progress.	- Baselined Schedule does not exist, OR - Slippage of more than 30 days of any value release and/or gold milestones or slippage of critical path has occurred, OR - Schedule variations (PVRs) are in progress that would lead to slippage of more than 30 days.	- Approved baselined schedule including value/ gold/ silver and bronze milestones, and the critical path. - Approved baselined Schedule includes agreed Phases and Gates. - Actual status for value/ gold milestones and critical path against approved baseline.
Benefits	- Benefits are identified, categorised, approved, measurement and benefits realisation tracking are in place, AND - Benefits ownership in place.	- There is difficulty in measuring / tracking a benefit category or identifying / assigning a Benefits Owner (only relevant for later Phases of project delivery), OR - Benefits variations (PVRs) are in progress, with a likely reduction of <10% to a benefit category.	- Benefits don't yet exist in the Program, OR - Benefits variations (PVRs) are in progress that have a likely reduction of more than 10% in any benefit category.	- Approved benefits (normally as part of Business Case). - Approved benefits register (held by UPMO).
Resourcing	- Team is at planned capacity (staff/ contractors/ consultants/ vendors), AND - The current team have the requisite access to UTS subject matter experts.	- Team is under planned capacity by <10% (staff/ contractors/ consultants/ vendors), OR - The current team do not have the requisite access to some of the UTS subject matter experts.	- Team is under planned capacity by >10% (staff/ contractors/ consultants/ vendors), OR - The current resources do not have the requisite access to a significant proportion of the UTS subject matter experts.	- Approved resource plan, includes onboarding schedule, roles and responsibilities, required capacity/ forecast days per role/ run rate. - Map of UTS subject matter experts and availability.
Risks and Issues	- Risks and issues registers up to date, all updates within the last 14 days, AND - There are no risks or issues with a current rating of Critical or High that have been open for >14 days without an agreed (and on-track) treatment plan.	- Risks or issues registers have not been updated the last 14 days, OR - One or more treatment plans for current Critical and High rated risks and issues are behind schedule by <30 days, OR - One open issue is rated as High.	- Risks or issues registers do not exist or are not up to date, with risks that have not been updated in the last 30 days, OR - One or more treatment plans for current Critical and High rated risks and issues, are behind schedule by >30 days, OR - Multiple open issues are rated as High.	- Risk and issues register in ProjectConnect, all mandated fields completed. - Approved risk treatment plans in Project Connect. - Approved issue agreed paths to resolution, and resolution date in ProjectConnect.

Appendix B Risk rating

Overall Risks Ratings

Category	Insignificant	Minor	Moderate	Major	Catastrophic
Organisation Change Management	Effective delivery of business change, little business disruption, little management time being redirected to address concerns	Moderately effective delivery of business change, little business disruption, some management time being redirected to address concerns	Poor delivery of business change, some business disruption, some management time being redirected to address concerns	Failure to deliver business change, moderate business disruption, moderate management time being redirected to address concerns, potential industrial action	Failure to deliver business change, significant business disruption, significant management time being redirected to address concerns, potential industrial action
Scope	Minor review or changes to scope elements (change requests may not have been required)	Some review or changes to <10% of scope elements (change requests may not have been required)	Moderate review or changes to 10% - 25% of scope elements (change requests required)	Significant review or changes to 25% - 50% of scope elements (change requests required)	Significant review or changes to > 50% of scope elements (change requests required)
Quality	Minor review or changes, or potential non-attainment, impacting some of the future "value", "gold" and "silver" deliverables (change requests may not have been required)	Some review or changes, or potential non-attainment, impacting <10% of all future "value", "gold" and "silver" deliverables (change requests may not have been required)	Moderate review or changes, or potential non-attainment, impacting 10% - 25% of all future "value", "gold" and "silver" deliverables (change requests required)	Significant review or changes, or potential non-attainment, impacting 25% - 50% of all future "value", "gold" and "silver" deliverables (change requests required)	Significant review or changes, or potential non-attainment, impacting > 50% of all future "value", "gold" and "silver" deliverables (change requests required)
Schedule	Minor delays or rescheduling of milestones (value, gold or silver) (by < two weeks)	Minor delays or rescheduling of milestones (value, gold or silver) (by < a month)	Moderate delays or rescheduling of milestones (value, gold or silver) (by < two months)	Major delays or rescheduling of milestones (value, gold or silver) (by < three months)	Significant delays or rescheduling of milestones (value, gold or silver) (by > three months)
Cost	Potential financial impact on UTS of < \$0.25m, or < 5% of the budget (whichever is the smaller)	Potential financial impact on UTS of < \$0.5m, or < 10% of the budget (whichever is the smaller)	Potential financial impact on UTS of < \$0.75m, or < 15% of the budget (whichever is the smaller)	Potential financial impact on UTS of < \$1.0m, or < 20% of the budget (whichever is the smaller)	Potential financial impact on UTS of > \$1.0m, or > 20% of the budget (whichever is the smaller)
Benefits	Minor review or changes to benefits in one or two categories (change requests may not have been required)	Some review or changes to benefits in more than two categories (change requests may not have been required)	Moderate review or changes to benefits in at least one category (change requests required)	Significant review or changes to benefits in at least one category, quantum changes by > 25% (change requests required)	Significant review or changes to benefits in at least one category, quantum changes by > 50% (change requests required). Likelihood that the majority of benefits are not delivered

Likelihood Table

Rating	Likelihood of Occurrence
Almost Certain	The risk is expected to occur in most circumstances
Likely	The risk will probably occur in most circumstances
Possible	The risk should occur at some time
Unlikely	The risk could occur at some time
Rare	The risk may only occur in exceptional circumstances

Enterprise Risk Management Framework

		Risk					Opportunity							
Likelihood	Almost Certain 5	Moderate 6	High 7	High 8	Critical 9	Critical 10	Transformative 10	Transformative 9	Substantial 8	Substantial 7	Moderate 6	Almost Certain 5	Likelihood	
	Likely 4	Moderate 5	Moderate 6	High 7	High 8	Critical 9	Transformative 9	Substantial 8	Substantial 7	Moderate 6	Moderate 5	Likely 4		
	Possible 3	Low 4	Moderate 5	Moderate 6	High 7	High 8	Substantial 8	Substantial 7	Moderate 6	Moderate 5	Minor 4	Possible 3		
	Unlikely 2	Low 3	Low 4	Moderate 5	Moderate 6	High 7	Substantial 7	Moderate 6	Moderate 5	Minor 4	Minor 3	Unlikely 2		
	Rare 1	Low 2	Low 3	Low 4	Moderate 5	Moderate 6	Moderate 6	Moderate 5	Minor 4	Minor 3	Minor 2	Remote 1		
		Insignificant 1	Minor 2	Moderate 3	Major 4	Catastrophic 5	Transformative 5	Major 4	Substantial 3	Minor 2	Insignificant 1			
		Consequence												



DRAFT

Operational Sustainability Initiative

Industrial Relations Strategy

March 2025

OSI IR Strategy

Key Objectives

- Support with planning, design, consultation and implementation of the OSI change initiatives
- Minimise disruption to operations, teaching and research activities
- Minimise people impact and retain staff engagement
- Ensure compliance with legal requirements and manage associated risks
- Minimise workplace disputes and claims

OSI IR Strategy – Key elements

Stakeholder identification and engagement

- Identify stakeholders and prepare stakeholder engagement plan
- Establish system for regular updates to stakeholders on the status & progress of change program, with feedback mechanisms for staff and unions

Consultation processes with staff and unions

- Adequate change proposals, which are both effective and compliant with legal requirements under applicable laws and enterprise agreements
- Meaningful and compliant consultation that affords impacted staff and unions a reasonable opportunity to provide responses to proposed changes so UTS can consider that feedback before deciding on implementation of proposed changes

Support for staff and leaders

- Ensure a transparent and structured process with appropriate communications, timeframes and resources for staff and leaders
- Establish mechanisms to ensure staff and leaders have appropriate support with the process, including by systematically and compliantly developing & implementing controls to manage associated psychosocial risks

Change Road Map and IR integration

- Develop a roadmap of all change activities, which ensures a logical sequence, optimal opportunity for staff engagement, with minimal impact and disruption.
- IR integration in each phase, which considers people impact and legal compliance and risk management
- Consider and take into account interdependencies across the various initiatives across the University

Risk management

- Risk management strategies to identify and control foreseeable risks to UTS and its people arising from the change initiatives

Risk Assessment overview

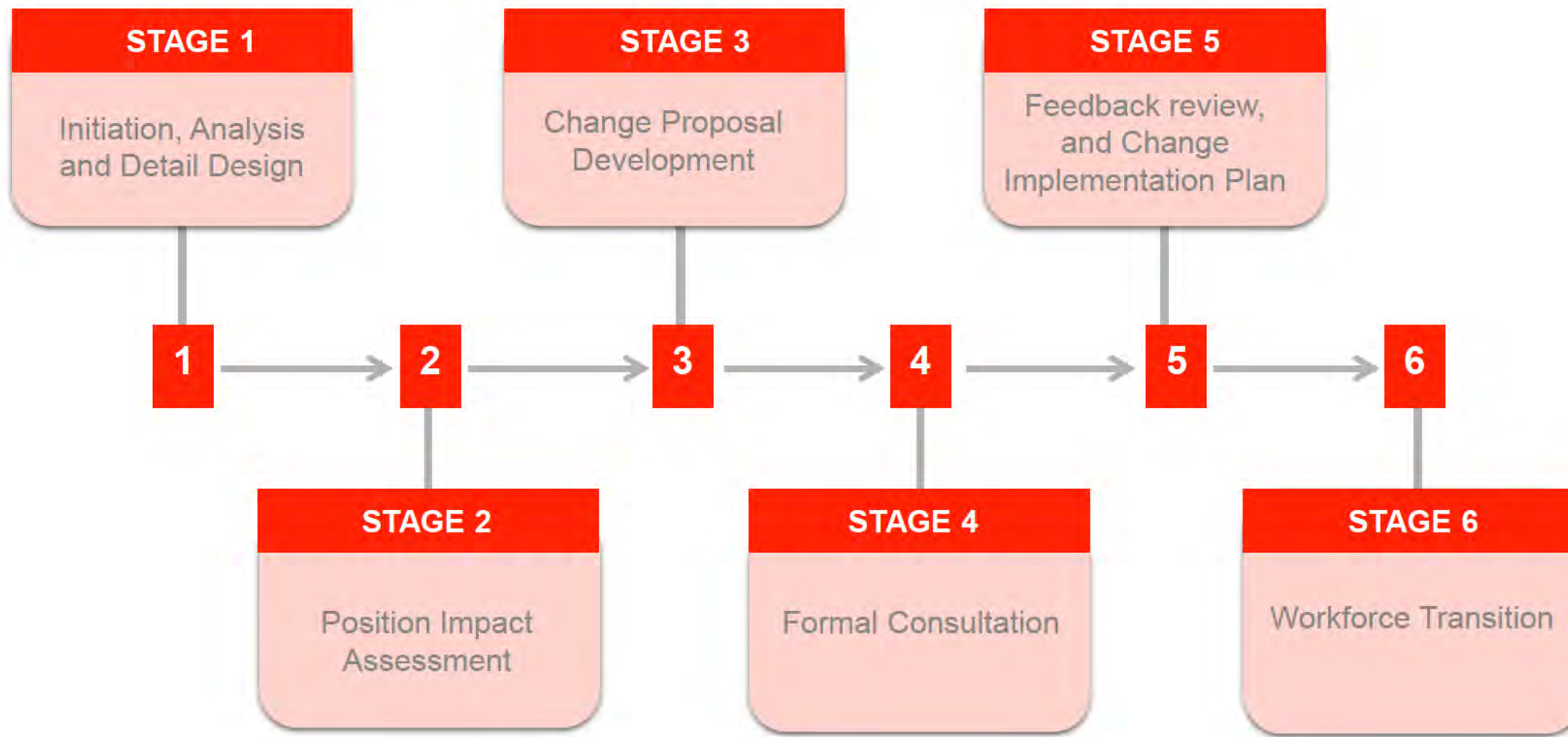
Risk	Cause	Potential Consequence	Mitigation
High staff absenteeism & low work performance	Stress about potential change impact Duration of change process	Low work productivity Negative impact on teaching and research outcomes	Effective strategy development and project management for change program Robust staff engagement and support Transparency with information-sharing and decision-making
Failure to comply with legal requirements	Inadequate planning and time for undertaking Position Impact Assessments and developing Change Proposals Lack of knowledge of legal requirements under applicable legislation and enterprise agreements, and practical measures for achieving compliance Lack of suitably qualified resourcing	Disputes and legal claims Delays in changes processes Legal costs and liability exposures Damaged relationships with staff Adverse publicity and reputational damage	Understand legal compliance requirements and record in legal compliance register Ensure action plans consider legal requirements and include compliance measures
Delay	Disputes/legal applications Lack of resourcing Extended consultation period	Delay in delivering required changes & increased cost Adverse impact on staff Negative impact on teaching and research outcomes	Flexibility in process Contingency plans Adequate staff engagement and communications
Lack of resourcing	Underestimation of required resourcing to support the change process Budget constraints	Delay in change process Impact on leaders and other staff	Ensure appropriate planning and resourcing
Psychosocial impacts on staff	Stress about job insecurity for impacted staff Lack of resourcing High demands on leaders	Low staff morale/engagement Psychological injury or illness Low work productivity and absenteeism Disputes, legal claims and regulatory enforcement action	Systematic and compliant psychosocial risk management with support from suitably qualified subject matter experts (see slides 14 to 16 for an overview of stage 1 of the Psychosocial risk management services for OSI)



Process and VS Options

March 2025

Major Workplace Change (Process)



Key stages & requirements

Change Proposal development

- If the University decides to propose a *major workplace change*, it must develop a Change Proposal for consultation with affected staff and unions.
- The Change Proposal must include the detail required by the Agreements including:
 - the nature and reason for the proposed change
 - the proposed changes to the structure and workforce including the detail design and target state
 - the likely impact on positions and staff, including changes to work processes, workloads, placements, redeployment opportunities and identifying potentially redundant positions
 - Identifying potential changes based on the target future state and operational requirements, not individual staff performance, traits or conduct
 - objective criteria to determine how potentially redundant positions will be identified, if a reduction in the same/similar position is contemplated

Consultation

- The consultation period provides an opportunity for affected staff (and unions) to seek clarification and provide feedback on proposed changes, suggest alternative solutions and raise matters for consideration prior to a final decision being made
- Staff and unions must be given reasonable time to consult before any final decisions are made

Implementation

- Before implementation, the University must advise affected staff in writing of its decision regarding the proposed changes (including any revised changes)
- Must consider and offer ways to minimise retrenchment as required by the enterprise agreements (eg redeployment, voluntary separation, LSL, LWOP, change to fraction, transition to retirement)

Implementation Approach Academic Staff

Following release of the Change Implementation Plan the workforce transition activity may include the following activities, tailored to the change impact:

- considering differing individual impacts such as:
 - adjustment to workload allocation
 - reduction in FTE
 - redundant positions where no suitable alternative position identified (eg complete removal of discipline)
 - impacted areas where a teach out is proposed (consultation on options and timing)
- implementation of an EOI process, criteria and assessment methods
- voluntary separation (EOI to be concluded prior to close of VS consideration, to allow for VS application)
- if no redeployment or VS application – retrenchment provisions will apply (6 weeks notice)

Implementation Approach Professional Staff

Further detail on the Op Model and Academic Structures (when available) will assist in scoping of workforce transition options for professional and SSG staff

Potential change impacts might include:

- Reduction of local professional support at faculty level due to the removal of academic positions
- Removal of a discrete function or service with all roles linked to that service not required in the area or across the University. No future state design
- Reduction in the aggregate number of like positions
- Broader redesign across a function/s that go beyond one work area/unit and involve high impact on professional staff across faculty and division

Subject to the position impact assessment, workforce transition process may include the following activities:

- Direct Placement
- EOI process
- Voluntary separation process

Voluntary Separation Options for consideration- Academic staff

NB: Options are not exhaustive and are for consideration only

Options	May suit	Eligibility and Scope	Broad Considerations	Severance payment & timing
Option 1 EOI before the Change Proposal	Academic staff who: - Are interested in an exit (for career transition or personal reasons) - Don't want to go through change - Are in potentially impacted areas	- Eligibility and exclusion criteria would apply - Broad scope - likely across most faculties, with some exclusions	- Faculties to identify any caps - EOI first considered by the faculty - Entirely voluntary process - Implement risk mitigation, including consideration of impact on staff, unions and resourcing requirements - May delay timing of Change Proposal - Potential low engagement if EOI is declined	- Incentivised payment: greater than the Agreement VS entitlement - EOI closes prior to release of change proposal - Exit dates determined based on operational requirements
Option 2 EOI during Change Proposal consultation period	Academic staff who: - Are identified as potentially impacted and don't see a future in the target academic state - Are interested in an exit (for career transition or personal reasons) - Want certainty early	- Academic staff in impacted areas - Other non-impacted academic staff that meet a set of eligibility/exclusion criteria. - Some exclusions	- Faculties will assess the EOIs against the proposed future FTE in impacted areas identified in the CP - EOIs from non-impacted areas reviewed against objective criteria - Potential low engagement if EOI is declined	- Severance payment consistent with VS severance details in the Agreement - EOIs assessed during CP consultation period - Exit dates determined based on operational requirements

Consider possible development of a payment self assessment calculator



FYI only Change Process information aligned to Clause 52 Major Workplace Change, UTS Staff Agreement, 2021

Operational Sustainability
March 2025

Major Workplace Change (Clause 52 UTS Staff Agreement, 2021)

Application - the provisions of this Clause apply to **continuing and fixed-term staff – academic and professional**

Major workplace change applies to changes in operational requirements that could reasonably be expected to have a significant impact on continuing or fixed-term staff. Such significant impacts may arise from:

- changes to the organisation structures where these are likely to give rise to reductions in staffing that may lead to redundancy, or significant and sustained changes to workloads;
- Significant changes to the functions, duties and responsibilities of positions that may lead to a need for different skills, qualifications and/or experience for positions;
- phasing out or discontinuing an existing program of teaching and/or research where these are likely to give rise to reductions in staffing that may lead to redundancy, or significant and sustained changes to workloads;
- potential outsourcing of functions where these are likely to give rise to reductions in staffing that may lead to redundancy, or significant and sustained changes to; or
- major alterations to work arrangements such as the introduction or removal of shiftwork, or the relocation of staff to another campus that involves unreasonable additional travel.

Note - Providing that the staff member has been employed in the same or substantially similar position and identically classified position in the same department (or equivalent), that staff member cannot be subject to more than one change process involving the potential redundancy of their position in any two-year period.

Consultation – UTS Staff Agreement, 2021 (52.12-52.14)

The formal consultation period provides an opportunity for staff affected by a proposed change to seek clarification and provide feedback on proposed changes that affect their role or the way they work, suggest alternative solutions and raise matters for consideration prior to a final decision being made.

*Following the initial consultation process, if the University decides to propose a major workplace change the University will develop a **Change Proposal** for consultation with staff directly affected by such a change and Unions.*

The Change Proposal will include:

- *why the change is necessary, the nature of the change and expected outcomes;*
- *the likely impact of the proposed change on staff, including **changes to positions, work processes, workloads, placements, redeployment opportunities and possible redundancies (as relevant)**;*
- *the process for consultation and proposed implementation strategies, including anticipated timelines;*
- *a proposed approach for a review of the implemented change; and*
- *information on the support available for staff.*

Where relevant, the Change Proposal will also include:

- **organisational charts outlining the current structure and proposed structure, and any proposed new or changed position descriptions;**
- *copies of, or extracts from, any reports that have led to the proposed change;*
- **anticipated financial implications** of the proposed change;
- **an assessment of the psychosocial health and safety impact** of proposed changes on staff, **including workload matters, and proposed mitigation strategies;** and
- **an assessment of the impact on workforce diversity** in relation to the University's equity and Indigenous employment objectives, and proposed mitigation strategies.

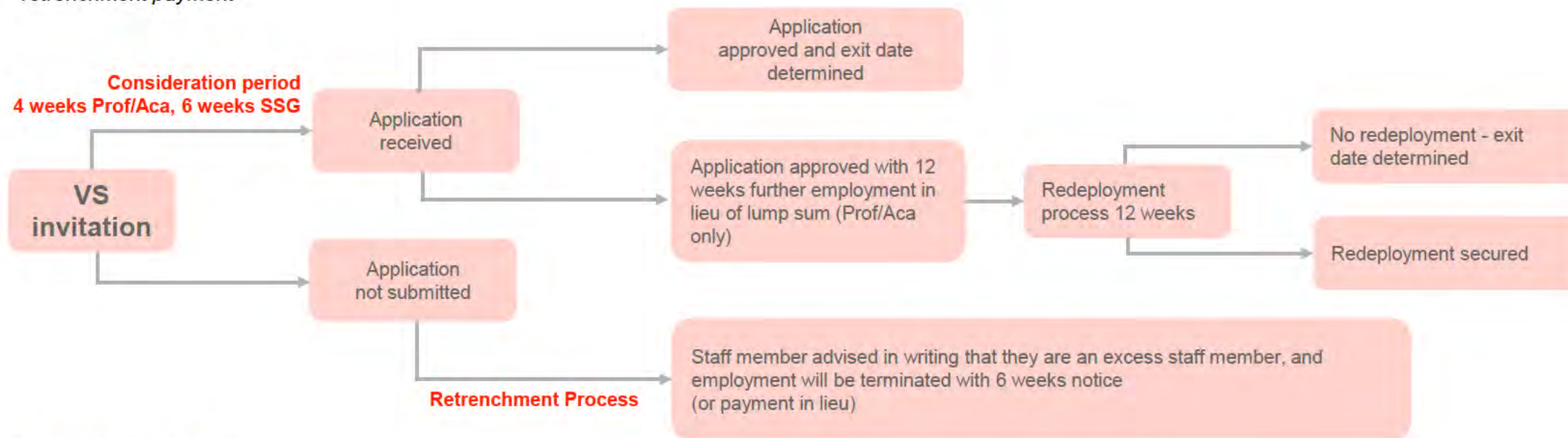
*Where a reduction in numbers of the same or substantially similar positions in a work area is contemplated, **objective criteria** will be developed and will form part of the Change Proposal to facilitate consultation regarding how potentially redundant positions will be identified.*

Impacted staff and unions will be given reasonable time to provide feedback on the Change Proposal before any final decisions are made by the University

Redundancy Processes– Voluntary Separation/Retrenchment Processes and Timelines

VS Process (Clause 54, UTS Staff Agreement 2021)

Note: VS benefit payment more generous than retrenchment payment



Redundancy Review

- Where a staff member receives notification of their retrenchment, they have 10 working days to request a review of the process that led to the redundancy.
- A redundancy review process does not apply unless the staff member has received written notification of retrenchment.
- There will be no extension to the notice of retrenchment period and the University may terminate the staff member.
- If the review committee concludes that the university did not act in accordance with the provisions set out in the Agreement under Major Change, the Vice-Chancellor (or nominee) will determine the steps to remedy the matter, including whether to rescind the redundancy.

Psychosocial risk management for OSI

Methodology



Services

Overview

To assist the University meet its psychosocial risk management requirements for the Operational Sustainability Program for Change (**Change Project**), Source will begin with Stage 1 by advising and assisting to develop a whole-of-enterprise/University, Overarching Psychosocial Risk Assessment document (**Overarching Risk Assessment**). This document will be the base document the University will use to then develop its faculty/department-specific risk assessment documents to be released for employee consultation with its various Change Proposals (**Divisional Risk Assessments**). This proposal relates only to this Stage 1, being the Overarching Risk Assessment.

The services will be delivered under the protection of legal privilege, as a joint undertaking by our expert Legal Team and WHS Consulting Team.

These services will support the University by providing the following benefits for both the University and its officers:

- enabling compliance with the requirements of applicable enterprise agreements, WHS legislation, codes of practice and regulatory guidelines
- enabling effective and compliant management of the WHS and psychosocial risks that the Change Project will expose affected employees to
- reducing the likelihood of potential future claims by employees relating to Change Project and its impact on them

Services

Stage 1

Items of work	Description of work
1. Discovery	Obtain and review relevant information and documents, including previous POW survey and consultation input received in response to the Discussion Paper released to staff by UTS in October 2024 Prepare for and attend initial meetings as needed to understand the change as it is currently understood and expressed in the Discussion Paper in order to progress this scope of work
2. Development	Develop initial draft of Overarching Risk Assessment relating to the change as it is currently described in the Discussion Paper with input from University's Change Project team
3. Initial advice for and consultation with senior management	Provide initial draft Overarching Risk Assessment and legal advice to University Leadership Team (ULT) for discussion and consultation, so relevant input and instructions can be obtained in relation to it and next steps for this stage and overall Change Project Prepare and provide briefing to ULT regarding their personal officer duties of due diligence and the University duties and compliance requirements for managing psychosocial risks arising from the University's operations, including the Change Project; and to explain our legal advice and the Overarching Risk Assessment so we can consider input and answer questions from ULT
4. Update	Consider input and instructions from ULT and update draft Overarching Risk Assessment
5. Finalise	Prepare and provide settled Overarching Risk Assessment with further legal advice

ULT Retreat

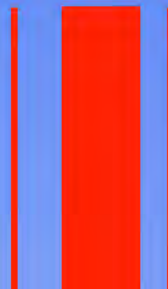
31 March and 1 April 2025

Wi Fi: s14, cl4(d)
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Acknowledgement of Country

I would like to acknowledge the Gadigal people of the Eora Nation upon whose ancestral lands our City campus now stands and the Cammeraygal people upon whose ancestral lands we meet today. I would also like to pay respect to the Elders both past and present, acknowledging them as the traditional custodians of knowledge for this land.



Overview: Day one

Welcome: Overview and aims

Academic workforce

Operating Model: Supporting Academic Endeavor

Operating Model: Service Model Design

Scheduling and Reporting

IR strategy and approach

Recap and next steps

Wrap up and look ahead



Overview: Focus for day one

Operational Sustainability:

Review the preliminary designs to test

- Is the \$100 Million reduction in expenditure in view?
- Is it implementable in the required timelines?

Cannot lose sight of the fact we are implementing towards three horizons

- Operational Sustainability (financially driven, 1 year)
- Transformation Programs (underpinning operating model, 3 year)
- Strategic Change (teaching and learning and research enablement, 5 year)

Our approach and behaviours

Everybody contributes, and everybody's equal
Openness to new ideas
No issue is "untouchable"

Contract for
embedding
psychological safety

Trust between participant with all contributions valued
Stereotypical barriers recognised and avoided
Everyone is engaged in a two-way dialogue where knowledge is shared

Contract for
working in
a culturally
safe way

Big picture in, trivial matters out
Digressions waste time
Ask questions when in doubt

Contract for
time-saving
behaviour

Aims and objectives

By the end of today we will have a shared understanding of:

- The areas that will be impacted through Operational Sustainability, those that require further work and others that can be ruled out
- Our risk appetite on Operational Sustainability and what is achievable
- The timing and next steps
- Understand the leadership and behaviours required by us and others to foster alignment and to protect and enhance alignment through change

Be open, respectful and challenge as necessary – once we have made a decision we must act as one and be aligned.

Today's discussions are confidential



Operational Sustainability Initiative

Session one – Academic Workforce
Kate McGrath and Kylie Readman

As of 31 March 2025

Contents

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01 Key Decisions for Approval	03
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04 Risk Overview	06
05 Overview of Analysis • Courses • Subjects • SfL and EL • Disciplines • Academic Workload Allocation	07
06 Intersection of Academic Programs	13
06 High-level Plan and Roadmap	14
07 Appendices <i>Target State Academic Workforce Analysis Plan (TSAW)</i> <i>Sustainable Teaching and Learning Analysis Plan (ST&L)</i> <i>Research Productivity and Investment Analysis Plan (RP&I)</i> <i>Risk Register</i> <i>Further Detail: Academic Workload Allocations</i>	16

1. Key decisions for approval

Key decisions for ULT to consider as the program transitions to the Future State Design phase are outlined below for further discussion. Following ULT feedback, the Academic Program roadmap and key activities will be adjusted in consultation with the DVC E&S, DVCR and other sponsors and stakeholders.

- 1 Approve further exploration of the **recommended scenarios to identify courses for discontinuation**, including detailed planning to inform potential **workforce impacts and teach-out processes**
- 2 Approve further exploration of the **recommended scenarios to identify subjects outside of course considerations for discontinuation** and agree timelines to inform potential **workforce impacts and teach-out processes**
- 3 Approve **further exploration of the discontinuation and/or refocus of the SfL and EL portfolio**. It is recommended that the DVCEEP oversees the development of future state portfolio with support from DVCE&S
- 4 Approve **further exploration of disciplines to inform the University's future discipline focus and scale**
- 5 Approve further **exploration on academic workload allocation to rebalance teaching only, research only and teaching and research allocation**
- 6 **Approve the approach to reducing the academic workforce** associated with flagged courses, subjects, and disciplines to **achieve agreed guideposts**. It is recommended that the Provost lead engagement with Faculty Deans with support from the DVCR and DVCE&S
- 7 Approve the **Academic Program roadmap, timeline, scope and key activities** to enable team to commence detailed design from week commencing 31 March

2. Context and Overview

Now and in the future, UTS remains committed to its vision to be a leading public university of technology recognised for global impact. As an inclusive university, we remain committed to educating the next generation of technologically empowered and socially responsible professionals and to conduct research characterised by impact, innovation and the dissemination of knowledge that holds public value.

After examining UTS 2027 and the strategic initiatives that underpin its execution, it is clear many of the fundamental objectives remain as important today as when we collectively developed them back in 2018. In reaffirming these fundamentals, however, a need for increasing our focus on what it will take to remain successful for the next five years is critical. We will need to make decisions about how and in what way the university invests its time, resources, and energy and as we navigate the changes ahead. We will also need to be clear about who we are and what success looks like.

Purpose

This paper has been developed to support ULT decision-making on the Academic Program within the Operational Sustainability Initiative. It focuses on the work completed during the Current State Analysis phase and outlines key decisions required as the program transitions to the Future State Design phase.

From its inception, the Academic Program has been designed as an integrated initiative to identify the optimal target state academic workforce, refine the course and subject portfolio, and realign research focus areas to institutional strengths, ensuring the most effective use of future research investment.

The paper presents findings as of 31 March 2025 from the Sustainable Teaching & Learning Program and the Research Productivity & Investment Program. It includes a summary of the indicative benefits, risks, key analysis, and a high-level plan and roadmap for further analysis and consultation.

pending appeal

4. Risk Overview

Three key risks have been identified for the Academic Program, for further monitoring and agreement on mitigations. Refer to the appendix for further detail on definitions used to develop the risk register.

	01 Realisation of Financial Benefits Benefits may not be achieved if the associated actions exceed UTS's risk tolerance or are not effectively implemented. For example: Industrial relations risk: Consultation and implementation not aligned to the processes outlined in the UTS Staff Agreement and applicable legislation could result in industrial and/or legal action, and delays in implementation Engagement risk: Decisions will require extensive engagement across multiple levels of UTS leadership. Any misalignment/timeframe slippage will delay benefit realisation. Additionally, at this stage of design, there is a risk that identified benefits across the OSI programs are duplicative.	02 Program Interdependencies There are significant interdependencies within the Academic Program and broader OSI; any slippages or misalignment on decisions will result in broader downstream impacts.	03 Data Limitations While validation of data sources, methodologies and limitations is critical, prolonged investigation may become counterproductive and delay timeframes.
Risk description			
Response time range	Immediate	Urgent	Urgent
Consequence	Major	Major	Major
Overall rating	High	High	High

pending appeal



pending appeal

pending appeal

pending appeal

5. Overview of Analysis: Disciplines

4

Key decision for approval:

Approve further exploration of disciplines to inform the University's future discipline focus and scale

The tables below summarise (i) the Fields of Research conducted at UTS that have the lowest research activity and (ii) the Fields of Education (Major) offered at UTS that have the most negative total margin across their subject offerings. Across the university, most FoRs with low research activity also map to FoEs that are relatively unviable from a teaching and learning perspective.

#	Fields of Research ranked by lowest ERI per research FTE
1	Language, Communication And Culture
2	Creative Arts And Writing
3	Philosophy And Religious Studies
4	Education
5	Built Environment And Design
6	History, Heritage And Archaeology
7	Law And Legal Studies
8	Commerce, Management, Tourism And Services
9	Physical Sciences
10	Health Sciences

NB: 1=Lowest ERI per research FTE.

#	Fields of Education (Major) ranked by negative total margin across subject offerings
1	Other Health General
2	Mathematical Sciences General
3	Business & Management General
4	Teacher Education General
5	Communication & Media Studies General
6	Language & Literature General
7	Other Education General
8	Banking Finance & Related Fields General
9	Architecture & Urban Env't General
10	Graphic & Design Studies General

NB: 1=Most negative total margin across subject offerings

Key:

Areas of overlap are highlighted in green; it is recommended that UTS review these as a priority for potential de-prioritisation. Areas of further investment will be identified in Future State Design following consultation with RP&I and ST&L leadership.

5. Overview of Analysis: Academic Workload Allocation

5

Key decision for approval:
Approve further exploration on academic workload allocation to rebalance teaching only, research only and teaching and research allocation

Aggregate average workload allocation data cut by Faculty is presented below (based on 2024 ACV data). Overall, UTS is 5.4% below the universal 40% for teaching, 1.5% above the universal 40% for research (noting this assumes HDR supervision inclusion in research), and 3.7% above the universal 20% for service and engagement. UTS could consider standardising its workload allocation guidelines and thresholds so that (a) HDR supervision is captured consistently, (b) ratios of teaching-only staff, research-only staff and teaching and research staff are re-balanced, and (c) variability is reduced between Faculties. Note that the Faculties are already reviewing workload allocations and developing potential solutions (e.g. through the work-planning tool).

Faculty	Aggregate average workload allocations				Head Count
	Teaching	HDR Supervision	Research	Service and Engagement	
BUS	46%	0%	35%	19%	155
DAB	38%	4%	33%	25%	122
FASS	26%	3%	35%	36%	153
FEIT	29%	4%	46%	21%	289
FOH	44%	3%	29%	23%	228
LAW	49%	4%	28%	19%	93
SCI	25%	1%	54%	20%	217
TDS	26%	5%	24%	45%	41
All Faculties	35%	3%	39%	24%	1298

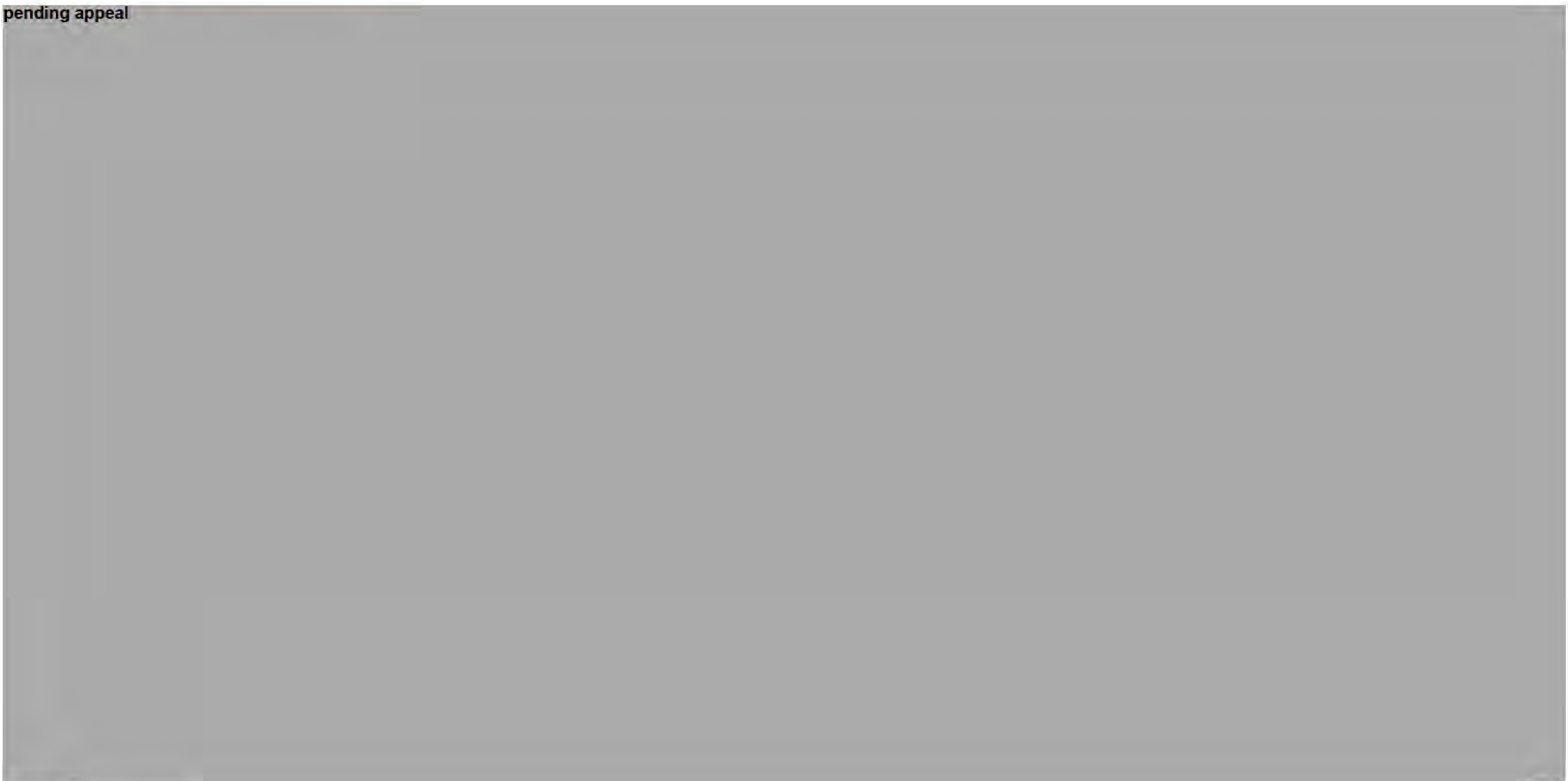
Breakdowns by School are available in the Appendix.

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7. Appendix

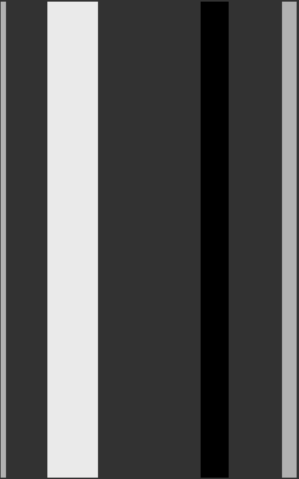
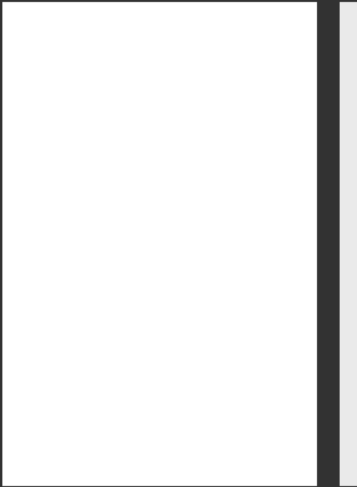
- *Key Assumptions, Limitations and Analysis Parameters*
- *Target State Academic Workforce Analysis Plan*
- *Sustainable Teaching and Learning Analysis Plan*
- *Research Productivity and Investment Analysis Plan*
- *Risk Register*

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Key Assumptions, Limitations and Analysis Parameters

pending appeal

pending appeal



Target State Academic Workforce Analysis Plan

pending appeal

pending appeal

pending appeal

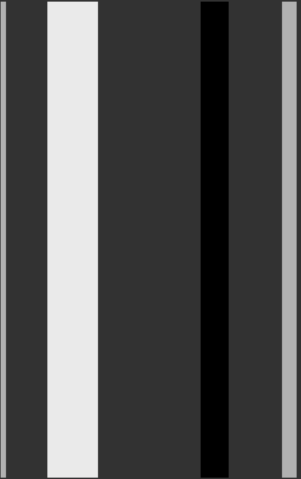
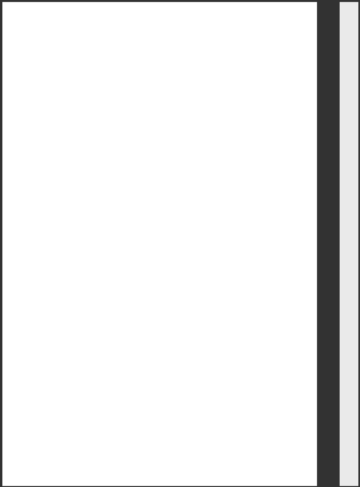


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Stakeholder Engagement Overview – Target State Academic Workforce

	ID	Key Stakeholder Engagements	Purpose	Proposed Number of Sessions	Proposed Duration	UTS Stakeholders	Date for Finalisation
Stage 2: Current State Analysis	2.1	Agree scope of items for ULT endorsement and Faculty engagement	Agree items of analysis required to close out Target State Academic Workforce program, including key endorsement and engagement sessions	2	60 mins	DVC E&S, DVCR and other nominated representatives	Completed by 31 March
	2.3	Executive workshop on draft final deliverable narrative (one-page)	Review the draft one-page narrative for the final deliverable and agree proposed scope and content	1	60 mins	DVC E&S, DVCR and other nominated representatives	Completed by 11 April
	2.4	Workforce architecture and savings targets workshops	Draft design principles that the ULT needs to consider to determine the future state UTS academic workforce, with accompanying prompts/discussion questions; facilitate discussion of target savings to be achieved per Faculty through transition to the future state academic workforce	3	60 mins	DVC E&S, DVCR and other nominated representatives	Completed by 11 April (may need to be earlier depending on
Stage 3: Future State Design	3.2	Provost-led engagement with Faculty Deans, with support from DVC E&S and DVCR	Provost-led engagement with Faculty Deans, with support from DVC E&S and DVCR, to understand list of actions aligned with guideposts based on provided inputs Note: Faculties are expected to attend these sessions with solutions to address the outlined asks. The focus of these sessions will be on solutions rather than discussing approaches, data sources or outcomes of the analysis	1 per Faculty	120 mins each	Faculty Deans and other nominated stakeholders	Completed by 9 May Note: It is expected that at least 50% of workshops must be completed by 2 May
	3.3	Present consolidated list of positions that may be impacted through transition to future state and associated benefits	Run through the consolidated view of positions that may be impacted through transition to future state and indicative benefits; discuss handover to UTS to support change proposals etc.	1	45 – 60 mins	DVCE&S, PVC(E), ST&L Business Lead, Provost	Finalised by 16 May
Stage 4: Program Finalisation	4.1	Feedback on final deliverable	Run through any feedback on the final deliverable and provide KPMG with a forum to ask questions / clarify any requested changes	1	60 mins	DVC E&S, DVCR and other nominated representatives	Completed by 30 May
	4.2	Hand over of documents incl. briefing	Brief relevant UTS counterparts on how to navigate the provided materials, if needed	As needed	30 – 45 mins each	DVC E&S, DVCR and other nominated representatives	Completed by 30 May
	4.3	Program feedback and next steps	Gather any official feedback on KPMG's support on this program and discuss next steps that may be required, if relevant	1	45 mins	DVC E&S, DVCR and other nominated representatives	Completed by 30 May



Sustainable Teaching and Learning Analysis Plan

pending appeal



pending appeal

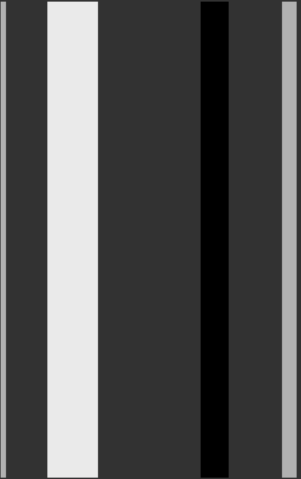
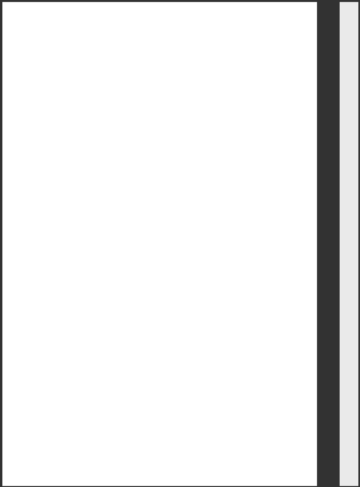
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Stakeholder Engagement Overview – ST&L

The following stakeholder engagement plan details the critical engagements that will occur leading up to the end of May. Please note that this table covers the engagements within the scope of KPMG and does not include the additional engagements to be conducted by UTS.

	ID	Key Stakeholder Engagements	Purpose	Proposed Number of Sessions	Proposed Duration	UTS Stakeholders	Date for Finalisation
Stage 2: Current State Analysis	2.2	Workshop updates required for SCI ACV data	Workshop and agree on an appropriate methodology to remove the costs of C3 and AIMI from the AV data	Up to 2 sessions	60 mins	SCI Faculty Representatives (Willa Huston and Liz Soilemezidis); FP&A (Elyse Murray)	Latest by 31 March
	2.3	Detailed design of course and subject viability analysis (incl. assessment of similar subjects)	Ongoing engagement to refine course and subject viability analysis and to discuss categorisation of similar subjects and potential proposed actions	As needed	30 – 45 mins each	ST&L business lead (Jacqui McManus), relevant Curriculum Transformation team members and data owners where relevant	Approval on all materials by 17 April
Conducted in TSAW Stage 3: Future State Design	3.2	Provost-led engagement with Faculty Deans with support from the DVCR and DVCE&S	Provost-led engagement with Faculty Deans with support from the DVCR and DVCE&S to (i) identify positions that will constitute the FTE reduction associated with the discontinuation of courses and subjects (ii) finalise list of courses and subjects for discontinuation that would enable the Faculty to achieve the same quanta of identified savings Note: Faculties are expected to attend these sessions with solutions to address the outlined asks. The focus of these sessions will be on solutions rather than discussing approaches, data sources or outcomes of the analysis	1 per Faculty	120 mins each	Faculty Deans and nominated stakeholders	Completed by 9 May Note: It is expected that at least 50% of workshops must be completed by 2 May
	3.3	Present final list of future state courses and subjects	Run through the consolidated view of courses and subjects that have been agreed to be discontinued by the Faculty leadership teams	1	45 – 60 mins	DVCE&S, PVC(E), ST&L Business Lead, Provost	Finalised by 16 May
Stage 4: Program Finalisation	4.1	Feedback on summary report	Run through any feedback on the developed summary report and provide KPMG with a forum to ask questions / clarify any requested changes	1	60 mins	DVC E&S and PVC(E)	Completed by 30 May
	4.2	Hand over of documents incl. briefing	Brief relevant UTS counterparts on how to navigate the provide materials, if needed	As needed	30 – 45 mins each	DVC E&S's nominated proxies	Completed by 30 May
	4.3	Program feedback and next steps	Gather any official feedback on KPMG's support on this program and discuss next steps that may be required, if relevant	1	45 mins	DVC E&S and PVC(E)	Completed by 30 May



Research Productivity and Investment Analysis Plan

pending appeal

pending appeal

pending appeal



Stakeholder Engagement Overview – RP&I

	ID	Key Stakeholder Engagements	Purpose	Proposed Number of Sessions	Proposed Duration	UTS Stakeholders	Date for Finalisation
Stage 2: Current State Analysis	2.1	Refine current state analysis	To finalise the current state analysis by including contextual/strategic overlays and to test the outstanding analysis that was not included in the previous current state analysis submission	As needed	*30 mins each	DVCR	By 4 April
	2.2	Test and validate current state analysis Engage with Faculty Deans and Provost	Test and validate the current state analysis for research productivity, research investment and HDR deep dive	1	90 mins	All Associate Dean (Research) and Faculty General Managers as a collective	By 11 April
		Engagement with Deans and Provost	Test and validate the current state analysis for research concentrations (University Centres), and the proposed future structure of University Centres	2	60 mins each	Faculty Deans and Provost	By 11 April
	2.3	Framework refinement	To present and test the outputs of assessing relative performance at a research discipline level	As needed	*30 - 45 mins each	DVCR and other nominated stakeholders as needed	By 11 April
Stage 3: Future State Design	3.1	Test and validate future state for	Test and validate future state recommendations and considerations for how investments should be strategically allocated to allow for a sustainable future state	Up to 5	30 - 45 mins each	UTS' research team Faculty Deans Faculty's Associate Dean (Research)	By 24 April
	3.2	Test and validate future state for Centres	Test and validate the future state view and corresponding narrative of University Centres	Up to 3	30 - 45 mins each	Provost Faculty Deans	By 24 April
	3.3	Alignment on research areas of scale and focus	To validate insights, test next steps and assess alignment with UTS' internal hypotheses regarding areas of strength or potential misalignment in research	As needed	*30 - 45 mins each	UTS' research team Faculty Deans	By 24 April
Stage 4: Program Finalisation	4.1	Feedback on summary report	Run through any feedback on the developed summary report and provide KPMG with a forum to ask questions / clarify any requested changes	1	60 mins	DVCR	By 9 May
	4.2	Hand over of documents incl. briefing	Brief relevant UTS counterparts on how to navigate the provide materials, if needed	As needed	30 – 45 mins each	UTS' research team or nominated proxies	By 9 May
	4.3	Program feedback and next steps	Gather any official feedback on KPMG's support on this program and discuss next steps that may be required, if relevant	1	45 mins	DVCR	By 9 May

UTS' research team includes (i) Executive Manager, Research Intelligence and Quality (Scott McWhirter), (ii) Pro-Vice-Chancellor Research (Chris Turney), (iii) Manager, Research Finance (Renee Estrella), (iv) Program Director (Jennifer Turner), (v) Executive Manager, Faculty Research Engagement team and Research Ecosystem Development (Julian Zipparo), (vi) Director, Research Office (Tania Bezzobs) (vii) Faculty Representatives FoH ADR (Angela Dawson) and FoS FGM (Liz Soilemezidis)

(1) University Centres include all research and non-research centres that are governed by university policy

*Note:: Team has weekly 30-minute meeting with DVCR and a weekly 45-minute session with the RP&I leadership forum. These sessions serve as ongoing opportunities to engage with UTS stakeholders, and validate the analysis conducted by team.

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Risk Register

Risk Register

A risk register has been created to identify and outline the risks associated with this transformation, along with potential mitigation strategies. Definitions are outlined overleaf.

Category	Description	Response time range	Consequence	Rating	Proposed mitigation strategy
People (incl. OH&S)	ST&L and RP&I program outputs will inform identification of position impacts in the implementation phase. If not supported by rigorous evidence, staff morale and confidence in the transformation process may be impacted.	Urgent	Major	High	- Objective criteria will be developed regarding how potentially redundant positions will be identified. - Continue to liaise with UPMO and maintain UPMO representation at program meetings to support a consistent change management and communications strategy (note that this is led by UPMO, and out of scope for the ST&L and RP&I programs).
Legal and Compliance	All decisions need to be compliant with EBA and relevant industrial relations / other policies to minimise risk of legal action.	Urgent	Major	High	- Provide all required materials to UTS IR representatives for sign-off at appropriate decision points, and maintain IR representation at key meetings. - Continue to monitor IR risks with program sponsors. - Provide rigorous records of all decisions made, assumptions and limitations made in analysis, and other relevant items that may be required to justify decisions in line with IR policies.
Operational and Business Continuity	Decisions on course/subject/discipline discontinuations could disrupt operations, and benefits could be delayed due to interdependencies.	Important	Major	High	In detailed design work closely with UTS's nominated stakeholders on discontinuation pathways, key steps, required timeframe, and other dependencies (e.g. DoE notification periods) to minimise disruption.
Project and Performance	Changes in project scope and inadequate documentation of interdependencies could delay benefit realisation timeframes.	Important	Moderate	Medium	- Continue to monitor progress against program plans with UTS sponsors, including timelines, resource allocation, and risk management. - Continue to raise key interdependencies between programs and ensure respective program owners are informed.
Data	Data errors, discrepancies and completeness issues could lead to incorrect benefit calculations and have flow-on impacts on accuracy of detailed design and implementation. Additionally, lack of timely data provision could impact relevance of analysis.	Urgent	Major	High	- Continue to work closely with the different data providers to clarify and confirm data provided. - Document all methodologies, assumptions and limitations to minimise risk of misinterpretation and clarify level of confidence for any decision-making based on the data. - Continue to raise unresolved data issues with program sponsors.
Strategic	Lack of support or conflicting decisions from key stakeholders (e.g., Faculty leadership team, Deans, Board Members) can reduce realisable benefits.	Important	Moderate	Medium	- Continue to clarify program governance arrangements and required timelines so all stakeholders understand their role in the process. - Escalate strategic issues/misalignment to program sponsors for final decision-making.
Financial	There is a risk that program financial targets are not met if the required actions to realise benefits are not approved/exceed UTS's acceptable thresholds. There is also risk of double-counting financial benefits given individual position impact analysis is not in scope for this phase of work.	Important	Moderate	Medium	- Continue to provide refined benefit calculations to UTS leadership as program progresses to ensure comfort with expected benefits and understand feasibility of proposed actions. - Estimate benefit reduction based on expected duplication level. - All salary information will be populated by FP&A to minimise risk of error.

Risk Register

Key definitions used to develop the risk register are outlined below.

Definition:

Issue is defined as current problem, decision or question which could hinder the progress of the project if not resolved.

Step 1: Assess Issue Response Time Range Rating:

Immediate: Issue needs resolution within the next 5 working days or project success will be impacted.

Urgent: Issue needs resolution within the next 10 working days or project success will be impacted.

Important: Issue needs resolution within the next month or project success will be impacted.

Timely: Issue needs resolution within the next month or the uncertainty over resolution will disrupt other activities or decisions.

Convenient: Decisions not needed on the issue for more than one month.

Step 2: Assess Issue Consequence Rating:

Insignificant: Issue has no significant impact to achieving objectives.

Minor: Issue has minimal effects on the project, business operations, finances, or reputation.

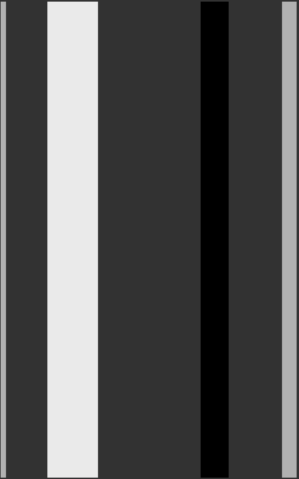
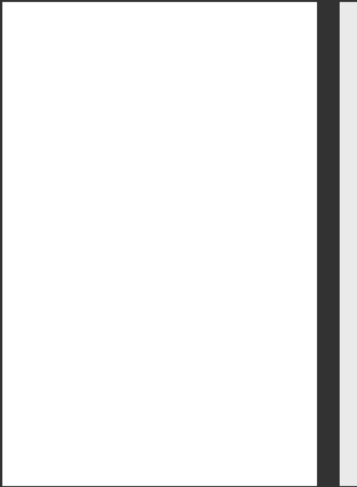
Moderate: Issue has noticeable effects to the project but are manageable without significant disruption.

Major: Issue can significantly affect the project, business operations, financial stability, or reputation.

Catastrophic: Issue has severe impact to the project, business operations, financial stability, or reputation and demand immediate attention.

Step 3: Assess Issue Rating:

Response Time Range	Immediate	Medium	High	High	Critical	Critical
	Urgent	Medium	Medium	High	High	Critical
	Important	Low	Medium	Medium	High	High
	Timely	Low	Low	Medium	Medium	High
	Convenient	Low	Low	Low	Medium	Medium
Consequence		Insignificant	Minor	Moderate	Major	Catastrophic



Further Detail: Academic Workload Allocations

Further Detail: Academic Workload Allocations (1/2)

This section includes further detail on academic workload allocations at the School level.

Faculty	Aggregate average workload allocations				Head Count
	Teaching	HDR	Research	Service and Engagement	
BUS	46%	0%	35%	19%	155
Accounting	45%	0%	37%	18%	29
Economics	42%	0%	36%	22%	28
Management	48%	0%	35%	17%	45
Finance	46%	0%	36%	18%	27
Marketing	46%	0%	31%	19%	26
DAB	38%	4%	33%	25%	122
Design	31%	5%	37%	26%	44
Architecture	37%	1%	35%	27%	39
Built Environment	45%	6%	28%	22%	39
FASS	26%	3%	35%	36%	153
Communication	24%	4%	35%	37%	90
International Studies and Education	28%	3%	34%	35%	63
FEIT	29%	4%	46%	21%	289
Biomedical Engineering	20%	6%	43%	30%	24
Civil and Environment Engineering	27%	4%	46%	23%	70
Computer Science	34%	6%	42%	18%	69
Electrical and Data Engineering	25%	4%	49%	22%	57
Mechanical and Mechatronic Engineering	21%	0%	68%	12%	44
Professional Practice	49%	3%	20%	29%	25

Further Detail: Academic Workload Allocations (2/2)

This section includes further detail on academic workload allocations at the School level.

Faculty	Aggregate average workload allocations				Head Count
	Teaching	HDR	Research	Service and Engagement	
FOH	44%	3%	29%	23%	228
<i>Public Health</i>	36%	5%	34%	24%	30
<i>Sport, Exercise and Rehabilitation</i>	34%	5%	37%	20%	28
<i>Nursing and Midwifery</i>	46%	3%	28%	23%	60
<i>Graduate School of Health</i>	47%	2%	27%	24%	110
LAW	49%	4%	28%	19%	93
SCI	25%	1%	54%	20%	217
<i>Life Sciences</i>	26%	1%	51%	21%	85
<i>Mathematics and Physical Sciences</i>	29%	1%	50%	19%	92
<i>Research</i>	14%	1%	66%	19%	40
TDS	26%	5%	24%	45%	41
All Faculties	35%	3%	39%	24%	1298

Breakdowns by School are outlined overleaf.



Session 2: Operating Model: Supporting Academic Endeavour

31 March 2025
Peta Wyeth

Context

The Operational Sustainability Initiative aims to enhance UTS's operational effectiveness and ensure financial sustainability in response to evolving market demands, policy changes and funding uncertainties

Purpose

The Supporting Academic Endeavour program seeks to standardise academic architecture for better collaboration, enhance operational efficiencies and align academic and administrative support to enable effective service delivery and improved accountability.

Recommendations for discussion

1	The University requires a consistent architecture across Faculties and Research entities
2	Within this architecture, the University requires consistent and clearly defined leadership roles
3	The University needs a consistent academic administration structure to sustainably and efficiently support the academic endeavour
4	Central delivery of shared functions to Faculties should be balanced with the provision of unique, localised support functions at the Faculty level

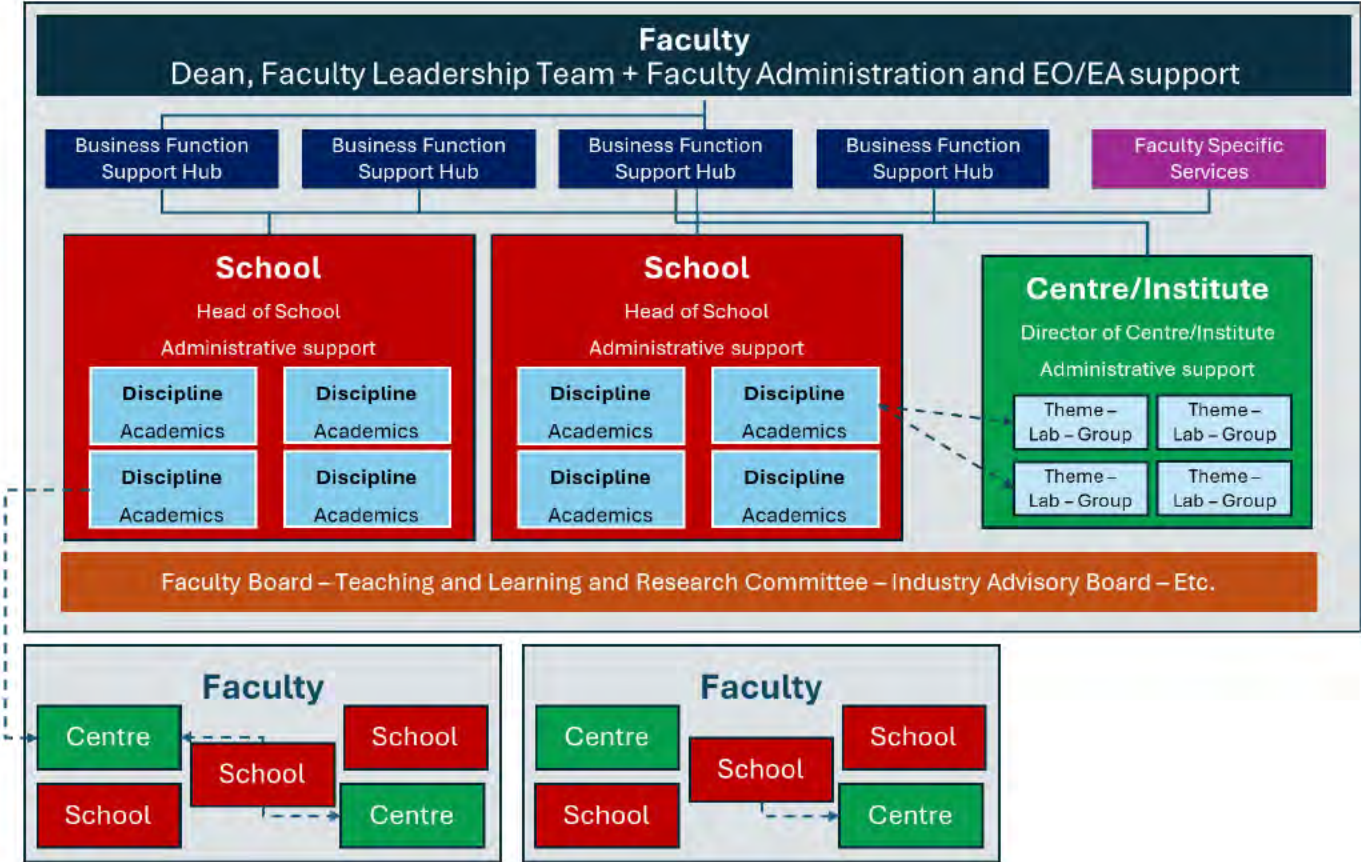
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Recommendation 1: Consistent architecture across Faculties and Research Entities

Recommendation 1a

A consistent architecture for Faculties and Research entities to enable clarity of accountabilities and the scaling of services.



Recommendation 1: Consistent architecture across Faculties and Research Entities

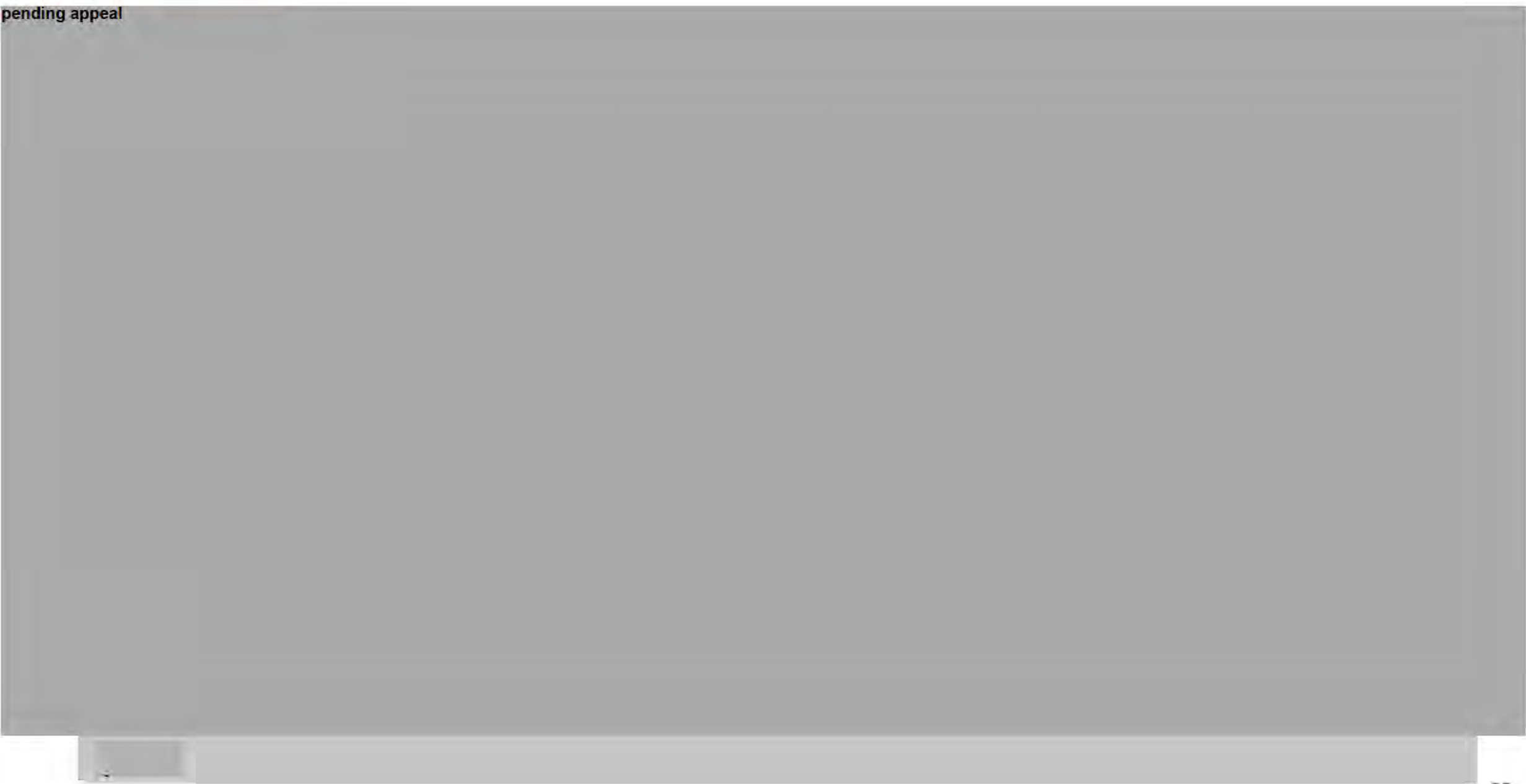
Recommendation 1b:

Approve the draft parameters to guide the design of a consistent academic architecture

Draft Parameters

1. Schools reside in Faculties
2. Ongoing staff who perform academic work (Level A to E) reside in Schools
3. Research entities will be clearly and consistently defined and operationalised by their type, scale and purpose

pending appeal



Recommendation 2: Consistent and clearly defined leadership roles

There is currently inconsistency in the distribution of leadership roles across Faculties

CI	FEIT	Science	Health	Business	Law
Deputy Dean	Associate Dean, Teaching and Learning	Deputy Dean	Associate Dean, Teaching and Learning	Associate Dean, Education	Associate Dean, Education
Associate Dean, Education	Associate Dean, Research	Associate Dean, Teaching and Learning	Associate Dean, Research	Associate Dean, Research and Innovation	Associate Dean, Research
Associate Dean, Research	Associate Dean, Research Excellence	Associate Dean, Research	Associate Dean, Indigenous Leadership & Engagement*	Associate Dean, Indigenous Leadership & Engagement	Associate Dean, Indigenous Leadership & Engagement
Associate Dean, Indigenous Leadership & Engagement	Associate Dean, Indigenous Leadership & Engagement	Associate Dean, Indigenous Leadership & Engagement	Faculty General Manager	Associate Dean, International	Associate Dean, Internationalisation
Associate Dean, International	Associate Dean, International	Faculty General Manager		Associate Dean, Academic Staff	Associate Dean, Academic Staff
Faculty General Manager	Faculty General Manager		*Collective way leadership – across four Professors	Faculty General Manager	Faculty General Manager

Recommendation 2: Consistent and clearly defined leadership roles

Recommendation 2a:

Endorse the implementation of a consistent and well-defined leadership structure within Faculties, Schools and Research entities

Potential future state leadership roles



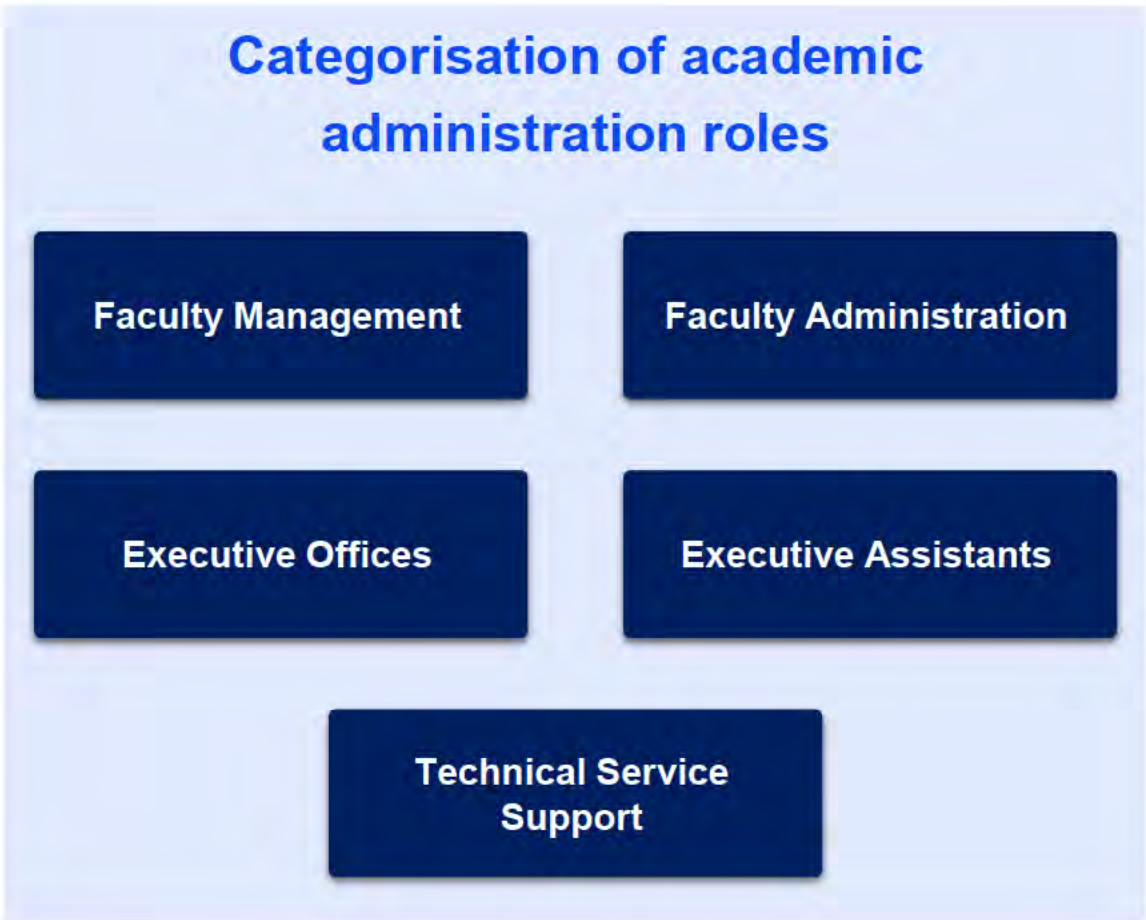
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Recommendation 3: Consistent academic administration

Recommendation 3a:

Evaluate and redesign the administrative support framework to enhance efficiency and effectiveness



Recommendation 3: Consistent academic administration

Recommendation 3b:

Endorse the consistent application of higher education good practice ratios for management, administration and technical services support to ensure consistency of service delivery

**Note - The implementation of any new structures agreed through Detailed Design will be led through the Operating Model Program (WS1 and WS3).*

Role	Lever	Ratio
Faculty Management	Alignment of FGMs/School Managers to Faculty's and Schools	1:1 FGM to Faculties
Faculty Administration	A consistent Operating Model and service level is required to deliver Faculty administration	1:30 of Faculty Administration staff to Professional (non-administrative) and Academic Staff within a Faculty
Technical Service Support	Consideration centralisation of some technical support services and/or any activities that could be rationalised by delivering across multiple Faculties	Explored in Recommendation 4 and WS3 of the Operating Model Program

Recommendation 3: Consistent academic administration

Recommendation 3c:

Endorse the consistent application and use of Executive Officer (EO) and Executive Assistants (EA) to support senior staff

Role	Lever	Ratio
Executive Officer	The provision of Executive Officer support reflects Faculty size and complexity	EO's aligned to Faculty's can be moved into Faculty Administration
Executive Assistant	Executive Assistants can be shared amongst senior staff members and reduce the service level received as technology will improve the efficiency of staff.	Maximum ratio of 1:3 for Associate Deans and 1:1 for Deans

**Note - The implementation of any new structures agreed through Detailed Design will be led through the Operating Model Program (WS1 and WS3).*

Recommendation 4: Central delivery of shared functions to Faculties should be balanced with the provision of unique, localised support functions at the Faculty level

Recommendation 4a:

Identify opportunities to centralise technical support functions across Faculties ensuring that standardisation and efficiency are achieved while still catering to the specific teaching and learning needs of each Faculty.

Recommendation 4b:

Address the unique requirements of Faculties due to their disciplinary focus, research activities or student demographics

**Note - The implementation of any new structures agreed through Detailed Design will be led through the Operating Model Program (WS1 and WS3).*



Session 3: Operating Model: Service Model Design

31 March 2025
Glen Babington

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Executive summary



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pending appeal





Preliminary Design



pending appeal

pending appeal

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Design Proposals: High / Critical Level Risks (1/6)

The stretch proposals carry a high degree of risk, these risk are outlined below, and we should consider the UTS risk appetite before proceeding.

Risk ratings have been recalibrated from original estimations by Business Owners using the UTS Risk Assessment framework. This has resulted in some previously 'High' ratings to be reduced and has provided a more robust assessment in context with the other design proposals.

Function	Proposal	FTE Opportunity	Risk Description	Consequence /Impact	Risk Owner	Rating	Proposed Mitigation	Residual Rating	Action Owner
1. Learning and Teaching Support	Consolidate Academic Learning Support, Curriculum Design, Management and Accreditation into one organisational unit	11.5	Risk: Disengagement of staff through the change process.	Loss of capacity and capability within these Business Areas	DVC(E&S)	High	Engagement with Faculties through the Detailed Design process. Communications strategy for the workforce.	Medium	DVC(E&S)
1. Learning and Teaching Support	Transfer business development activities from L&T Support to the Central BD Team	3.0	Risk: Reduced business development capabilities and capacity.	Loss of revenue and opportunities due to insufficient capabilities and capacity or misalignment with strategy.	DVC(E&S)	High	Further analysis in the Detailed Design phase to incorporate all stakeholders. Development of clear transition and communications plans.	Medium	DVC(E&S)
1. Learning and Teaching Support	Consolidate specialist roles across Faculties into one organisational unit	5.0	Risk: Disrupted laboratory operations, scheduling conflicts and reduced support availability.	Interrupted practicals for students and lower research productivity for staff.	DVC(E&S)	High	Develop clearly defined SLAs that outline response times, support scope and priority levels for different Faculties and lab activities.	Medium	DVC(E&S)

Please note, as ITU is being progressed on 28 March 2025 any associated critical/high risk proposed changes are not ready for inclusion in this pack.

Design Proposals: High / Critical Level Risks (2/6)

Function	Proposal	FTE Opportunity	Risk Description	Consequence /Impact	Risk Owner	Rating	Proposed Mitigation	Residual Rating	Action Owner
2b. Research Support: Higher Degree	Responsive, state-of-the-art program suite that delivers impactful, globally-relevant knowledge in response to the changing needs of industry and society locally, in Australia and globally: Work with SSA, EE&P and UTSi including delivery of KE through new PhD offerings (IDP, Impact, Entrepreneurial and Global) that can be delivered at with key partners, providing new revenue opportunities (with associated Due Diligence)	0.0	Risk: Misalignment of responsibilities and capabilities to support internal collaboration and external engagement across the University.	Stops, delays or reverses progress in delivering strategic goals	Dean and Director of GRS	High	GRS to work closely with Faculties and central divisions to ensure alignment of policies and services and provide reassurance it will deliver.	Medium	Dean and Director of GRS
2b. Research Support: Higher Degree	Amalgamate candidature support from across the Faculties to be led by the Graduate Research School and delivered in partnership in faculties: The proposed design, would amalgamate 8 FTE within the Graduate Research School from the current 17.5 FTE supporting candidates based within the Faculties and Schools.	5.5 – 7.5	Risk: Drop in student support experience during transition.	Substantial decrease in student satisfaction, enrolments or retention across UTS having some impact on UTS's business model	Dean and Director of GRS	High	A clear communication plan for sharing new organisation structure and responsibilities for current and future students and staff. IT systems urgently need to be fully integrated to streamline/automate processes and enhance delivery (including, but not limited to, Salesforce, CASS, and Research Master).	Medium	Dean and Director of GRS

Additional Context:

Here, the 8 FTE will be embedded and rotated across faculties to ensure university-wide clear, efficient and coherent services to support graduate research. Savings in design: standardisation and rescaling of services relative to EFTSL. As identified by the HDR Review, the current design is inefficient with faculty staff caught between supervisors and HDR students, misunderstandings over policies and processes that lead to an excessive administrative load, and highly disjointed and delayed processes. The reduced FTE brought within the Graduate Research School and embedded within the faculties will reduce the back and forth, accelerating processes and decision making, and delivering the efficiency savings. The aligned services will provide equity of access, including easy-to-find mechanisms for feedback and resolving concerns, ensuring quality assurance and UTS is compliant with TEQSA, Ombudsman and ESOS. Two model options (scaled to EFTSL): Option 1: FEIT 3 FTE; Science 2 FTE; "Creative Industries" 2 FT; TDS and Law 1 FTE; Health 1 FTE; & Business 1 FTE; Option 2: FEIT 4 FTE; Science 3 FTE; "Creative Industries" 2 FT; TDS and Law 1 FTE; Health 1 FTE; & Business 1 FTE. We recommend Option 2.

Design Proposals: High / Critical Level Risks (3/6)

Function	Proposal	FTE Opportunity	Risk Description	Consequence /Impact	Risk Owner	Rating	Proposed Mitigation	Residual Rating	Action Owner
3. External Engagement and Partnerships	Alumni and Advancement:	0	Risk: Alumni team has insufficient capacity to meet engagement requirements.	Reduced opportunities for alumni engagement, industry partnerships and philanthropic support	DVC(EE&P)	High	Address this risk through alternative channels external to the OSI program	Medium	DVC(EE&P)
	Re-direct budget toward areas of opportunity								
	Optimise FTE utilisation within budget (shift toward lower HEW roles)								
Future fit structure to enable some Faculty partnership & scale in alumni and fundraising activities									
Additional context:									
HOWEVER staffing has been budgeted at 10 FTE below 2024 forecast due to vacancies being held strategically open in advance of new leadership. Staffing at this level is insufficient to begin the transformation of the unit into a future-fit, resilient and productive advancement function that drives income and engagement growth. At minimum, 2024 forecast staffing budget must be retained (as envisioned when roles were held open in advance of new leadership).									
4. Students Support and Admin	Optimise International and Domestic Admissions services:	8	Risk: Increase in staff workload	Operational	DVC(E&S)	High	• Early engagement and co-design with the impacted teams • Implement efficient processes; eliminate non-value, standardise and optimise. • Implement effective technologies to support centralisation of services, automate workflow and balance workload • Financial forecasting to anticipate any gaps in savings or changes in costs	Medium	DVC(E&S)
4. Students Support and Admin	Discontinue Early Entry Program that does not yield sufficient financial returns:	0	Risk: Reduction in enrolments.	Education & Learning	DVC(E&S)	High	• Targeted recruitment efforts to attract students through alternate pathways. • Early and transparent communications to impacted students and applicants • Lobby NSW Department of Education and/or NESA to call for end to all early entry programs in NSW.	Medium	DVC(E&S)
	Remove early entry program from 2027 onwards to save ongoing contractual costs.	(Financial saving of ~\$2m ongoing)							

Design Proposals: High / Critical Level Risks (4/6)

Function	Proposal	FTE Opportunity	Risk Description	Consequence /Impact	Risk Owner	Rating	Proposed Mitigation	Residual Rating	Action Owner
5. Governance, Policy and Delegations	Process automation Opportunities to leverage AI and automation to optimise a range of processes which would improve the efficiency and lead to potential labour savings.	n/a	Risk: Exposure to cybersecurity threats.	Potential loss or corruption of data, public release of sensitive university information	Director GSU	High	Ensure all new technology platforms comply with university cybersecurity requirements	Low	Director GSU
5. Governance, Policy and Delegations	Discontinue offshore graduation ceremonies Reduce offshore graduation staff costs and operating budgets by discontinuing offshore graduation ceremonies. Could be replaced by alumni event activities to minimise reputational impact.	n/a	Risk: Reputational damage.	University not seen as attractive to university students	Director GSU	High	Identify alternative method for engagement internationally. Robust communications strategy.	Low	Director GSU
6. Legal, Risk and Compliance	Centre of Excellence for the function Introduce a Centre of Excellence for Legal, Risk, and Compliance to provide a structured, standardised approach.	0.0	Risk: Reduced resourcing and capacity for this function.	Reduced quality and scope of the work delivered	GC and ED LRC	High	Proposed additional headcount as addressed through alternative university discussions.	Medium	OGC

Design Proposals: High / Critical Level Risks (5/6)

Function	Proposal	FTE Opportunity	Risk Description	Consequence /Impact	Risk Owner	Rating	Proposed Mitigation	Residual Rating	Action Owner
6. Legal, Risk and Compliance	Legal: Introduce a Centre of Excellence for Legal, Risk, and Compliance to provide a structured, standardised approach. Review and identify opportunities to consolidate legal positions across the university to achieve the right-sizing of resources, while adopting standardised processes for efficiency and consistency.	0.0	Risk: Insufficient legal staff in faculties and divisions to be consolidated.	Limited resource to form a centralised Legal team through consolidation	GC and ED LRC	High	Data validation on individual roles in Faculties and Divisions.	Low	OGC
6. Legal, Risk and Compliance	Compliance enhancement with Faculties and Divisions Reduce AMSO reliance through strong risk governance, technology adoption, and cultural change. Work with P&C to embed compliance in role descriptions. Partner with Faculties and Divisions for annual compliance certification.	0.0	Risk: Resistance to compliance certification and reduced reliance on AMSO.	Risk in meeting compliance requirements	GC and ED LRC		Implement a robust change management	Low	OGC

Design Proposals: High / Critical Level Risks (6/6)

Function	Proposal	FTE Opportunity	Risk Description	Consequence /Impact	Risk Owner	Rating	Proposed Mitigation	Residual Rating	Action Owner
10. International	Centralisation of data activities Move data-related FTE from DVC-I to the centralised Operations data function for streamlined management and enhanced data integrity.	Shift of up to 2 DVC-I FTE	Risk: Delayed access to reports and data analyses.	Leading to slow responses to government policy changes, missed deadlines, potential regulatory non-compliance, and poor decision-making	Senior Manager International Strategy and Policy	High	Ensure Operations is fully trained and equipped with the necessary tools and knowledge to handle ad hoc reporting requirements efficiently. Establish clear communication channels between teams and implement a robust reporting framework that allows for rapid data collection and analysis. Consider appointing liaisons or dedicated personnel to manage urgent reporting requests and facilitate smoother coordination.	Low	Senior Manager International Strategy and Policy
13. Financial Management	Further reductions in Mgmt accounting / FA / Shared services	5	Risk: Capability of the remaining team requires improvement, with a larger than 1 FTE impact needed to introduce the capability required to deliver the FTE savings.	Increase in avoidable spending, and missed opportunities to leverage economics of scale	CFO	High	Change management will focus on the individuals change impact, development growth in new ways of working, strategic vs transactional focus	High	CFO
14. People	Removal of 4 strategic business partner roles	4.0	Risk: Service level and quality reduction in the provision to provide strategic business partnering advice	Potential delays in the provision of advice, impacting people leaders	Executive Director People and Culture	High	FTE remain until OSI is delivered and released in line with the ERP timeline. <i>**This will mean there is no strategic HR delivery to the University**</i>	High	Executive Director People and Culture
14. People	Removal of 3 Org Design / Dev roles	3.0	Risk: Reduction in investment in leadership capability	Leaders are not equipped with the capability required to manage people issues effectively	Executive Director People and Culture	High	FTE remain until OSI is delivered and released in line with the ERP timeline. <i>**This will mean there is no strategic HR delivery to the University**</i>	High	Executive Director People and Culture
14. People	Removal of 1 Client Services role and 1 Consulting role	2.0	Risk: Reduction in service levels	Impact to service levels as University enters a period of large-scale change	Executive Director People and Culture	High	Bring in external contracting support for peak periods	Medium	Executive Director People and Culture

Operational Enablers: Technology, Governance, Data and Reporting

Outlined below are the key themes captured from Business Owners. These are indicative assessments of enablers required to deliver the proposals. A full analysis, including process development and RACI development will be conducted during Detailed Design where required.

Technology	Governance	Data and Reporting
New Technology Platforms - Adoption of a standardised and effective technology platforms, including: - Common self-service platforms to simplify the staff and student user experience (such as Service Now). - Single platform system for students to manage their learning journey. - Standardised events management system, including simplified portal access. - Industry best-practice CRM system (such as NXT CRM). - Industry best-practice risk management systems (such as RiskMaster). Existing Technology Platforms - Upgrades of key existing systems (such as Facilities Management Administration System and LRS controller system). - Retirement of redundant legacy applications and systems. Technology and Process Integration - Development of a compliance/incident reporting tool, or adoption of an off the shelf solution. - Identify opportunities to enhance the utilisation of digital and AI tools to improve efficiency and productivity.	Risk Governance & Compliance - Implementation of the three-lines risk model to strengthen university-wide governance. - Enhanced risk governance in business cases and new projects. - Compliance reporting oversight for major transformation programs and cost reduction initiatives. - Revision of risk frameworks for strategic and operational international risks. Policy & Framework Development - Review, revision, and development of policies, including HDR policy, Student Rules, and Library policy. - Establishment of AI governance through AI Operations Policy, assurance framework, and Data Governance Policy. - Revised policy frameworks and SLAs for consistent, standardised governance support across faculties. Decision-Making & Oversight - Consolidation of governance oversight under a university-wide framework to prevent inconsistent decision-making and faculty-driven bias. - Review and re-design of impacted policies and student rules. - Review of contractual arrangements with external partners. Training & Awareness - Delivery of risk-based training, communications, and awareness initiatives. - Adequate research support for high-risk, high-compliance research. Recruitment & Engagement - Alignment of recruitment and engagement strategies with defined targets and performance measures. - Review and potential development of recruitment and admission policies and procedures.	Processes and Systems - Development and introduction of common university-wide reporting processes and systems model that feed into a unified, centralised data source (single source of truth). Data Management - Integration of centralised data model across staff and student systems. - Implementation of improved data management processes. Reporting - Clarification of KPIs and SLAs at all levels within the university, including clear articulation of responsibilities and ownership. - Enablement of automated reporting to replace manual reporting processes, utilising single source of truth data. Decision Making - Improved utilisation of data for modelling and reporting to improve overall decision-making and insights.

Opportunities for Process Improvements (1 of 2)

Outlined below are opportunities for process improvement identified by functional areas during the design print, and the associated next steps to address.

Process / Function Area	Description	Next Steps
HR Processes	- Need to better understand the definition of services and support PU offers. Need to improve the business partner model. - Staff recruitment and onboarding - processes are slow and very cumbersome. Remove the need for business cases for budgeted and approved positions. - Academic Casual staff hiring and approvals - Directors and Deans have approval for every step in the OCAP process needs to change and when no accountability for managing casual budgets. Managed differently in each faculty. Need a single system and process for all. - Position management : not possible in NEO.	To be addressed as part of ERP
Finance Processes	- Involves a lot of manual work, hard to get adequate support; not getting advice or strategic support. Need to improve and streamline the business partner model. - Payroll errors - a lot of time spent chasing up errors. - Finance reconciliation and Billing- time consuming. - Budgeting - lack of clarity and direction, extremely inefficient. - Purchasing and procurement needs better policy, process, governance.	To be addressed as part of ERP
Governance, Delegations and Committees	- Unclear and inconsistent rules creates 'busy work.' - Policies allowing local decision-making create inefficiencies and inconsistencies, making scalability and equitable practices challenging. - Delegations are generally at inappropriate levels and too onerous: - Remove Provost and COO approval for things that are planned in budget envelopes. - Delegations should align with role accountabilities and be at the lowest possible level. - Too many business cases required for BAU and for things agreed in budget process. - Too many committees and associated work / admin, secretariat support. - Requirement to seek consultation for every decision removes ability to get things done efficiently. Allow managers autonomy and trust them to make decisions.	- Recommend this is developed into scope of work, owned by Director, GSU - Review of Committees and associated secretariat support identified in Governance Stream to be addressed in detailed design. - Review of delegations partially addressed by ERP
Data and Reporting	- Data and reporting is inefficient, duplicated and confusing as there is no single source of truth. - Need to create reports from several sources. - So much unnecessary reporting.	Covered in Data & Analytics stream to be addressed in Detailed Design.

Opportunities for Process Improvements (2 of 2)

Outlined below are opportunities for process improvement identified by functional areas during the design print, and the associated next steps to address.

Process / Function Area	Description	Next Steps
Contracts	- Contract governance is inconsistent, lack of controls - Highly manual processes, a lot of admin, system issues - Remove financial risk assessments for lower value contracts	Potentially covered by ERP and through OGC
Course Approval and (Re) Accreditation	- Over-engineered process - Lots of steps and approvals that are unnecessary - Faculties spend significant time and effort in preparing data for course accreditation (months)	Covered by Sustainable Teaching and Learning
Course / Subject viability, Evaluations, and Quality Assessment	- Too many steps, too many approvals - What is the role of the assessor - do we need this anymore? - Can we synthesize a whole of course approach	Covered by Sustainable Teaching and Learning
Timetabling	- Needs streamlining - Complex process and many data intersections - Generates a lot of student enquiries - Issue between what is known and what is controlled by central and by Faculties - creates back and forth inefficiencies - Dependency on systems	To be assessed, noting it involves larger programs of work that would need to be scoped out and resourced
Load Planning	- Huge time-suck for senior managers (centrally and in faculties) - Lack of clarity and direction from Finance - Need to allow middle management to make changes - Better systems, data availability / integration	To be assessed, noting it involves larger programs of work that would need to be scoped out and resourced

Items Still in Discussion



pending appeal

Next steps



pending appeal



Change management considerations

During the Preliminary Design Phase, stakeholder sentiment has been generally engaged but cautiously optimistic. Stakeholders, particularly Business Owners and Faculty Representatives, have appreciated being involved through co-design sessions and structured workshops, which fostered a sense of transparency and inclusion. However, concerns have been raised around the level of risk for implementation that will be accepted by ULT, and uncertainty around the timing of implementation.

Emerging themes from sentiment:

Theme	Insight
Transparency appreciated	Sharing of data and ensuring access is only provided to a selected amount of people has made it easier to know who to communicate with and how.
Design sessions	Stakeholders value function-specific discussions more than general updates.
Readiness varies	Some teams are well positioned for transformation given the size of their teams, others feel there is more detailed work to be done prior to feeling more ready.
Implementation risks	Evident concern around whether we will be able to implement all changes by the end of year
Employee wellbeing	Concerns about morale, job security, and change fatigue were voiced often.

Ask for ULT: reinforce strategic alignment and visible leadership by endorsing clear, timely communications around priorities, role expectations, and workforce implications including empowering university leaders to confidently speak for their functional areas and continue to be an advocate for the changes that are coming.

Actions for Detailed Design Phase:

- Program to develop a detailed engagement strategy overlaying the program plan to continue transparency
- Program to continue design sessions that include a broad perspective from faculty reps and SMEs to achieve the outcomes
- Reinforcing support pathways for colleagues who are part of Detailed Design Phase
- A detailed IR plan and WHS plan will be developed to support implementation activities and employee wellbeing impacts

Appendices



Executive Summaries: Integration Design



pending appeal



pending appeal



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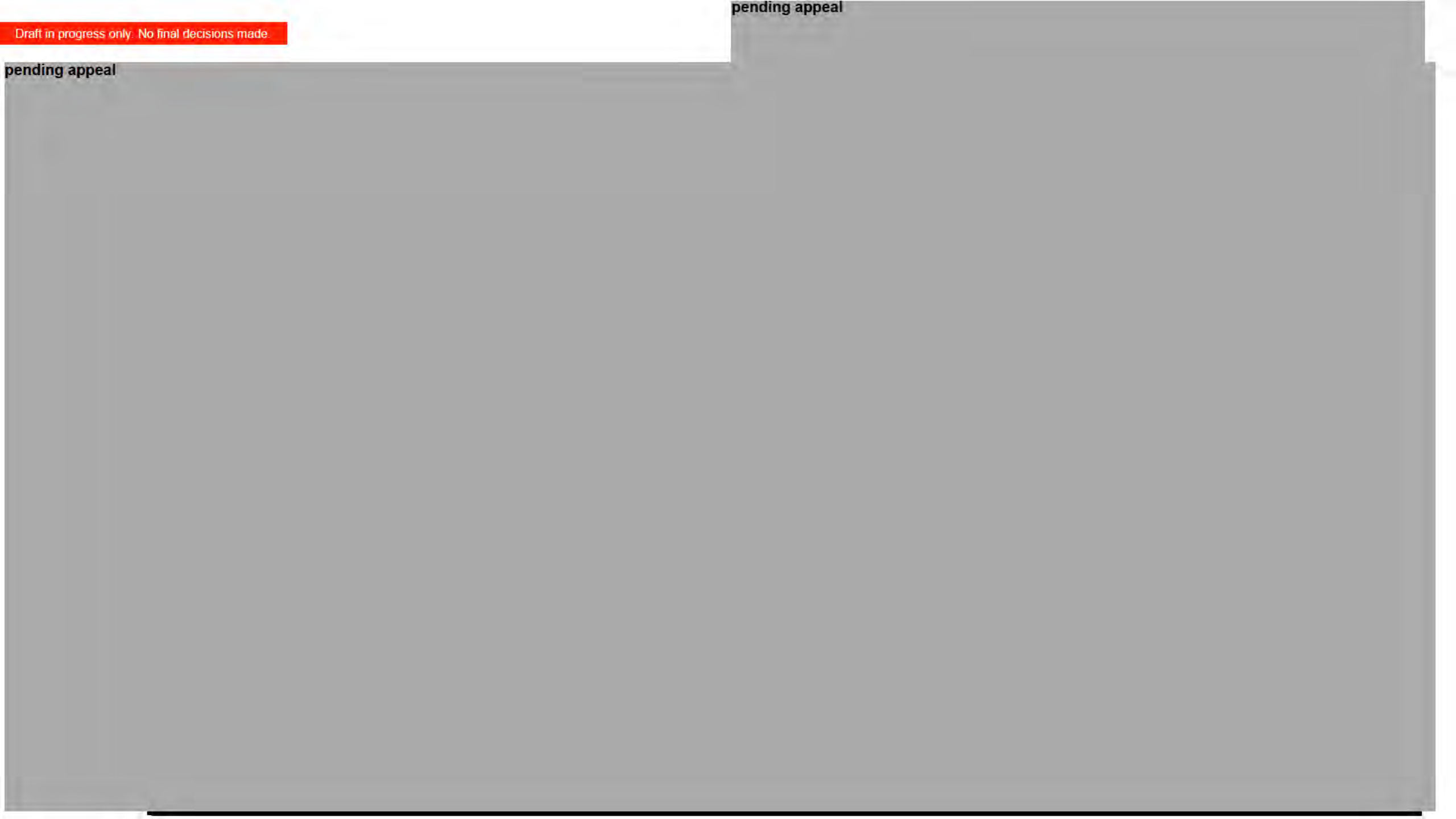


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pending appeal

Draft in progress only. No final decisions made.

pending appeal





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pending appeal

Draft in progress only. No final decisions made.

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pending appeal



Critical/High Risks In Not Achieving the Guideposts



Critical/High Risks of FTE Guidepost not Achieved (1 of 2)

5 functions have indicated risks that have prevented them from achieving their guideposts. Should the below risks be within risk appetite, further opportunities could be sought.

Function	Gap to Guidepost	Category	Risk Description	Consequence / Impact	Risk Owner	Rating	Proposed Mitigation	Residual Rating	Action Owner
Research	8 FTE (for Recommended Option)	Failure to achieve University strategy for research	FTE cuts are too deep, meaning that the required resources to support both strategic and operational functions, Research Productivity & Investment goals and UTS KPIs are not met.	UTS national and global reputation diminishes. Failure to meet revenue targets. Increased risks to UTS.	DVC-R	Critical	- Reconsideration of target (guidepost) FTE. - Management: Amend UTS KPIs (reduce or change timelines for delivery of KPIs). Communication plan to explain why some services cannot be provided.	TBC	DVC-R
GRC	2.2 FTE (Guidepost based only on central FTE)	Organisational Design	- Diminished capacity to support Council/Academic Board and its Committees, and related delegations, student rules and policies. - Seriously diminished capacity to support Student Misconduct and Appeals that would significantly increase psychosocial health risk of remaining staff and a significantly reduced level of service impacting students and academic staff. The consequential risk of complaints from staff and students would be high. - A significant risk that the significant workload to support governance web activities (rules, policies, elections) operating under constrained deadlines would not be resourced.	Increased governance risk for University	ULT	High	- Further analysis required on the decentralised workforce in Detailed Design Phase. Currently guidepost is based on only central FTE. - Accept areas that are currently viewed as under-resourced and continue to provide the current level of service - Review of governance support requirements to identify non-core or discretionary activities. - Prioritisation of support based on senior leadership guidance.	TBC	Director GSU

Critical/High Risks of FTE Guidepost not Achieved (2 of 2)

5 functions have indicated risks that have prevented them from achieving their guideposts. Should the below risks be within risk appetite, further opportunities could be sought.

Function	Gap to Guidepost	Category	Risk Description	Consequence / Impact	Risk Owner	Rating	Proposed Mitigation	Residual Rating	Action Owner
Legal, Risk and Compliance	2.5 FTE	Service provision	Insufficient workforce to meet current demand and requirements	Increased legal risk for University	ULT	High	- Introduce a Centre of Excellence for Legal, Risk, and Compliance to provide a structured, standardised approach. - Consolidate legal, risk and compliance positions across the university to achieve the right-sizing of resources. - Increase size of legal, risk and compliance workforce to remediate gaps within function. - Collaborate with Interim Auditor to align and implement three-lines model.	TBC	GC and ED LRC
Library	1.8 FTE	Service provision	Insufficient workforce to meet current demand and requirements.	Lower quality of service, potential reputational damage (decline in research support quality), delayed processing times, increased error rates, reduced productivity due to disengaged staff. Risk to collection integrity (>100 million) due to reduced maintenance.	ULT	High	- Prioritise core services: Identify critical services that must be retained for the university to support students and maintain its research outputs. Reduce scope of responsibilities from noncore services. - Leverage technology: introduce or expand automation and self-service options (kiosks, online resources). - Prioritisation of support based on senior leadership guidance. - Realign existing and casual staff responsibilities to mitigate risks to the integrity of the collection in maintained.	TBC	Library
CSJI	3 FTE	Service Provision, Reputational Damage	Insufficient workforce to meet current demand and requirements. Reputational Risk	Inability to support programs, reputational damage (jeopardising of the external brand perception of UTS as an 'Institution of Social Justice')	ULT	High	Cease supporting programs, training and initiatives.	TBC	ULT / CSJI

Supporting Information



Organisational Design Principles and Requirements

These design principles and requirements are the overarching guidelines to support the design decision that will need to be made during the operating model program. A subset of these are provided on the next slide that are specific to operating model design.

Strategic Intent

An **optimised** operating model with:

- Faculty delivery being at the forefront of design
- Ensuring an optimised teaching and research experience
- Fosters innovation
- Promotes the ability to deliver research to benefit society
- Professional functions have clearly defined service standards and consistent processes
- Reduced bureaucracy and faster execution through improved processes

University Organisational Design Principles

Service Centric: The University is structured to meet UTS vision (i.e. supporting teaching and research)

Value Focused: Structures, capability and teams will be built to deliver cost efficiency and effectiveness

Professional Capabilities: Functional support will be aggregated to ensure consistent application of policy and where possible will be embedded / co-located to ensure efficient support (hub and spoke)

Faculty Support: Standardised Faculty support will be located centrally and delivered efficiently. Faculty specialised support needs will be embedded / co located into the relevant Faculty but report centrally (hub and spoke)

Clear role definition: All roles will have standardised core responsibilities (Finance, HR etc.) not multiple functional responsibilities (i.e., will be single disciplinary not multi disciplinary)

Simplification: New org designs must demonstrate systemised and harmonised ways of working to ensure consistency

Technology: All new design will explain how they have optimised the use of technology

University Design Requirements

Layers:

Non-Academic Layers will be a maximum of 6 away from VC (baseline data to indicate current depth)

Academic Layers will be a maximum of 6 away from VC

Spans of control / Reporting relationships:

Non-Academic teams - will average a span of 1:7, reporting lines of 1:1 and 1:2 to be by agreed exception

Academic teams – 1:30 *broadly except Provost, Deans, Head of School, Associate Deans and Deputy Deans being 1:10*

Titling will be standardised and consistent University wide and should not report to a similar position title / grade

EA's / Support Staff will be applied down to the Director level consistently (to Dean and Heads of School in Academia) – Flexibility regarding shared support where administrative volume dictates at lower levels needs to be considered

Budget / Benefit: new structures must be supported by a business case outlining the benefit and must have support of CFO or Finance partner

Authority and accountability will be delegated to the lowest possible level and will be held to account

Work placement at the appropriate level and capability with career paths

Diversity and inclusion There will be a focus on addressing gender and representation through workforce design

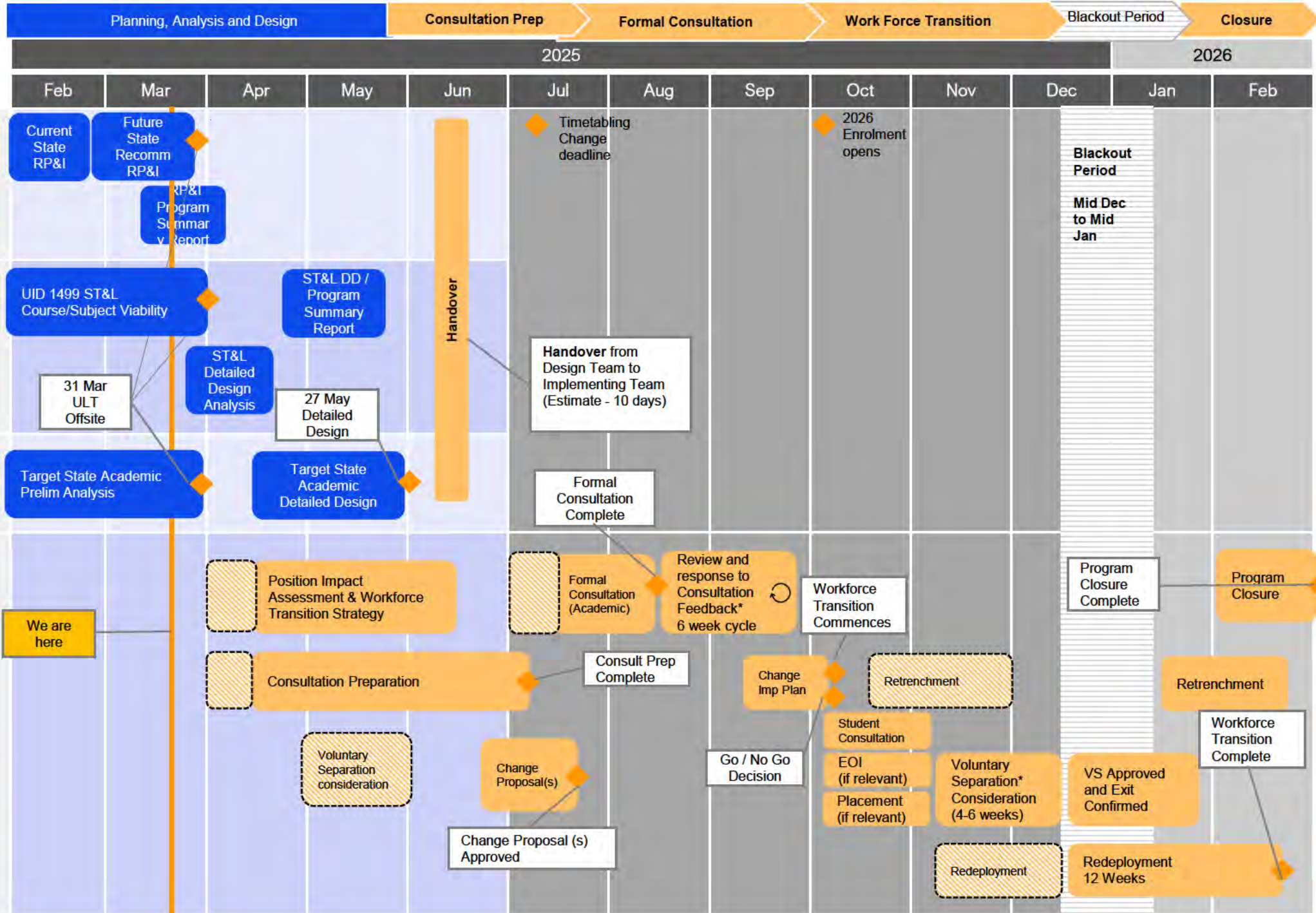


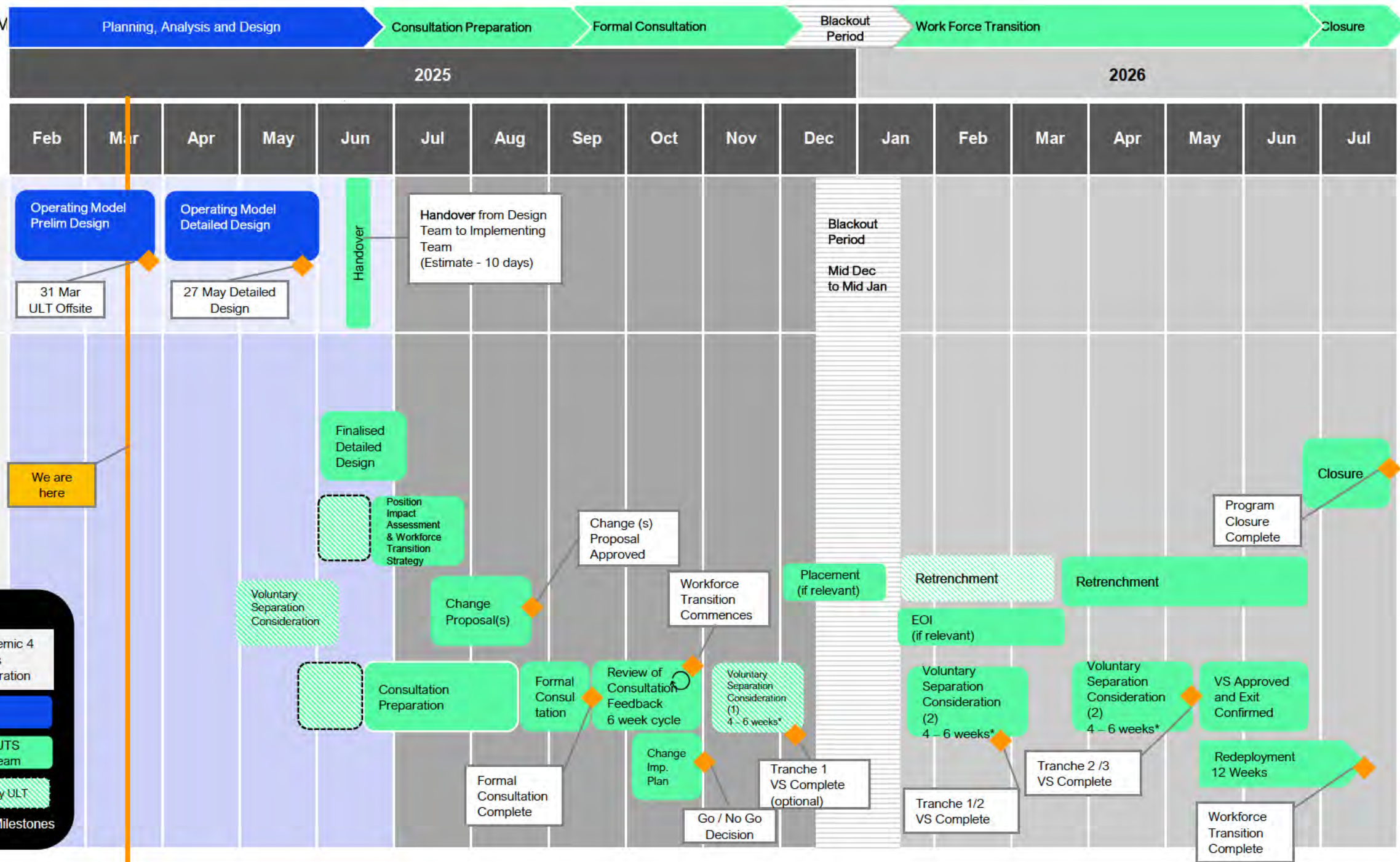


Session 4: Scheduling and Reporting

31 March 2025
Sarah Meaney

DRAFT OSI PROGRAM
High Level Roadmap
(emerging view)
ACADEMIC
Version 0.2





Program Directors Report

Overall Op Model program status is RED on account of key issues and risks in:

- Achieving the revised timeframe, while protecting quality and rigor. This spans strategic (e.g. designing for the future) to operational (e.g. ensuring there is sufficient design integration across the functions)
- In the design phase, identifying the \$50m benefit, and protecting the benefit amount during consultation
- In the implementation phase, realising the benefit in 2025
- Ensuring changes made are sustainable and do not introduce unacceptable impact to business continuity

Overall ST&L status is AMBER.

- Program currently re-baselining schedule as plans and scope presented to ULT in December 2024 has shifted from a sustainability focus to a financial target focus.
- Overall program is progressing aligned to the Tranche 1 work plan.
- Program managing data quality and validation, if not resolved this will impact ability to achieve the required level of specificity for the course and subject alignment work.
- Program having difficulty in measuring and tracking approach for Benefits realisation. Also has risks emerging related to resource gaps.

Overall RP&I status is GREEN.

- The overall program is advancing according to schedule, with the first milestone, a draft current state analysis, successfully delivered on 14 Feb 2025.
- Potential delays are anticipated moving forward on the target state academic workforce given dependency on ST&L.

The Operational Sustainability Initiative is managing to the approved total budget of \$5.9M (approved budget is 75% of the proposal). This budget is for completion of the design phase (Jan – May 2025) only.

Performance Summary	Overall	Cost	Sco	Sch	Ben	Res	Iss	Risks	Comments
UTS Operating Model Workstream (WS) 1: Service Delivery Model (SDM) Workstream 2: Supporting Academic Endeavour Workstream 3: Functional Optimisation	R	G	G	A	A	A	R	R	• Objective is to realise benefits of circa \$50m mainly through reduction in FTE and third-party expenditure. • Overall, the program is progressing to the revised schedule and timeline adjustments to the previous Program Plan necessitated by the VC's directive on 6 Feb 2025. • There are some notable risks with the revised direction associated with the delivery timeframe and meeting this with the rigour and quality required and access to and release of establishment staff data and guideposts. This presents a risk to completion of the design phase. We are yet to fully plan out the implementation schedule. Given the inherent risks in implementation, this puts that phase at risk as well. • The redirection also resulted in changes to the three workstreams, with WS1 and 3 being managed together. The program for delivery for WS1 and WS3 was recalibrated to a four-week sprint. Under WS1 the original four validation sessions built around the seven stages of SDM were revised down to two 1-hour consultations with Business Owners focused on (i) introducing the program and the methodology for detailed design and (ii) defining service taxonomies, classifying services and validating FTE per function. Further engagement between the Operating Model Program team and Business Owners has been necessary to continue developing and validating the taxonomies. • Detailed analysis and further work has been required to get a baseline of FTE data and reconcile this to 2024 actuals as per financial statements. This has caused a small delay in delivering guideposts per function. • Approximately 15 Preliminary Design papers are required for ULT in a short timeframe (due 31 March). The details required to inform the papers necessitate deep Business Owner engagement. Additional KPMG resourcing (Program Support) has been onboarded to support Business Owners in this sprint to meet the 24 March timeframe and help mitigate the risk regarding the delivery of the papers in the required timeframe to the appropriate quality and consistency. • The focus of WS2 has been on defining assumptions around (i) Academic Operating Model and Architecture and (ii) consistency in Administrative Support. Initial working session with the Deans were held on 28 February and 4 March to test the assumptions.

Performance Summary	Ove rall	Cost	Sco	Sch	Ben	Res	Iss	Risks	Comments
Sustainable Teaching & Learning (ST&L) Workstream 1: Course and Subject Alignment	A	G	A	A	A	A	G	G	- The overall program is progressing aligned with key activities outlined in the Tranche 1 work plan, noting it is delayed by a week based on the revised planning developed as a result of the VC's directive on 6 Feb 2025. This delay is due to requests for additional information to support conversations with the Faculty, which are now scheduled to begin the week of 10 March 2025. Please note that the program plan submitted to ULT on 12 Dec 2024 is no longer relevant for reporting purposes, as the scope has shifted from a sustainability focus to a financial target focus. - Key risks to the program have been highlighted and will be continuously iterated to the Program Sponsor with main risks revolving around data quality and data availability. FP&A are currently in the process of validating the ACA WF Allocation Data with Faculty Finance Partners to resolve outstanding reconciliation challenges that the team is experiencing. This is expected to be received no later than 5 March 2025. However, if any outstanding challenges remain, it will impact the team's ability to achieve the required level of specificity for the work. - Program has resourcing gaps based on what was outlined in the program plans. As of 3 March 2025, the program is still missing a Program Director, Change Manager, Business Analyst, Communication Analyst and PMO support. It is assumed that the HR IR SME that was allocated to this program is the same as target state academic workforce - A consistent method for tracking benefits realisation is still underway for the Operational Sustainability Initiative as a whole and will need to be tailored to ST&L once ready. - Work on the target state academic workforce is progressing well utilising analyses from both ST&L and RP&I programs. DVCES and DVCR have agreed that for ULT, one paper will be submitted for the academic program (target state academic workforce) with analysis from ST&L and RP&I serving as inputs. Varying thresholds have been identified to facilitate reaching the target academic workforce cost savings.
Research Productivity & Investment (RP&I)	G	G	G	A	A	A	G	G	- The overall program is advancing according to schedule, with the first milestone, a draft current state analysis, successfully delivered on 14 Feb 2025, as outlined in the program plan submitted to ULT on 12 Dec 2024. Potential delays are anticipated moving forward as during the target state academic workforce meeting on 20 Feb 2025 (combined ST&L and RP&I session). - DVCR has agreed that efforts towards RP&I can slow down to allow the team to accelerate the work on ST&L as both programs will come together as part of target state academic workforce. - Program has resourcing gaps based on what was outlined in the program plans. As of 3 March 2025, the program is still missing a Program Director, Change Manager, Business Analyst, Communication Analyst and PMO support. It is assumed that the HR IR SME that was allocated to this program is the same as target state academic workforce - A consistent method for tracking benefits realisation is still underway for the Operational Sustainability Initiative as a whole and will need to be tailored to RP&I once ready. - Work on the target state academic workforce is progressing well utilising analyses from both ST&L and RP&I programs. DVCES and DVCR have agreed that for ULT, one paper will be submitted for the academic program (target state academic workforce) with analysis from ST&L and RP&I serving as inputs. Varying thresholds have been identified to facilitate reaching the target academic workforce cost savings.

Performance Summary	Overall	Cost	Scope	Schedule	Benefits	Resources	Issues	Risks	Comments
Cost Management									- Overall on track 2025 budgets have been established to provide trajectory to achieving \$20m benefits - Working group has been established in 2024 and continues in 2025 to develop ideas and monitor execution - Scope is being further refined through a more forensic review of spend over April – May - In Q2, it is anticipated that ideas and proposals would be available for ULT consideration
UPMO Change Workstream 1: Program mgt & governance Workstream 2: Portfolio change and comms plan Workstream 3: Benefits Realisation Workstream 4: Business continuity / readiness & IR strategy	A	G	G	A	A	A	A	A	- Program progressing to schedule. IR strategy and Change & Communication plan on track. - Program has Change resource gaps and recruitment for transformation resources is challenging. - Change impact analysis and business readiness assessment is lagging because of program resourcing gaps and re-planning of the schedules currently underway.
Overall OSI performance	R	G	A	A	R	A	R	R	

Project Status Report: Cost Management

Project Manager Belinda Johnson Stage Business Sponsor Vice Chancellor	Project Start	1/2025	Status Report Dates		Status Report Indicators	
	Project Finish	12/2026	Reporting Period Start	Status Report Date	Overall	Risks
			Reporting Period Finish	Milestone Period Finish	Schedule	Issues
					Scope	

Status Description

The Cost management program (CMP) is on track. The CMP has been established including a working group who meets fortnightly to track ideas and execution. The 2025 budgets have had an approach applied to NSI whereby contingency will be held centrally, and business units will need to perform prioritisation for NSI on a lower absolute value than 2024 spend. Finance will commence a process of analysing the nature of NSI and fine tuning opportunities over Q2 for ULT consideration.

Key Achievements in this period	Key Activities planned for next period
- CMP working group established - 2025 budget target setting & contingency process completed - Roll forward of 2024 initiatives considered	- Prioritisation process for Business Units (BUs) NSI targets - Finance review of university wide spend (eg by vendor / by BU etc) for opportunities - Continued progress of opportunity ideas and execution by working group

Current Issues

- Nil to report

Current Risks

- Lack of adherence to NSI parameters

Milestones

No matching records were found

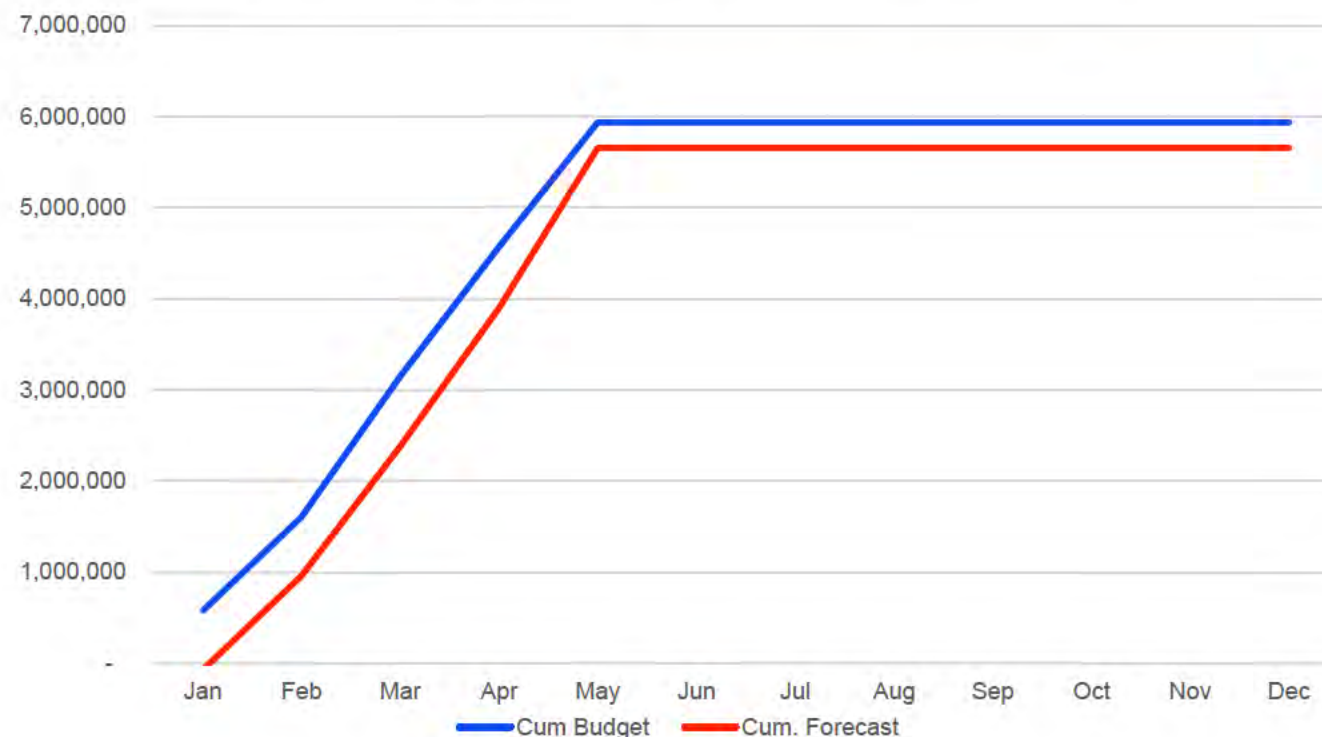
2024 Financial performance summary

The Operational sustainability Initiative had \$5.9M budget for Jan – May approved (75% of proposal) by the VC in January 2025. This budget is for completion of the design phase only. The Initiative is tracking to budget. Based on delays in the recruitment of UTS resources, KPMG has supplemented and accordingly the savings on UTS budget is offset by variations in KPMG costs. Overall forecasting a small underspend of \$280K to May. The Program is looking to reclassify budget from Op Model to UPMO Change to address variances reported below. Re-planning of the schedule and budget impact will be reflected in the next program performance report.

FY2025 \$'000	Approved Budget	YTD Actuals	Forecast	Variance
Op Model	3,835.8	494.4	3,329.5	506.3
S T&L	818.0	191.3	667.6	150.4
R P&I	980.0	196.7	954.1	25.9
UPMO Change	303.4	75.3	705.9	- 402.5
Cost Mgt	-			
Totals	5,937.20	957.70	5,657.10	280.10

*Approved Budget and Forecast for Jan – May only;

Operational Sustainability Initiative - Budget v Forecast



Project / Phase	Achievements this period	Planned focus / achievements next period
Operating Model – Service Delivery Model / Design (Preliminary Design)	• Design Principles: shared the design principles with Business Owners as part of Validation Session 1 inputs. • Validation Session (1): repurposed to Business Owner briefing. Developed and delivered a session including preparing and socialising pre-reading materials to attendees covering the approach and methodology to service delivery modelling and service classification. • Replan actioned VC's directive on 6 Feb 2025 establishing a new program plan and delivery timeline. • Validation Session (2): repurposed to Business Owner functional consultations (x 11). Agreed scope of functional ownership; classified service nature; reviewed and validated the functional catalogue and classification of services. • Identified specific areas of opportunity within functional areas, using Level 3 taxonomies in alignment with the economic levers introduced during Validation Session 1. • Detailed Analysis: undertook detailed analysis to develop the following material in support of Business Owner Briefing: <i>Functional service mix</i> (classification breakdown); <i>functional staffing analysis</i> (HEW level breakdowns of staff identified against function); <i>service placement</i> (identification of functional staff locations across UTS, detailed review of staff both centralised and decentralised); and <i>benchmarking analysis</i> (UTS' functional services compared against organisations offering similar services). • Business Owner Briefing (1): briefed Business Owners on the methodology and approach to completing the Preliminary Design, expectations, roles, responsibilities and ways of working. • Resourcing: identification and onboarding x15 additional KPMG resources as Program Support personnel to assist Business Owners with drafting input into the Preliminary Design. Conducted introductions. • Preliminary Design Template: developed x 15 templates to capture preliminary design and savings magnitude per Business Owner / Functional Representative group and obtained Program Sponsor endorsement for the proposed content. • Preliminary Design Working Group Engagement: developed and presented a session including preparing supporting material to Business Owners defining the role of the Design Working Groups as a mechanism for stakeholder involvement and create a structured, data-driven and transparent approach to engagement. • Financial Guideposts: reached agreement with the CFO on initial financial guideposts for each functional area – amended on advice from sponsors and VC	Completion of the following key activities: • Identify indicative/potential savings by functional area • Establish high-level enabling requirements to enable target-state services • Understand key governance criteria like SLAs, delegations and policies • Capture critical processes for reengineering and reporting requirements • Capture key interactions between service providers and service recipients • Complete 15 Preliminary Design papers (one per functional area) for April ULT in accordance with the provided template and obtain ULT approval • Develop design integration approach to ensure cross function processes, policy architecture etc are all appropriately designed • Commence development of scenarios required to ensure critical processes are protected

Project / Phase	Achievements this period	Planned focus / achievements next period
Operating Model – Service Delivery Model / Design (Detailed Design)		Development of Detailed Design (Business Cases) per functional area - key activities include: Service Delivery Model (SDM) - Engage stakeholders to test SDM options and ensure an exhaustive approach is undertaken which best aligns to UTS' needs - Document the preferred SDM option including benefits and high-level impact assessment - Develop the Enterprise Service Blueprint as needed Organisational design and workforce considerations - Develop detailed organisational designs aligned with the SDM - Finalise roles, required skills, and capabilities for the new structure Technology requirements - Identify and capture high-level technology requirements aligned to future-state operations noting it is not expected these will support work reduction in 2025 Governance frameworks and policies - Review and update key policies to ensure delineation of key roles and responsibilities - Document SLAs for key services - Define governance forums and structures Process Management - Identification of critical processes that require re-engineering - Ensure all documented processes align with Enterprise Functional Blueprint Data, Insights and Reporting - Engage with stakeholders to align on data requirements - Review the reporting catalogue to ensuring enables future-state operational requirements
Operating Model – WS2: Supporting Academic Endeavour Sub-Workstream 1: Internal Academic Architecture / Preliminary Design	Define assumptions around (i) Academic Operating Model and Architecture and (ii) consistency in Administrative Support. A Deans working session was held on 28 February and 4 March to test an initial set of assumptions and seek feedback.	- Agree inclusions, work effort and teaming to deliver requirements for Preliminary Analysis ULT paper - Prepare and deliver a follow up Deans Working Session (scheduled 12 March) - Agree and schedule additional engagement activities as required, including with Provost, RP&I and ST&L Programs and Faculty representatives. - Draft Preliminary Analysis ULT paper summarising outcomes of Sub-Workstream 1

Project / Phase		Milestones / Deliverables: Next 3 Months	Progress	Activity Status	Estimated Delivery Date
Operating Model / Preliminary Design	◇	Operating Model Preliminary Design Submitted to Program Sponsors	18%	At risk	• 31 March
Operating Model / Preliminary Design	◇	Operating Model Preliminary Design Final Submission	18%	At risk	• 3 April
Operating Model / Detailed Design	◇	Operating Model Draft Detailed Design (Business Case) Complete	0%	At risk	• 26 May
Operating Model / Detailed Design	◇	Operating Model Detailed Design (Business Case) Final Submission	0%	At risk	• 27 May

Project / Phase	Achievements this period	Planned focus / achievements next period
Program Establishment (Program Plan)	- Post OSI meeting on 6 Feb, program had to repivot to focus on, in the short-term, on identifying savings. This has led to changes in downstream activities such as the identification framework for course and subject alignment - The team has completed a revised ST&L work plan in preparation for the ULT presentation on 3rd April. The document outlines a structured approach to the course and subject viability analysis and includes the following key elements: - The primary course and subject rationalisation questions that Tranche 1 aims to address. - The proposed revised methodology for Tranche 1 of the course and subject viability analysis, including a detailed timeline for implementation. - The critical data-related decisions required to facilitate meaningful analysis and ensure informed decision-making.	Team to build out the key activities that will be required for the next phase of the program (i.e., any activities post ULT presentation on 3 April)
Current State Analysis (Course and Subject Alignment)	- In response to the changes post OSI meeting on 6 Feb, team has now focussed the course and subject performance analysis on key criteria that have been agreed on as part of the course and subject viability framework - Team has continued progressing developing the analysis and relevant packs that would be needed to support the Faculty engagement that will commence on 10 March 2025. This analysis will also include an overlay of information received from Faculties based on the first Faculty engagement. At a high level this includes: - An overview of performance at the University level - An overview of performance at the Faculty level, including a detailed list of courses and subjects with a negative total margin, as well as courses with under 20 EFTSL and subjects with below 10 EFTSL and under 25 headcount - In parallel, team is working on mapping the associated workforce required to teach the subjects at UTS (FTE and teaching hours effort). Team is in the process of validating and reconciling the academic workforce data to support the analysis required. - Team has also validated the performance of Sfl and EL courses across the university with FP&A (Elyse Murray)	- Faculty engagement on the outputs of the course and subject viability framework on 10 March 2025 - Development of ULT paper for submission to ULT on 27 March. Please note that only one ULT paper will be submitted for the academic program under 'target state academic workforce'. Analysis from RP&I and ST&L will be used as key inputs to shape the target state academic workforce analysis
Current State Analysis (Teaching Capacity)	Team has started mapping the teaching capacity available at the university based on the data provided; however, team notes that there are some gaps and limitations in the data (similar to 2023 ACA WF Allocation) that the team is working on resolving with FP&A. Once this is resolved, team will be able to present a more accurate picture of the teaching capacity available at the university	

Project / Phase		Milestones / Deliverables: Next 3 Months	Progress	Activity Status	Estimated Delivery Date
ST&L / Analyse Course and Subject Viability as part of ST&L – WS1	◇	Analysis and Insights for ST&L Drafted and Documented, Submitted to DVCES	35%	At Risk	• Due 17 Mar 25
ST&L / Draft Preliminary Analysis	◇	Draft Target State Academic Workforce Preliminary Analysis Complete	0%	At Risk	• Due 24 Mar 25
ST&L / Program Finalisation ST&L – WS1: Course and Subject Alignment	◇	Program Summary Report for ST&L – WS1: Course and Subject Alignment Drafted, Submitted to DVCES	0%	To be confirmed	• Due 14 May 25
ST&L / Program Finalisation ST&L – WS1: Course and Subject Alignment	◇	Program Summary Report for ST&L – WS1: Course and Subject Alignment Final Submission	0%	To be confirmed	• Due 26 May 25

Legend

Milestone/Deliverable Indicators

Note: Indicator colour represents status

 Value Release Milestone

 Decision Milestone

 Major Deliverable

Status

To be confirmed

Complete

On track

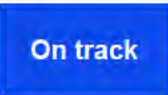
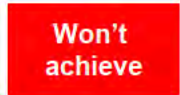
At risk

Won't achieve

Draft in progress only. No final decisions made.

Project / Phase	Achievements this period	Planned focus / achievements next period
Current State Analysis	Research Productivity: - Team worked through data validation and reconciliation issues with Research Finance team over three separate sessions. - Team shared first full draft of research productivity analysis with DVCR on 14 Feb 2025 as per the timeline outlined in the program plan. This draft excluded: - Additional cuts on FTE by discipline (received 4pm, 13/2, and was undergoing validation and completion checks) - HDR completion by EFTSL - These were completed and provided as part of an extract to the RP&I Leadership Forum 18/2; they will also be included as part of the full pack in its next iteration. Research Investment: - Team worked through data validation and reconciliation issues with Research Finance team over five separate sessions, including identification of error in ABS submission methodology skewing 'other Commonwealth Government' data. - Team has shared the full draft of Research Investment with DVCR on 14 Feb 2025 excluding the cost profile of generating ERI. - Team met with Manager, Research Finance (Renee Estrella) on 19 Feb 2025 to confirm and validate any assumptions made, run through data sources and confirm that the analysis and narrative presented aligns with their understanding of the current state at UTS. HDR Deep Dive - Team has shared the full draft of HDR deep dive with DVCR on 14 Feb 2025 - Team met with Director, Graduate Research School (Yamini Sindoba Sandiran) on 19 Feb 2025 to confirm and validate any assumptions made, run through data sources and confirm that the analysis and narrative presented aligns with their understanding of the current state at UTS. Research Concentrations - Team has completed first draft of all University Centres by research/non-research, ERI, FTE and expenditure. Currently includes all research and non-research Centres, with 27 of these not established as separate org units in the Finance system. As a result, these have no income/expenditure data. - Team has shared full draft of research concentrations with DVCR on 14 Feb, noting that this will need to be refined once we receive confirmation of Centres in scope.	- Update current state analysis based on feedback from DVCR. Note that the DVCR has yet to provide feedback as it has been agreed with the DVCR that the priority for the RP&I program is to focus on the research areas of scale and focus framework, particularly the criteria that would support decision making for ST&L. Criteria has been agreed to be CAT1-4 income, ERI per FTE, FWCI and HDR completions. - Development of ULT paper for submission to ULT on 27 March. Please note that only one ULT paper will be submitted for the academic program under 'target state academic workforce'. Analysis from RP&I and ST&L will be used as key inputs to shape the target state academic workforce analysis.

Project / Phase		Milestones / Deliverables: Next 3 Months	Progress	Activity Status	Estimated Delivery Date
RP&I / Develop Current State	◇	Finalise Current State Analysis for RP&I Current State Analysis Final Submission	70%	On track	Team has agreed with the DVCR that the priority should be on the research areas of scale and focus framework, particularly the criteria that would support decision making for ST&L. As such, the team has pivoted effort from RP&I to ST&L and the DVCR has paused on providing feedback on the draft current state report that was submitted on 14 Feb 2025
ST&L / Draft Preliminary Analysis	◇	Draft Target State Academic Workforce Preliminary Analysis Complete	0%	At Risk	Due 24 Mar 25
RP&I / Future State Recommendations	◇	Future State Recommendations and Insights for RP&I Drafted and Documented, Submitted to DVCR	0%	To be confirmed	Due 25 Mar 2025
RP&I / Future State Recommendations	◇	RP&I Future State Recommendations and Insights Final Submission	0%	To be confirmed	Due 27 Mar 2025
RP&I / Program Finalisation	◇	Program Summary Report for RP&I Drafted, Submitted to DVCR	0%	To be confirmed	Due 7 Apr 2025
RP&I / Program Finalisation	◇	Program Summary Report for RP&I Final Submission	0%	To be confirmed	Due 11 Apr 2025

Legend	Milestone/Deliverable Indicators <i>Note: Indicator colour represents status</i>	 Value Release Milestone	 Decision Milestone	 Major Deliverable	Status	 To be confirmed	 Complete	 On track	 At risk	 Won't achieve
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Operational Sustainability Initiative – Risk Register

Overall Risk Status

A

IDENTIFICATION					ASSESSMENT			PLANNED ACTIONS		
ID #	Clarity ID	Name	Description	Risk Owner	Likelihood Rating	Consequence Rating	Current Risk Rating	Response Type	Risk Status	Proposed Action/ Treatment Plan
30	RSK2792	Benefit quanta not achieved	Expected scale of benefit not achieved due to: - Inability to accurately identify and record risk required to support financial saving - Risks associated with saving higher than tolerance	Mark Sandham	5 – Almost Certain	4 - Major	Critical	Avoid	Work in Progress	Support business owners in using the risk framework to articulate risk exposure in achieving the target and facilitate review to determine acceptability or otherwise
2	RSK3015	IR Risk	Inadequate internal practises could lead to IR exposure and Fair Work intervention, impacting project timelines, schedules, and benefits. Effective management and stringent practises are crucial to mitigating delays, increased costs, and compromised benefit realisation.	Mark Sandham	4 - Likely	4 - Major	High	Avoid	Work in Progress	Ensure the UTS IR team are engaged in the process throughout. There is a clear execution of IR strategy throughout the work being undertaken with regular communications. Consider sequencing of IR comms and messaging. Develop guidelines
3	RSK3017	Employee wellbeing	There is a risk that the scale of change across the University could lead to an increase in psychological safety hazards, impacting employee well-being and morale.	Alex Tillman	4 - Likely	4 - Major	High	Avoid	Work in Progress	HSW will lead the psychological safety assessment, identifying risks and implementing appropriate mitigations to manage them. To support this, open communication channels will be maintained throughout the transformation program, ensuring ongoing transparency.

Operational Sustainability Initiative – Risk Register

Overall Risk Status

A

IDENTIFICATION					ASSESSMENT			PLANNED ACTIONS		
D #	Clarity ID	Name	Description	Risk Owner	Likelihood Rating	Consequence Rating	Current Risk Rating	Response Type	Risk Status	Proposed Action/ Treatment Plan
26	RSK2833	People Unit capacity to support concurrent Change Proposals	Given the size and scale of the program, the program intends to identify what elements of the change can be phased (while adhering to the Enterprise Agreement). There is a risk that the People Unit will not have the capacity to support,	Sarah Meaney	4 - Likely	3 - Moderate	High	Avoid	Work in Progress	7/3 Action underway to propose management through the UPMO and people change implementation process. Resource profile including PU requirements to be developed and approved. Outsourced options including PD development, recruitment and EAP to be considered as part of this approach.
28	RSK2781	Industrial Dispute	If the engagement with Unions and Staff over the industrial elements of the change are not effectively managed, it could result in industrial and or legal action and could limit the scale/nature of the change and/or delay the delivery timeframes.	Fiona Thomas	4 - Likely	3 - Moderate	High	Avoid	Work in Progress	1. Industrial strategy encompassing union engagement 2. Residual risk acceptance.
29	RSK2870	Capacity / Capability of PU Business Partners to deliver on forthcoming change agenda	Op Model needs continuing BP support from the People Unit to deliver on the changes that will be identified. BPs will have a key role in the design and delivery of future workforce proposals.	Dave Holme	3 - Possible	4 - Major	High	Avoid	Work in Progress	1. Recruitment underway for strategic HRBPs in the new PU op model 2. Investigate using partner consultancy to provide dedicated BP support to the program
31		Schedule	There is a schedule risk that the benefits will not be achieved by December 2025 as required by the UTS Finance Plan	Mark Sandham	5 – Almost Certain	4 – Major	Critical	Avoid	Work in Progress	Additional constraints in NSI and reduced investment in 2026

Draft in progress only. No final decisions made.

Operational Sustainability Initiative – Issues Register

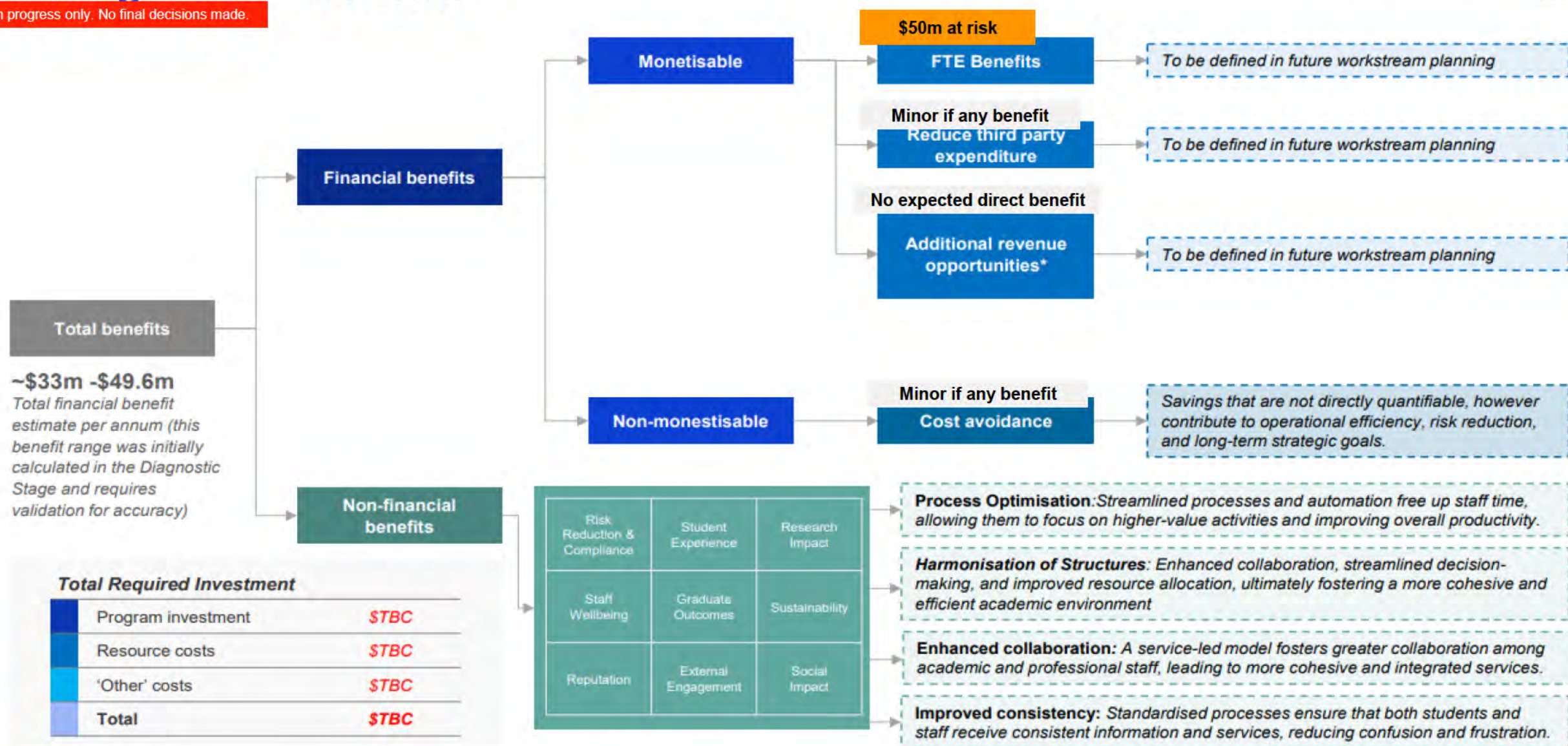
Overall Risk Status

ISSUE ID & NAME				DESCRIPTION	IMPACT DATE	TARGET RESOLUTION	CONSEQUENCE	
Issue ID #	Clarity ID	Name	Owner	Commentary	Resolution		Consequence Rating	Status
Operating Model Program								
2	ISS1275	Quality of establishment data	Dave Holme	1. Impacts ability to gain view of current state 03/12/24 - Establishment data refresh process has been tested and provides a continuing consistent system view that is manageable. Delivery of Orgvue instance will enable modelling of current state including hierarchy amendments further cleaning the usable data. This has been agreed and is in process. This can be closed once Orgvue is enabled however this is not a final solution. That can only delivered through ERP implementation. Staff disengagement due to lack of understanding of changes and impacts, and length of time for change to occur.	31/10/24	21/12/24	Major	Open
3	ISS1307	There is no integrated view of changes with clear linkage to UTS strategy or “the why”	Kerry Knott	There is too much competing change happening across UTS that is not integrated, sequenced or governed centrally from a change / comms standpoint. Anecdotal feedback has indicated UTS manages change poorly and that change fatigue is high.	5/11/24	8/11/24	Major	Open
4	ISS1329	NEO Updates	Dave Holme	Currently there is one person assigned to NEO updates who is a retiree who has returned to help out. There is a single point of dependence here considering the potential volume that will be coming and also a single point of risk.	28/2/25	2/5/25	Major	Open

Operating Model - Benefits

Overall Benefits Status **At risk**

Draft in progress only. No final decisions made.



Total Required Investment

Program investment	\$TBC
Resource costs	\$TBC
'Other' costs	\$TBC
Total	\$TBC



*Financial benefits realised by the Op Model Program are mostly cost reduction. Further analysis will determine potential revenue raising opportunities.

Complete

On track

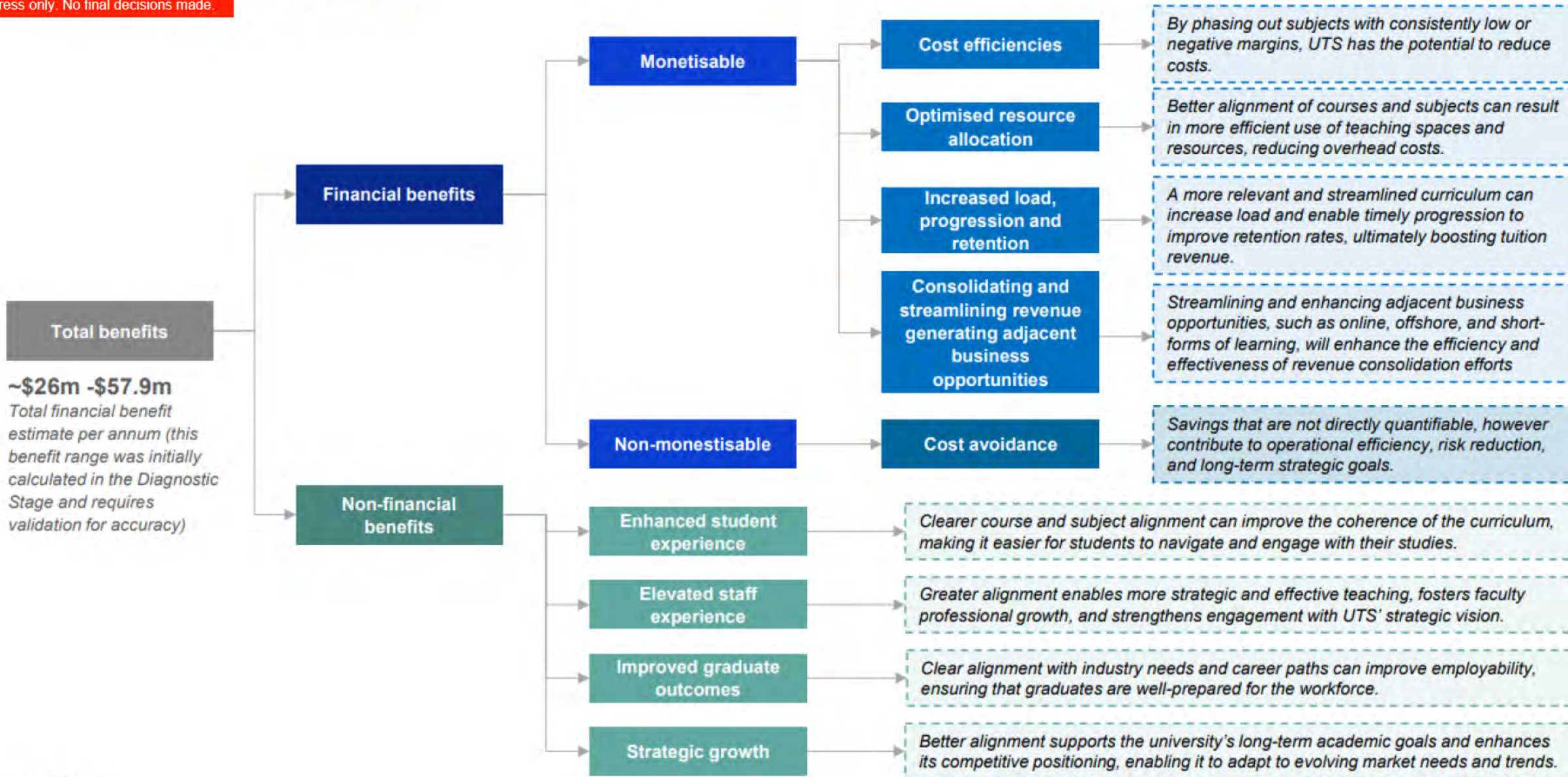
At risk

Won't achieve

Sustainable T&L - Benefits

Overall Benefits Status **At risk**

Draft in progress only. No final decisions made.

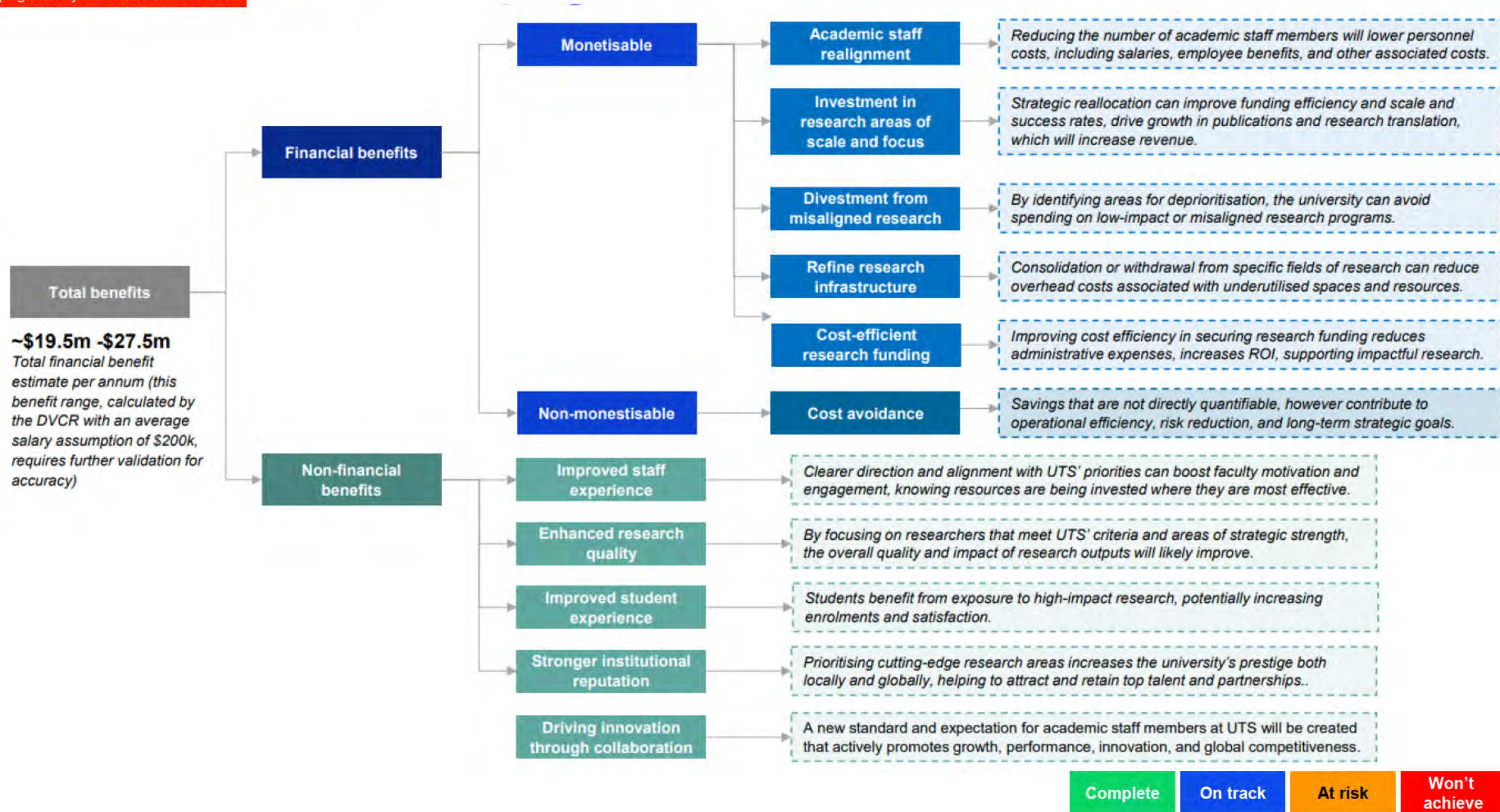


Research P&I - Benefits

Overall Benefits Status

At risk

Draft in progress only. No final decisions made.



Session 5: IR Strategy and Approach

31 March 2025
Sarah Meaney

OSI IR Strategy

Key Objectives

- Support with planning, design, consultation and implementation of the OSI change initiatives
- Minimise disruption to operations, teaching and research activities
- Minimise people impact and retain staff engagement
- Ensure compliance with legal requirements and manage associated risks
- Minimise workplace disputes and claims

OSI IR Strategy – Key elements

Stakeholder identification and engagement

- Identify stakeholders and prepare stakeholder engagement plan
- Establish system for regular updates to stakeholders on the status & progress of change program, with feedback mechanisms for staff and unions

Consultation processes with staff and unions

- Adequate change proposals, which are both effective and compliant with legal requirements under applicable laws and enterprise agreements
- Meaningful and compliant consultation that affords impacted staff and unions a reasonable opportunity to provide responses to proposed changes so UTS can consider that feedback before deciding on implementation of proposed changes

Support for staff and leaders

- Ensure a transparent and structured process with appropriate communications, timeframes and resources for staff and leaders
- Establish mechanisms to ensure staff and leaders have appropriate support with the process, including by systematically and compliantly developing & implementing controls to manage associated psychosocial risks

Change Road Map and IR integration

- Develop a roadmap of all change activities, which ensures a logical sequence, optimal opportunity for staff engagement, with minimal impact and disruption.
- IR integration in each phase, which considers people impact and legal compliance and risk management
- Consider and take into account interdependencies across the various initiatives across the University

Risk management

- Risk management strategies to identify and control foreseeable risks to UTS and its people arising from the change initiatives

Risk Assessment overview

Risk	Cause	Potential Consequence	Mitigation
High staff absenteeism & low work performance	Stress about potential change impact Duration of change process	Low work productivity Negative impact on teaching and research outcomes	Effective strategy development and project management for change program Robust staff engagement and support Transparency with information-sharing and decision-making
Failure to comply with legal requirements	Inadequate planning and time for undertaking Position Impact Assessments and developing Change Proposals Lack of knowledge of legal requirements under applicable legislation and enterprise agreements, and practical measures for achieving compliance Lack of suitably qualified resourcing	Disputes and legal claims Delays in changes processes Legal costs and liability exposures Damaged relationships with staff Adverse publicity and reputational damage	Understand legal compliance requirements and record in legal compliance register Ensure action plans consider legal requirements and include compliance measures
Delay	Disputes/legal applications Lack of resourcing Extended consultation period	Delay in delivering required changes & increased cost Adverse impact on staff Negative impact on teaching and research outcomes	Flexibility in process Contingency plans Adequate staff engagement and communications
Lack of resourcing	Underestimation of required resourcing to support the change process Budget constraints	Delay in change process Impact on leaders and other staff	Ensure appropriate planning and resourcing
Psychosocial impacts on staff	Stress about job insecurity for impacted staff Lack of resourcing High demands on leaders	Low staff morale/engagement Psychological injury or illness Low work productivity and absenteeism Disputes, legal claims and regulatory enforcement action	Systematic and compliant psychosocial risk management with support from suitably qualified subject matter experts (see slides 14 to 16 for an overview of stage 1 of the Psychosocial risk management services for OSI)

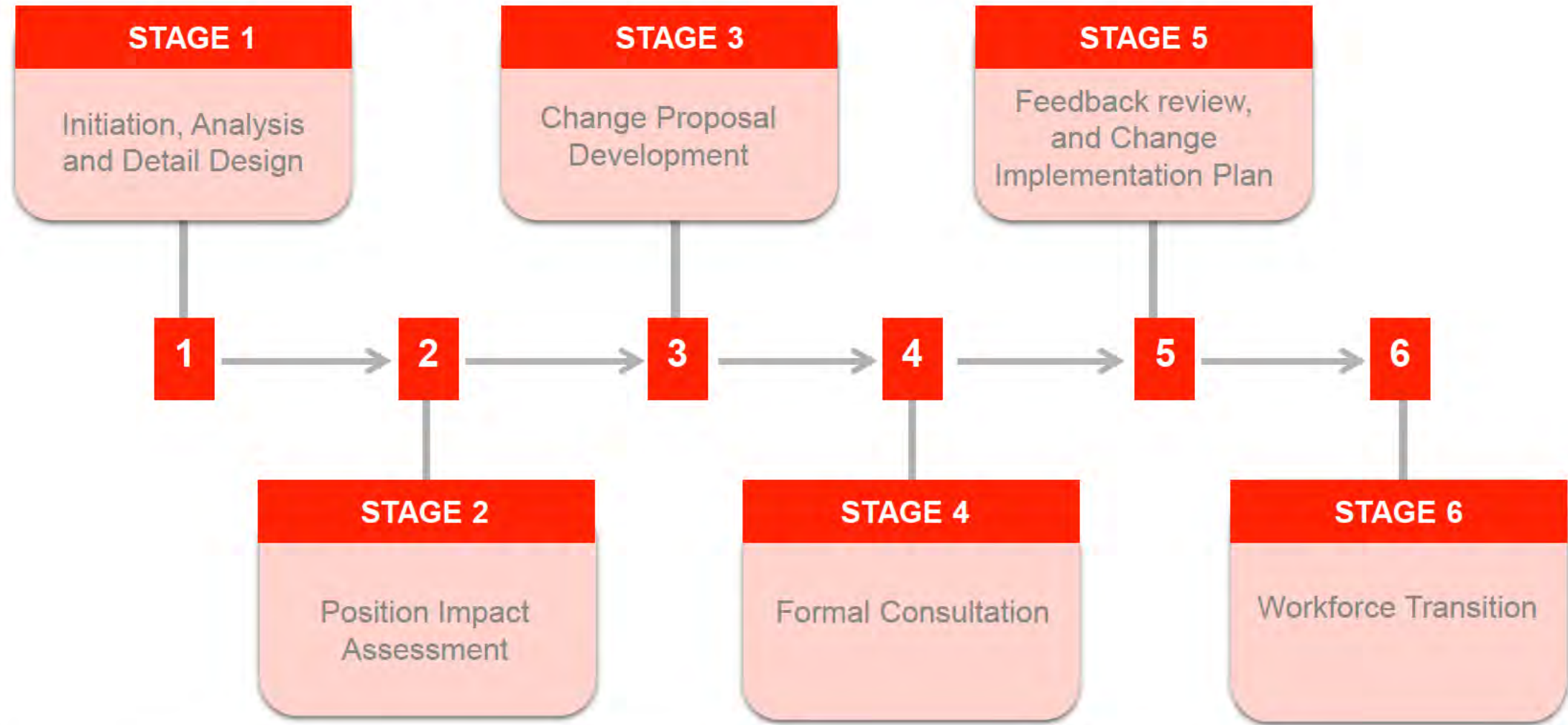


Process and VS Options

March 2025

UTS CRICOS 00099F
UTS TEQSA PRV12060

Major Workplace Change (Process)



Key stages & requirements

Change Proposal development

- If the University decides to propose a *major workplace change*, it must develop a Change Proposal for consultation with affected staff and unions.
- The Change Proposal must include the detail required by the Agreements including:
 - the nature and reason for the proposed change
 - the proposed changes to the structure and workforce including the detail design and target state
 - the likely impact on positions and staff, including changes to work processes, workloads, placements, redeployment opportunities and identifying potentially redundant positions
 - Identifying potential changes based on the target future state and operational requirements, not individual staff performance, traits or conduct
 - objective criteria to determine how potentially redundant positions will be identified, if a reduction in the same/similar position is contemplated

Consultation

- The consultation period provides an opportunity for affected staff (and unions) to seek clarification and provide feedback on proposed changes, suggest alternative solutions and raise matters for consideration prior to a final decision being made
- Staff and unions must be given reasonable time to consult before any final decisions are made

Implementation

- Before implementation, the University must advise affected staff in writing of its decision regarding the proposed changes (including any revised changes)
- Must consider and offer ways to minimise retrenchment as required by the enterprise agreements (eg redeployment, voluntary separation, LSL, LWOP, change to fraction, transition to retirement)

Implementation Approach Academic Staff

Following release of the Change Implementation Plan the workforce transition activity may include the following activities, tailored to the change impact:

- considering differing individual impacts such as:
 - adjustment to workload allocation
 - reduction in FTE
 - redundant positions where no suitable alternative position identified (eg complete removal of discipline)
 - impacted areas where a teach out is proposed (consultation on options and timing)
- implementation of an EOI process, criteria and assessment methods
- voluntary separation (EOI to be concluded prior to close of VS consideration, to allow for VS application)
- if no redeployment or VS application – retrenchment provisions will apply (6 weeks notice)

Implementation Approach Professional Staff

Further detail on the Op Model and Academic Structures (when available) will assist in scoping of workforce transition options for professional and SSG staff

Potential change impacts might include:

- Reduction of local professional support at faculty level due to the removal of academic positions
- Removal of a discrete function or service with all roles linked to that service not required in the area or across the University. No future state design
- Reduction in the aggregate number of like positions
- Broader redesign across a function/s that go beyond one work area/unit and involve high impact on professional staff across faculty and division

Subject to the position impact assessment, workforce transition process may include the following activities:

- Direct Placement
- EOI process
- Voluntary separation process



Voluntary Separation Options for consideration- Academic staff

NB: Options are not exhaustive and are for consideration only

Options	May suit	Eligibility and Scope	Broad Considerations	Severance payment & timing
Option 1 EOI before the Change Proposal	Academic staff who: - Are interested in an exit (for career transition or personal reasons) - Don't want to go through change - Are in potentially impacted areas	- Eligibility and exclusion criteria would apply - Broad scope - likely across most faculties, with some exclusions	- Faculties to identify any caps - EOI first considered by the faculty - Entirely voluntary process - Implement risk mitigation, including consideration of impact on staff, unions and resourcing requirements - May delay timing of Change Proposal - Potential low engagement if EOI is declined	- Incentivised payment: greater than the Agreement VS entitlement - EOI closes prior to release of change proposal - Exit dates determined based on operational requirements
Option 2 EOI during Change Proposal consultation period	Academic staff who: - Are identified as potentially impacted and don't see a future in the target academic state - Are interested in an exit (for career transition or personal reasons) - Want certainty early	- Academic staff in impacted areas - Other non-impacted academic staff that meet a set of eligibility/exclusion criteria. - Some exclusions	- Faculties will assess the EOIs against the proposed future FTE in impacted areas identified in the CP - EOIs from non-impacted areas reviewed against objective criteria - Potential low engagement if EOI is declined	- Severance payment consistent with VS severance details in the Agreement - EOIs assessed during CP consultation period - Exit dates determined based on operational requirements

Consider possible development of a payment self assessment calculator



FYI only Change Process information aligned to Clause 52 Major Workplace Change, UTS Staff Agreement, 2021

Operational Sustainability
March 2025

Major Workplace Change (Clause 52 UTS Staff Agreement, 2021)

Application - the provisions of this Clause apply to **continuing and fixed-term staff – academic and professional**

Major workplace change applies to changes in operational requirements that could reasonably be expected to have a significant impact on continuing or fixed-term staff. Such significant impacts may arise from:

- changes to the organisation structures where these are likely to give rise to reductions in staffing that may lead to redundancy, or significant and sustained changes to workloads;
- Significant changes to the functions, duties and responsibilities of positions that may lead to a need for different skills, qualifications and/or experience for positions;
- phasing out or discontinuing an existing program of teaching and/or research where these are likely to give rise to reductions in staffing that may lead to redundancy, or significant and sustained changes to workloads;
- potential outsourcing of functions where these are likely to give rise to reductions in staffing that may lead to redundancy, or significant and sustained changes to; or
- major alterations to work arrangements such as the introduction or removal of shiftwork, or the relocation of staff to another campus that involves unreasonable additional travel.

Note - Providing that the staff member has been employed in the same or substantially similar position and identically classified position in the same department (or equivalent), that staff member cannot be subject to more than one change process involving the potential redundancy of their position in any two-year period.

Consultation – UTS Staff Agreement, 2021 (52.12-52.14)

The formal consultation period provides an opportunity for staff affected by a proposed change to seek clarification and provide feedback on proposed changes that affect their role or the way they work, suggest alternative solutions and raise matters for consideration prior to a final decision being made.

*Following the initial consultation process, if the University decides to propose a major workplace change the University will develop a **Change Proposal** for consultation with staff directly affected by such a change and Unions.*

The Change Proposal will include:

- *why the change is necessary, the nature of the change and expected outcomes;*
- *the likely impact of the proposed change on staff, including **changes to positions, work processes, workloads, placements, redeployment opportunities and possible redundancies (as relevant)**;*
- *the process for consultation and proposed implementation strategies, including anticipated timelines;*
- *a proposed approach for a review of the implemented change; and*
- *information on the support available for staff.*

Where relevant, the Change Proposal will also include:

- **organisational charts outlining the current structure and proposed structure, and any proposed new or changed position descriptions;**
- *copies of, or extracts from, any reports that have led to the proposed change;*
- **anticipated financial implications** of the proposed change;
- **an assessment of the psychosocial health and safety impact** of proposed changes on staff, **including workload matters, and proposed mitigation strategies;** and
- **an assessment of the impact on workforce diversity** in relation to the University's equity and Indigenous employment objectives, and proposed mitigation strategies.

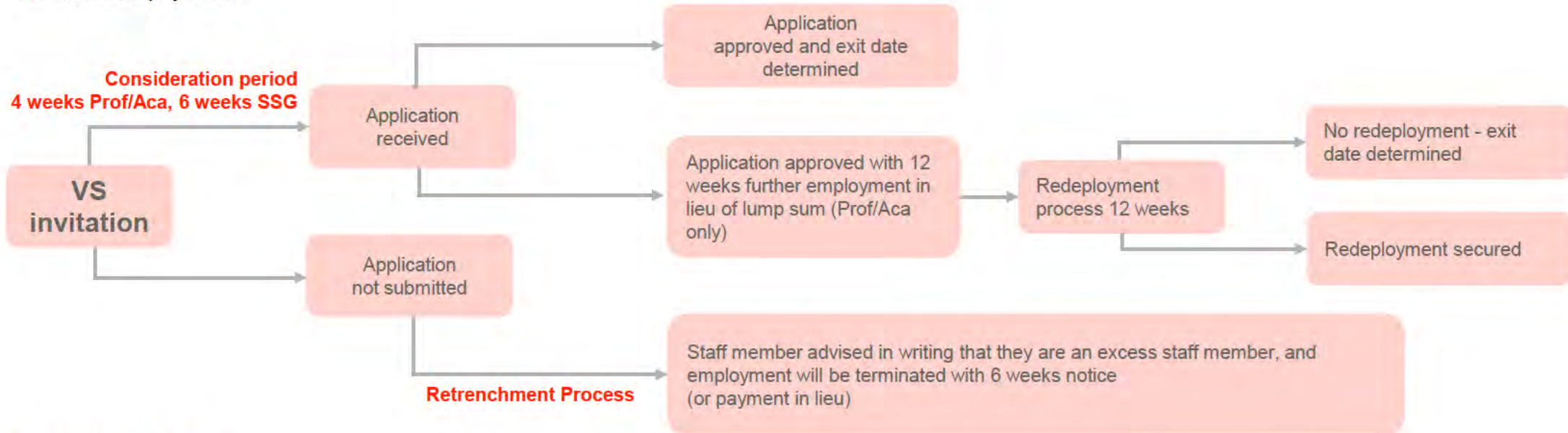
*Where a reduction in numbers of the same or substantially similar positions in a work area is contemplated, **objective criteria** will be developed and will form part of the Change Proposal to facilitate consultation regarding how potentially redundant positions will be identified.*

Impacted staff and unions will be given reasonable time to provide feedback on the Change Proposal before any final decisions are made by the University

Redundancy Processes– Voluntary Separation/Retrenchment Processes and Timelines

VS Process (Clause 54, UTS Staff Agreement 2021)

Note: VS benefit payment more generous than retrenchment payment



Redundancy Review

- Where a staff member receives notification of their retrenchment, they have 10 working days to request a review of the process that led to the redundancy.
- A redundancy review process does not apply unless the staff member has received written notification of retrenchment.
- There will be no extension to the notice of retrenchment period and the University may terminate the staff member.
- If the review committee concludes that the university did not act in accordance with the provisions set out in the Agreement under Major Change, the Vice-Chancellor (or nominee) will determine the steps to remedy the matter, including whether to rescind the redundancy.

Psychosocial risk management for OSI

Methodology



Services

Overview

To assist the University meet its psychosocial risk management requirements for the Operational Sustainability Program for Change (**Change Project**), Source will begin with Stage 1 by advising and assisting to develop a whole-of-enterprise/University, Overarching Psychosocial Risk Assessment document (**Overarching Risk Assessment**). This document will be the base document the University will use to then develop its faculty/department-specific risk assessment documents to be released for employee consultation with its various Change Proposals (**Divisional Risk Assessments**). This proposal relates only to this Stage 1, being the Overarching Risk Assessment.

The services will be delivered under the protection of legal privilege, as a joint undertaking by our expert Legal Team and WHS Consulting Team.

These services will support the University by providing the following benefits for both the University and its officers:

- enabling compliance with the requirements of applicable enterprise agreements, WHS legislation, codes of practice and regulatory guidelines
- enabling effective and compliant management of the WHS and psychosocial risks that the Change Project will expose affected employees to
- reducing the likelihood of potential future claims by employees relating to Change Project and its impact on them



Services

Stage 1

Items of work	Description of work
1. Discovery	Obtain and review relevant information and documents, including previous POW survey and consultation input received in response to the Discussion Paper released to staff by UTS in October 2024 Prepare for and attend initial meetings as needed to understand the change as it is currently understood and expressed in the Discussion Paper in order to progress this scope of work
2. Development	Develop initial draft of Overarching Risk Assessment relating to the change as it is currently described in the Discussion Paper with input from University's Change Project team
3. Initial advice for and consultation with senior management	Provide initial draft Overarching Risk Assessment and legal advice to University Leadership Team (ULT) for discussion and consultation, so relevant input and instructions can be obtained in relation to it and next steps for this stage and overall Change Project Prepare and provide briefing to ULT regarding their personal officer duties of due diligence and the University duties and compliance requirements for managing psychosocial risks arising from the University's operations, including the Change Project; and to explain our legal advice and the Overarching Risk Assessment so we can consider input and answer questions from ULT
4. Update	Consider input and instructions from ULT and update draft Overarching Risk Assessment
5. Finalise	Prepare and provide settled Overarching Risk Assessment with further legal advice

Recap and next steps

31 March 2025
Andrew Parfitt

Immediate timeline

ULT meeting 3 April, OSI items will include:

- OS Comms and Engagement plan
- People Care Plan (title tbc)

Upcoming engagement:

- SLG: 9 April
- All Staff Town Hall: 10 April



Wrap up and reflections

31 March 2025

Andrew Parfitt / ULT



Overview: Day two

Reflections

Aims and overview of day two

Fun and insights

Complexity leadership

Leadership alignment

Listening / collaborative leadership

Reflections and wrap up





Reflections on day one

1 April 2025
All



Aims and overview of day two

1 April 2025

Overview: Focus for day two

Leadership:

UTS 2030 can only be delivered through collaboration – that requires a shared understanding and evident alignment, clarity, accountability and ways of working to enable success.

As a leadership team we must maintain:

- A clear focus on delivery and execution – the 2025 Annual Plan provides the immediate focus
- Clarity on how we prioritise and why
- A focus on the intersectionality of the programs and how we enable the collaboration that is key to our success this year and beyond

Aims and objectives

By the end of Retreat we will have a shared understanding of:

- The areas that will be impacted through Operational Sustainability, those that require further work and others that can be ruled out
- Our risk appetite on Operational Sustainability and what is achievable
- The timing and next steps
- **More broadly, we will understand the leadership and the behaviours required by us to foster alignment and to protect and enhance alignment through change.**

What will 2030 look like?

UTS 2030 builds on our reputation and distinctive identity as we aspire to be a global, engaged university with the resilience and agility to drive impact which positively shapes a changing world.

We remain steadfast in our vision of being a leading public university of technology recognised for our global impact.

What does the successful delivery of UTS 2030 look like?



And now for something completely different....

1 April 2025
Julie Birtles / All

Before we begin....

There is time for some fun and insights.

Take a few minutes to complete the document that Amanda is handing out and be prepared to defend your choices.....



Session 7: Complexity leadership

1 April 2025
Julie Birtles

Leading and implementing through change

Cannot lose sight of the fact we are implementing towards three horizons

- Operational Sustainability (financially driven, 1 year)
- Transformation Programs (underpinning operating model, 3 year)
- Strategic Change (teaching and learning and research enablement, 5 year)

What are the risks that will impact the ability of ULT to work together and collaborate to ensure delivery and how do we mitigate them?

Group work

Group one	Group two
Alana Piper	Andrew Parfitt
Carl Rhodes	Anita Stuhmcke
Debra Anderson	Glen Babington
Kylie Readman	Kate McGrath
Vicki Chen	Mark Evans
Peta Wyeth	Robynne Quiggin
	James Wallman

In your groups spend 20 minutes discussing the risks that will impact the ability of ULT to work together and collaborate to ensure delivery and how do we mitigate them?



Session 8: Leadership alignment

1 April 2025
Julie Birtles

Exponential mindset



The 10x Mind Expander[®]

Exponential thinking in everything you do.

Name

Date

Now	Next

Mindsets		1	2	3	4	5	6	7	8	9	10	11	12	13	Score	Score
Now	Next															
ng a 10x nce		1	10x Is Easier Than 2x	You feel resentful and intimidated by others' progress and success, all of which makes you feel left out.	You feel increasingly frustrated that you have never learned the "formula" that always produces greater personal success.	You've been continually successful in your career but know that your biggest progress and growth are in the past.	You filter and choose everythi you undertake on the basis of payoff in your future performa and results.									
il as 10x commitment expands into reas of your life.		2	Personal	You see yourself as a victim of an unfair world that cuts you out of	You're increasingly aware that other people are making amazing	You realize that you're at that stage of your life where the goal is to	Your professional and person confidence continually grows									
10x motivation continually sifies what you do while iplying the talented individuals king with you.		3	Confidence	the rewards that other people don't deserve.	breakthroughs, but you feel that you're falling behind.	feel certain and secure about what you've achieved.	youi all a									
10x ambition increasingly duces you to technological g new skills that fference.		4	Multiplying Teamwork	You don't trust anyone to do any- thing for you because everyone you know is only out for themselves.	You dream about having a bigger and better company but know that you don't know how to attract and lead a great team.	Your game plan is to maximize the value of your existing capabilities and opportunities without any organizational changes.	Your sim multi world									
place where you better-than- while enjoying a 2.		5	Surprising Technology	As the world speeds up, you increasingly feel that everything you value is being threatened and destroyed.	You know that understanding how to use new technology is the key to future growth, but you don't know where to begin.	You stay knowledgeable about technological progress, but you can't see acquiri will make a big d	Youi intro									
ness and personal re'your tions		6	Free Time Advantage	Your entire life, every day and around the clock, is filled with anger, resentment, and anxiety — so you never feel relaxed.	Your work pressures make it impossible for you to plan and take relaxing and rejuvenating time off from your business.	You've reached a can maintain you average income v satisfying lifestyle										
it y L.		7	Community Momentum	You've always felt isolated and alone, and everyone you've never and worked has always been going backward.	You live in hectic business and personal worlds where everyone know shares your same frustra and worries.	Your closest busi know shares your same frustra and worries.										
get- more confusing, complex, and icted, making it more difficult in anything big.		8	Always Growing	You've achieved your biggest and best business goals and now you want to create the best possible retirement payoffs.	You have no stopping point or end game anywhere in your thinking because accelerating growth is its own reward.	You keep trying to learn and master new things but fear tha you'll run out of time and ener before you get where you want										
		9	Future-Driven Acceleration	You've had enough challenge and excitement to get where you are, and now what you want is more predictability and enjoyment.	You respond to every new experi- ence by automatically transforming it into a further 10x future possibili- ty for yourself.	More and more, you find yourself obsessed with past frustrations, setbacks, and failures — none of which were your fault.	ting i confl to pla									
Your Total Score																

Leadership behaviours

What are the behaviours required to foster alignment, and to enhance alignment, that we need to guide ULT and others?

Behaviours	1	2	3	4	5	6	7	8	9	10	11	12	Score now	Score Next

Group work

Group one	Group two
Anita Stuhmcke	Kylie Readman
Vicki Chen	Glen Babington
Alana Piper	Robynne Quiggin
Peta Wyeth	Debra Anderson
Kate McGrath	James Wallman
Carl Rhodes	Mark Evans
	Andrew Parfitt

In your groups spend 30 minutes to identify the behaviours required to foster alignment, and to enhance alignment, that we need to guide ULT and others



Session 9: Listening / Collaborative Leadership

1 April 2025
Julie Birtles

Listening / collaborative leadership

Authority vs Influence

Control vs Collaboration

Cohesion vs Misalignment

Intent vs Impact

Reactive vs reflective

Self-solving vs escalating

Generosity vs suspicion

Wrap up and reflections

1 April 2025

Andrew Parfitt / Julie Birtles





UNIVERSITY LEADERSHIP TEAM – RETREAT

Monday 31 March 2025 – Tuesday 1 April 2025

Attendees:

ULT Members:

- Alana Piper, Andrew Parfitt, Anita Stuhmcke, Carl Rhodes, Debra Anderson, Glen Babington, James Wallman, Kate McGrath, Kylie Readman, Mark Evans, Peta Wyeth, Robynne Quiggin, Vicki Chen.

Support Team:

- Amanda Ander, Julie Birtles, Mark Lillis, Michelle Callen

Day 1 Visitors:

- UTS: Ann-Maree Ashburn, Belinda Johnson, Fiona Thomas, Jennifer Turner, Mark Sandham, Marshall Craddock, Sarah Meaney
- KPMG: s14, cl3(a)(b), s14, cl3(a)(b) and s14, cl3(a)(b)

DAY 1: MONDAY 31 MARCH 2025

WELCOME: OVERVIEW AND FRAMING

Acknowledgement of Country

After finalising our strategy, we must address the financing aspect, acknowledging that costs are increasing rapidly while revenue growth remains slow. Today's discussion will be challenging, and thanks to those who have given deep thought and preparation into preparing the papers.

Individually ULT members shared what "good" would look like by the end of Retreat/ULT meeting on Thursday.

SESSION 1: ACADEMIC WORKFORCE

Academic Workforce program has identified a potential 150 - 200 FTE Academic staff that are surplus to our needs.

Key decisions for approval:

1. Further exploration of the recommended scenarios to identify courses for discontinuation, including detailed planning to inform potential workforce impacts and teach-out processes
2. Further exploration of the recommended scenarios to identify subjects outside of course considerations for discontinuation and agree timelines to inform potential workforce impacts and teach-out processes
ULT will identify and remove subjects, courses, or discipline areas, some of which have already been discontinued, and will also remove the associated staff. Our strategic decision is to operate a smaller portfolio, so areas will need to be closed or reworked if they are not strategically aligned.
3. Further exploration of the discontinuation and/or refocus of the Sfl and EL portfolio. It is recommended that the DVCEEP oversees the development of future state portfolio with support from DVCE&S
A separate paper on OPM will be presented to ULT in April for a decision, as the future PG strategy follows a different timeline.
4. Further exploration of disciplines to inform the University's future discipline focus and scale.
ULT agree to further investigate the potential removal of the Teacher Education and International Studies disciplines, considering the lens of participation to minimise unintended consequences.
5. Further exploration on academic workload allocation to rebalance teaching only, research only and teaching and research allocation
UTS teaching workload averages 35% (target is 40%), with service/engagement at 24% (target is 20%). This shows a 5% buffer for managing workload adjustments. We need to identify if the extra 5% in service/engagement is within Faculties or elsewhere.
6. The approach to reducing the academic workforce associated with flagged courses, subjects, and disciplines to achieve agreed guideposts. It is recommended that the Provost lead engagement with Faculty Deans with support from the DVCR and DVCE&S.
ULT agrees with the decision to discontinue certain areas of work, acknowledging that guideposts have yet to be confirmed.

7. The Academic Program roadmap, timeline, scope and key activities to enable team to commence detailed design from week commencing 31 March
There is a short turnaround time to review data with each Faculty and present recommendations for the ULT meeting on 16 April, including options for early retirements, voluntary approaches, and incentivisation.

Our methodology is thorough and defensible. Data has been examined from various perspectives, all leading to consistent results. More recent course viability data can substantiate the case for change, but we are not re-prosecute the current data.

Funding bands and student types have not been considered in the analysis of courses/subjects to avoid any perceived bias towards specific groups.

If casual staff are reduced as part of subject discontinuation, there is an opportunity to implement a casual budget constraint to prevent the FTE number from increasing again. It is important to note that not all casuals will be removed, as they fulfill different roles compared to ongoing staff.

SESSION 2: OPERATING MODEL – SUPPORTING ACADEMIC ENDEAVOURS

The Operating Model – Supporting Academic Endeavours program has identified a potential reduction of 40 FTE Professional staff (excluding those involved in end-to-end processes/functions). This figure is included in the total FTE associated with the Operating Model program of work.

Recommendation 1: consistent architecture across Faculties and Research Entities

Agree to progress work to develop principals for how academic staff should be considered and where they should sit.

- A consistent architecture for Faculties and Research entities to enable clarity of accountabilities and the scaling of services.
Consider whether a centre/institute should be part of a School, noting that academic staff from centres/institutes are proposed to sit within schools for teaching and oversight.
- Approve the draft parameters to guide the design of a consistent academic architecture
**Rather than 'reside' in schools, academic staff should 'have an affiliation' with schools. Apart from IPPG, it's difficult to justify positioning ISF, HTI, ACRI any differently.
 K McGrath is doing a separate piece of work reviewing all centres/institutes.**
- To further enhance consistency and efficiency, the University should explore consolidation opportunities at various levels, including Faculties, Schools and Disciplines.
Further analysis is needed to understand 'why' (potentially due to a smaller school size after academic workforce reductions), across each Faculty, 'what it would look like', and 'what efficiencies/effectiveness we might gain' by making changes.

We need to ensure the optimal number of Schools, which may result in a reduction to achieve the appropriate configuration.

The Vice Chancellor states that we will have no reduction in Faculties

Recommendation 2: consistent and clearly defined leadership roles

- Endorse the implementation of a consistent and well-defined leadership structure within Faculties, Schools and Research entities
Endorsed with recommend adjustment to:
 - Remove 'Engagement' from titling, and distribute engagement responsibilities among DVC(E&S), DVC(R), DVC(I), and Deans. Senior leaders will need to allocate time for external engagement, particularly with donors.**
 - The Deputy Dean position can be fractional. With fewer Schools, the Deputy Dean can assume some of the current Head of School responsibilities.**
- Provide flexibility in selecting the most strategically relevant leadership options to create effective leadership teams
- Balance flexibility with levers to ensure appropriate leadership roles, avoiding duplication or underutilisation of resources
ULT agrees that both b) and c) are reasonable.

The next question is what elements are required in the faculty to develop a new architecture? Additionally, what are the implications for the central units/end-to-end processes?

Recommendation 3: Consistent academic administration

- Evaluate and redesign the administrative support framework to enhance efficiency and effectiveness

- h) **Faculty Administration includes roles related to the general administration of Faculty operations that are not aligned with operational functions led by divisions. The number of these roles should be scalable to the size of the endeavour at a ratio of 1:30 (with the industry standard being 1:40).**
- i) Endorse the consistent application of higher education good practice ratios for management, administration and technical services support to ensure consistency of service delivery
Need a methodology to determine which technical support functions are managed at the school level.
- j) Endorse the consistent application and use of Executive Officer (EO) and Executive Assistants (EA) to support senior staff
Recommend a 1:3 EA ratio for both Associate Deans and HoS.

Recommendation 4: Central delivery of shared functions to Faculties balanced with local support functions at Faculty level

- k) Identify opportunities to centralise technical support functions across Faculties ensuring that standardisation and efficiency are achieved while still catering to the specific teaching and learning needs of each Faculty.
- l) Address the unique requirements of Faculties due to their disciplinary focus, research activities or student demographics
It is essential to understand the specific requirements of faculties operating in the 'third space,' particularly those with Work Integrated Learning (WIL), placements, and significant accreditation demands.

SESSION 3: OPERATING MODEL – SERVICE MODEL DESIGN

The Operating Model – Supporting Academic Endeavours program has identified a reduction of potentially 210.3 FTE Professional staff.

Preliminary Designs for Endorsement

ULT agreed that a cross-university view of the change in FTE spread by Faculty, Division, and Functional Unit, along with title hierarchy approach, would be presented to the ULT meeting on 3 April. This presentation is intended to ensure that designs do not overlap areas or unintentionally duplicate FTE before proceeding to detailed design of areas.

Preliminary Designs for Discussion

ULT will further investigate the proposed FTE reductions in IT, Governance/Policy/Delegations, CSJI, Library, Finance, and International. ULT rejected FTE cuts in the People Unit and Legal/Risk/Compliance.

Cross Function Opportunities for Discussion

Data Analytics: ULT agreed to move to detailed design

Design Proposals High/Critical Level Risks

ULT notes the risks and agree to review these once the FTE view is reframed to show the risks alongside the cross-university view being presented to ULT 3 April.

Proposed Approach to Sequencing

Before finalising the sequencing, we need to know upfront the areas that will be disestablished.

- SLF, OPM, Keypath: **Decision pending forthcoming paper from DVC(E&S)**
- Academic Learning Support Services: **ULT agreed to move to detailed design**
- BD & Partnerships: **Decision pending forthcoming strategy paper from DVC(EEP)**
- Exchange & Mobility: **ULT rejected change to Exchange and Mobility**
- International Recruitment: **ULT endorsed the recommendation**
- Student Recruitment: **ULT requires more information and input from K Readman before proceeding with the recommendation to move student recruitment to EEP.**
- WIL, Internships: **ULT agreed that offline discussions are necessary, with clinical and teaching practicum excluded from these discussions.**

DAY 2: TUESDAY 1 APRIL 2025**REFLECTIONS FROM DAY 1**

Yesterday's discussion provided an excellent summary of over 600 pages of material, and the alignment and consolidated perspective between the issues related to research and teaching was particularly beneficial.

Academic Workforce & Structures – Emphasis is now being placed on selecting the right elements for our course and subject portfolio. There is a commitment to support, retain, and continue the things that are important, while also removing or discontinuing those that are not aligned with our strategic objectives. This process involves making difficult decisions that affect our people and may include phasing out historically important activities that no longer align with UTS's strategy.

A new structure will support strategy, clarify roles/PDs, and ensure consistency across Faculties for maximum benefits.

Each Faculty will analyse the data and provide a clear plan that includes the agreed structural model.

Operating Model: Service Model Design

We have identified key areas and can now reconvene to discuss a university-wide perspective on changes in FTE distribution, ensuring the integration of various components in a scalable manner. During the next phase of detailed design, it is essential to remain aligned with our strategic goals to avoid any unintended consequences.

There is a risk that SSG staff involved in preliminary designs may prioritise the removal of lower-level staff over themselves. Therefore, it is crucial that ULT plays a more significant role in the detailed design process moving forward. ULT is encouraged to actively engage with feedback in this stage.

Workforce data, including the titling approach and job architecture, has been requested for review by ULT on April 3rd to examine management structure layers more closely.

AIMS & OVERVIEW OF DAY 2

ULT was asked to share what the think success looks like in 2030.

Focus of day 2 is about how the ULT will work together to enable the strategy.

SESSION 7: COMPLEXITY LEADERSHIP

ULT split into small groups to discuss 'What are the risks that will impact the ability of ULT to work together and collaborate to ensure delivery and how do we mitigate them?'

SESSION 8: LEADERSHIP ALIGNMENT

ULT split into small groups to discuss 'What are the behaviours required to foster alignment, and to enhance alignment, that we need to guide ULT and others?'

Proactive include all stakeholders	During conflict, we talk to each other not about each other	Act with, and assume, positive intent	Respect: Speak up culture/consult proactively with those/thinking the best of people/addressing or engaging in civil and robust manner
Tell truth respectfully	Take responsibly for actions	Follow up and close the loop on good ideas	Solidarity: Safe space to tack issue/vent. Trust, humility and consistency in what we do. Maintain confidentiality of discussions.
Give & receive feedback with good grace	Surface issues and misalignment and work together to resolve.... Have the hard conversations when needed	Assume good intent	Collaboration: Focus on intent rather than what can't be done/ live with discomfort and compromise. Reinforcing behaviour and ensure transparency of information. Everyone's voice is heard from an equal position.
Celebrate each others successes	Challenge ways of doing things	Support each other to do the hard things	Do work on what is clear and expected

SESSION 9: LISTENING/COLLABORATIVE LEADERSHIP

ULT was asked about what the learnt about each others feelings, concluded that they shared many commonalities and had honourable intentions.

Julie Birtles challenged the group to reflect on what changes they will implement and how they will demonstrate the listed behaviours.

Vice-Chancellor shared that for him showing up for him means being fully informed, fully engaged, and having done the pre work to ask questions before going into the room. It involves considering one's approach when entering and leaving a room. He noted the importance of recognising potential challenges, engaging in open and transparent communication, and embracing the discomfort that may accompany such discussions.

Being sensitive and managing oneself under peak stress require significant self-control, and we will gain valuable insights by adopting these behaviours.

WRAP UP AND REFLECTIONS

Next Steps for ULT:

ULT 3 April

1. Operating Model/Service Design
 - i. Cross university view of change in FTE spread by Faculty/Division/Functional Unit
 - ii. Title hierarchy: titling approach
2. People Support Plan

ULT 10 April

1. Scheduling and Reporting (deferred from Retreat)
2. IR Strategy and Approach (deferred from Retreat)
3. Comms Plan

ULT 16 April - Academic Workforce

End of April - Operating Model Tranche 1 detailed design

End of May – Operating Model Tranche 2 detailed design

June/July – Chance consultation commences

We are currently focused on the (OSI). Our next step will be to reconvene and strategize towards achieving our objectives for the 2030 dimension.

Comms/Narrative

- While we have responded overtime to shifts in demand, we haven't been able to respond to an increase cost in servicing that demand. The ULT have determined that to meet a \$100M cost reduction target, using a variety of information sources in an initial scoping exercise, have chosen to...
- The OSI will create the freedom to enable us to invest into other parts of the UTS2030 strategy. It's the first phase of the strategy.
- For "these" reasons, "this" is the approach we will take, and "these" are the broad terms for detailed design, and "these" are the timelines that will lead to consultation.

Future Discussions

Academic Workforce

- Academic 'service' outcomes are less defined. Are we getting a return on the % dedicated to 'service'?
- Course duplication

Operating Model

- Functional spans of control, notable at SSG and management level. Set an objective to reduce this by 20%.
- Disproportionate number of SSG level staff

Other

- Rethink a regular review cycle. Needs to be systemised to maintain order and not let things get out of hand.
- HoS induction and development requirements
- Staff Comms: Online staff community space strategy
 - Communication/information access/ feeling of ownership of their own destiny
 - Intersection with relationships and how we work together.



UNIVERSITY OF TECHNOLOGY SYDNEY

2024/1 CHANCELLOR'S REMUNERATION COMMITTEE OF COUNCIL

Meeting 24/1 of the Remuneration Committee of Council is scheduled to be held on Monday 12 February at 4.00pm in the VC Meeting Room.

Membership

- Chancellor Catherine Livingstone, AC (Chair)
- Dr John Laker, AO (Deputy Chancellor)
- Dr Jack Steele (member appointed by Council)

Attendees

- Bill Paterson, University Secretary and Director (Secretary to Committee)
- Mike Doran, Interim Executive Director, People and Culture
- Renee Darby, Remuneration and Benefits Manager
- Vice-Chancellor Andrew Parfitt in attendance in relation to agenda items 3.1, 3.2 and 3.3

AGENDA

1. PROCEDURAL MATTERS

1.1 Welcome and Apologies

1.2 Declaration/Recording of Any Relevant Material Interest

2. MINUTES FROM PREVIOUS MEETING

2.1 Minutes of meeting 23/2 (14 August 2023)

2.2 Actions from 23/2 Meeting

No actions

3.0 ITEMS FOR NOTING AND APPROVAL

3.1 Consideration of the 2023 institutional performance component (*Vice-Chancellor attends*)

3.2 Out of scope

3.3

3.4

4.0 Other Business

Agenda Item 3.1

Strictly Confidential

Consideration of the 2023 Institutional Performance Component

Purpose

To review 2023 institutional performance based on the preliminary Corporate Performance Report and KPIs as evaluated by the Vice-Chancellor for the purposes of determining the 2023 institutional performance component rating.

Recommendations

The Remuneration Committee to:

1. Receive and note the report as detailed in the document titled “Consideration of the 2023 Institutional Performance Component”;
2. Approve the recommended Institutional Performance rating of 4.5/5 (90%) for the 2023 performance year.

Supporting Attachments:

1. Institutional Performance Assessment – Assessment Based on the Preliminary Corporate Performance Report and KPIs

Agenda item 3.1, attachment 1

INSTITUTIONAL PERFORMANCE ASSESSMENT

Assessment Based on Preliminary Corporate
Performance Report and KPIs

VC Remuneration Committee
Chancellor Remuneration Committee

12 February 2024

RECOMMENDED RATING

Recommended Institutional Performance Rating: 4.5

COUNCIL KPIs

Council scorecard shows strong performance across key areas.

#	Key Performance Indicator	Strategic Initiatives	2020 Result	2021 Result	2022 Result	2023 Result	2023 Target
1.1.	Student Satisfaction ¹						
1.1.1	Satisfaction with overall quality of educational experience (SES)	1.1, 1.5	72.3%	68.2%	73.0%	77.0%	75.0%
1.4	Graduate Employment ²						
1.4.1	Graduates in full-time employment (GOS)	1.1, 1.3, 1.4	77.4%	75.6%	75.9%	78.4%	78.0%
1.4.3	Employer overall satisfaction with our graduates (ESS)		86.7%	87.0%	87.3%	87.2%	87.0%
2.1	External research Income						
2.1.1	Total Research income		\$86.0M	\$81.8M	\$93.2M	\$104.9m	\$93.1m
	HERDC Cat 1 income	1.2, 1.4	\$25.2M	\$19.7M	\$25.1M	\$29.7m	\$25.5m
	HERDC Cat 2-4 income		\$60.8M	\$62.1M	\$68.1M	\$75.2m	\$67.6m
6.2	Financial Sustainability						
6.2.1	Reported Surplus as % of Revenue		-4.1%	10.7%	-5.1%	-7.2% ³	-7.8%
6.2.2	Income Debt Multiple (Gross Debt on EBITDA) ⁴	1.5	3.6	3.1	3.4	3.2 ³	4.4
6.2.3	Workforce Cost as % of Revenue		63.6%	52.6%	59.8%	59.2% ³	57.3%

Footnotes

- 1 Two-year aggregated results (weighted averages)
- 2 Three-year aggregated results (weighted averages)
- 3 Excludes franking credits
- 4 Historical data incorrectly presented these figures as negative

Strategic initiatives

- 1.1 Lifetime of Learning
- 1.2 Connected Research
- 1.3 Our Distinctive Identity
- 1.4 Sustainable Partnerships
- 1.5 Working Together

Colour code

- | |
|---|
| Result is below target and outside target tolerance |
| Result did not meet target but is within target tolerance |
| Result is on or above the target |

SUMMARY OF OUTCOMES

Lifetime Learning

- Our New Business, Student Belonging, Academic Integrity, Access and Inclusion, and Work Integrated Learning projects were all successful in achieving their 2023 goals. This is reflected in the significant uplift in our student satisfaction KPI results for 2023.
- The 2023 end of year result for the Council KPI 'Satisfaction with overall quality of educational experience (SES)' = 77%. Which is 4% higher than the 2022 end of year result and is equivalent to 2018 satisfaction results, showing significant improvement in this area following a sharp drop in satisfaction levels from 2019-2022.
- A new Student Representative Advisory Group comprised of student leaders from UTS Council, the ActivateUTS Board, and the UTS Students Association was established to provide advice on the student experience and support student belonging.
- Our TEQSA registration was successfully renewed in December 2023 for a period of seven years to 13 December 2030. And our CRICOS registration (which allows us to teach overseas students) was renewed in June for a period of seven years to 28 June 2030.
- 2023 has seen the successful introduction of the PALOMA (Predicting Attractiveness of Learning Opportunities through Market Assessment) tool to provide critical market analysis to support development of new courses and support our efforts to scale and grown new forms of learning. Digital Badging was also developed in 2023 to enhance the value of our courses for students in this market and drive demand.
- OPM achieved fifty percent growth against 2022 revenue.
- Our Offshore Business Development team successfully engaged with government ministries in Vietnam enabling IPPG to deliver a training program to the Central Committee of Organization and Personnel.

Connected Research

- Our record External Research Income of \$104.9 million represents a 13% increase on 2022 income, with actuals 11% over budget. Our most significant area of growth was in Cat 3 funding, with income of \$39.4 million (\$6.2 million above target at year's end and a 28% growth rate on 2022's result) attributed to the strong focus on research engagement with industry in Australia and internationally. Cat 1 income was also strong with income of \$29.3million (a 17% increase on 2022).
- In 2023 we received over \$21.6million in ARC funding for 42 projects across all categories with a 20.1% success rate (compared with 18.5% nationally).
- UTS researchers took out several major awards during 2023, including the NSW Premier's Prize for Excellence in Engineering or ICT (Distinguished Professor Jie Lu), Eureka Prize for Safeguarding Australia (Distinguished Professor Karu Esselle), and Australian Defence Industry Award for Academic of the Year (Dr Marian-Andrei Riziou).
- Distinguished Professor CT Lin together with GrapheneX Pty Ltd established the GrapheneX-UTS Human-centric Artificial Intelligence Research Centre (HAI) with a contribution of \$10m from GrapheneX over the next 8 years.

- The joint UTS and State Emergency Service Flood and Storm Intelligence project secured \$3.8million in funding through the NSW Government Smart Places Acceleration initiative to investigate the use of smart sensing networks to manage flood and storm risks. In 2023 we received over \$21.6million in ARC funding for 42 projects across all categories with a 20.1% success rate (compared with 18.5% nationally).
- UTS researchers were awarded \$4.4 million in government funding to establish the Advanced Prototype Packaging Facility and the Vaccine & RNA Design Centre. The funding was provided by the Office of the NSW Chief Scientist & Engineer.

Our Distinctive Identity

- The major Creative Industries Project commenced late 2023. This work will position UTS as the pre-eminent, globally recognised Australian university in the creative industries. Significant consultation work was undertaken and a draft strategy created for approval and implementation in 2024.
- SXSW (South by Southwest) Sydney, the design, innovation, technology, gaming, music and screen festival from Austin, Texas was held from 15-23 October. As the official education partner, UTS House at the Business School hosted 1,200 visitors across twenty six events. Seven UTS panels were featured on the main conference stage. Our staff, students and alumni actively participated in the festival, with interns contributing their skills to various roles.
- UTS hosted the inaugural UTS Startups Summit on 27 June. It attracted over 1,500 Year 9 and 10 school students from thirty one schools, and was sponsored by the NSW Government, Apple, and the International Convention Centre.
- The university launched its Climate Positive plan in 2023 to guide our response to the climate emergency and our commitment to the UN Sustainable Development Goals (SDGs).
- Our 'Where Creativity meets Technology' international marketing campaign won an award at The Drum Awards for Marketing APAC 2023.
- Haymarket Creative (a partnership with the NSW Government) was established in Building 5 to provide dedicated space to the creative industries in our precinct.
- The UNSW-UTS Trustworthy Digital Society Hub was announced in April. The partnership will create a digitally enabled society which is equitable, inclusive, and sustainable so that everyone can participate confidently in the digital world.
- UTS Open Day 2023 attracted 19,615 registrations, a 49% increase over 2022.

Sustainable Partnerships

- UTS became one of two Australian universities to be awarded the prestigious Carnegie Community Engagement Classification.
- The Tech Central Interim Leadership Group (ILG) was established and is overseeing the development of an economic framework for the precinct and a ten-year business plan. A business case is also being prepared for the establishment of a future Tech Central entity.
- The Institute of Applied Technology (IAT) Digital at Meadowbank partnership commenced in February. It has seen 1480 enrolments in microcredentials and 31,887 enrolments in free

microskills. UTS developed and delivered courses were the four most popular courses at the IAT.

- The UTS Vault was launched by the Premier of NSW in October. The secure Department of Defence compliant facility for cybersecurity and defence technology will allow stakeholders to solve problems, innovate, test, and develop cutting edge technologies while safeguarding critical intellectual property.
- UTS commenced a five year partnership with NBN Co which aims to make the internet experience better for Australians and attract more students, particularly women, to work on NBN's national infrastructure.
- The Australian Alumni Network (AAN) was successfully established in 2023 to galvanise local participation and increase alumni engagement in Sydney and beyond. The recruitment of alumni ambassadors was completed with 30 UTS Ambassadors and the UTS Global Alumni Network (online community) in place.
- The first cohort of students were enrolled in the Bachelor of Creative Intelligence and Innovation at the University of Arizona (UA) in early 2023.
- The UTS Powerhouse Ultimo delivered a strong program and notable success in its first year, fostering educational and industry-oriented student learning outcomes. This has been evident through various initiatives including twenty one student internships spanning Sydney Design Week, MAAS executive mentorship, programming, publishing, and collections research.

Working Together

- The new People Strategy was launched in February, along with a new Learning and Development Strategy, to support our staff to excel in an increasingly complex environment.
- A new UTS Employee Value Proposition was developed to articulate our distinctive identity as an employer. It will be used to attract, engage and retain new staff.
- Work continues to deliver our large and complex digital transformation activities, work was accelerated in some key programs, ERP and Digital Presence Program, however work in others was slowed or delayed but remains well placed to deliver the anticipated outcomes albeit later than anticipated.
- As part of the major Enterprise Resources Planning project, the technology platform to replace NEO was selected in November.
- The Procurement Uplift program met its saving targets for 2023 with a new team established, policies and procedures relaunched.
- TD School moved into new premises in Building 7 which will better foster pan-university transdisciplinary projects in the heart of the campus.

FULL KPI SUITE

		Strategic Initiatives	2020 Result	2021 Result	2022 Result	2023 EOY Result	2023 Target
#	Indicator						
1	Education and Students						
1.1.	Student and Graduate Satisfaction						
1.1.1	Satisfaction with overall quality of educational experience (SES) ¹	1.1	72.3%	68.2%	73.0%	77.0%	75.0%
1.1.2	Satisfaction with overall course quality (GOS) ²		79.0%	79.8%	75.9%	77.3%	80.0%
1.2	Learner Engagement						
1.2.1	Satisfaction with Learner Engagement (SES) ¹	1.1	59.1%	50.4%	56.2%	62.7%	52.0%
1.3	Participation and Success						
1.3.1	Participation rate	1.3					
	Low-SES		14.2%	13.7%	13.6%	13.2%	16.8%
	Indigenous		0.93%	0.90%	0.80%	0.78%	0.90%
	Female		49.6%	49.8%	50%	55.4%	50.0%
	International ³		22.5%	18.0%	19.0%	21.0%	15.0%
1.3.2	Success rate	1.3	93.1%	92.3%	91.99%	93.1%	92.0%
	Low-SES		91.4%	91.9%	89.5%	90.80%	93.0%
	Indigenous		86.2%	83.4%	82.1%	88.2%	84.0%
	Female		94.5%	94.2%	93.1%	94.3%	94.0%
	International ³		93.3%	93.0%	93.4%	92.7%	91.0%

1.4	Graduate Employment ²						
1.4.1	Graduates in full-time employment (GOS)	1.1, 1.3, 1.4	77.4%	75.6%	75.9%	78.4%	78.0%
1.4.2	Graduates in general employment (GOS)		88.0%	87.3%	87.4%	88.3%	90.0%
1.4.3	Employer overall satisfaction with our graduates (ESS)*		86.7%	87.0%	87.3%	87.2%	87.0%
2	Research and Innovation						
2.1	External research Income						
2.1.1	HERDC Category 1 Income (Incl. LIEF)	1.2, 1.4	\$25.2M	\$19.7M	\$25.1M	\$29.7m	\$25.5m
2.1.2	HERDC Category 2-4 Income		\$60.8M	\$62.1M	\$68.1M	\$75.2m	\$67.6m
2.2	Research Education						
2.2.1	HDR Student load	1.2	1,608	1,590	1,563	1,527	1577
2.2.2	General employment of research graduates (GOS) ²		91.0%	91.1%	91.0%	91.5%	91.0%
2.3	Research Quality						
2.3.1	Field Weighted Citation Impact (FWCI)	1.2	1.42	1.54	1.65**	1.59*	>1.5
2.3.2	Source Normalised Impact per Publication (SNIP)		-	-	36.1**	37.6*	>35
2.3.3	Citescore ⁴		-	-	-	46.2*	>40
3	Staff Engagement						
3.1	Overall staff engagement ⁵	1.5	-	-	76%	N/A ⁶	N/A ⁶

4	Diversity						
4.1	Gender Diversity						
4.1.1	Percentage of Female Academic staff ¹⁰	1.3	44.8%	45.8%	46.5%	48.1%	46.2%
	STEM areas		38.1%	40.1%	43.3%	43.2%	43.3%
	non-STEM areas		54.2%	53.9%	50.4%	55.4%	50.0%
4.1.2	Percentage of Female Senior Academic staff ¹⁰		38.0%	38.3%	41.4%	42.4%	41.2%
	Levels D and E		35.7%	36.1%	38.5%	40.2%	39.5%
	SSG		50.0%	50.7%	56.6%	57.4%	50.0%
4.2	Indigenous Staff						
4.2.1	Percentage of Indigenous staff	1.3, 1.5	1.5%	1.7%	1.9%	2.1%	2.2%
5	Philanthropy						
5.1	Philanthropic Funds received	1.3	\$10.1M	\$7.1M	\$9.7M	\$11.6m	\$7.4m
5.2	Philanthropic Funds secured		\$9.4M	\$12.0M	\$18.4M	\$12.7m	\$5.3m ⁷
6	Operational Sustainability						
6.1	Environmental sustainability						
6.1.1	Water consumption intensity		0.43	0.37	0.31	0.35*	< 0.43
6.1.2	Waste generation intensity		24	24	25.2	17.2*	< 26
6.1.3	Greenhouse Gas Emissions Intensity		96	76	82.6	75.8*	< 95
6.2	Financial Sustainability¹¹						
6.2.1	Reported Surplus as % of Revenue		-4.7%	3.6%	-5.2%	-7.2% ¹¹	-7.8%
6.2.2	Income Debt Multiple (Gross Debt on EBITDA) ¹²		3.6	3.1	3.4	3.2 ¹¹	4.4
6.2.3	Workforce Cost as % of Revenue		64.0%	56.8%	59.8%	59.2%	57.3%

Strategic Initiatives**Colour code**

- 1.1 Lifetime of Learning
- 1.2 Connected Research
- 1.3 Our Distinctive Identity
- 1.4 Sustainable Partnerships
- 1.5 Working Together

Result is below target and outside target tolerance

Result did not meet target but is within target tolerance

Result is on or above the target

Footnotes

- 1 Two-year aggregated results (weighted averages)
- 2 Three-year aggregated results (weighted averages)
- 3 2020-21 data sourced from the legacy COGNOS cubes. 2022 data are sourced from new PowerBI dashboard
- 4 New Performance Indicator for 2023
- 5 The definition of the staff engagement score was changed in 2022 resulting in a break in the time-series
- 6 New engagement measure to be defined. A new time series will be required. Next survey period to be confirmed, likely 2024.
- 7 Faculties and Units were not asked to put forward targets for 2023 due to the work in Donation Management and the Operating Model Program. This target is for income from Central Advancement and the Business School only.
- 8 Note the 2023 HDR load target is 1577.4 EFTSL and not 2325 (which was the target based on headcount and not EFTSL as in previous years)
- 9 Two-year aggregated results (weighted averages)
- 10 Some of the historical figures have been updated for consistency with People Unit data files (noting in the previous submissions, they were point in time and may have changed)
- 11 Excludes franking credits
- 12 Historical data incorrectly presented these figures as negative

Agenda Item 3.3

Out of scope



Agenda Item 3.4

Out of scope



REMUNERATION COMMITTEE OF COUNCIL

Minutes of Meeting (24/1) held on Monday 12 February 2024 at 3:30pm in the Vice-Chancellor's Meeting Room (01.4A.015).

Present: Ms Catherine Livingstone AO (Chair), Mr John Laker AO, Dr Jack Steele

In Attendance: Professor Andrew Parfitt (for items 3.1, 3.2 and 3.3), Mr Mike Doran (Interim Executive Director, People and Culture), Ms Renee Darby (Remuneration Specialist), William Paterson (University Secretary and Director, GSU)

1. PROCEDURAL MATTERS

1.1 Welcome and Apologies

The Chancellor welcomed members and attendees to the meeting.

1.2 Declaration/Recording of Any Relevant Material Interest

The Remuneration Committee noted that there no additional declarations of interest made for this meeting.

2. MINUTES FROM PREVIOUS MEETING

2.1 Minutes of meeting 23/2 (14 August 2023)

1. The Committee resolved that the Minutes of Meeting 23/2 (14 August 2023) be confirmed and signed as a true and accurate record of that meeting.

2.2 Actions from 23/2 Meeting

The Committee noted that there were no actions to be considered for this meeting.

3.0 ITEMS FOR NOTING AND APPROVAL

3.1 Consideration of the 2023 Institutional Performance

The Committee resolved to:

1. receive and note the report as detailed in the document titled "Institutional Performance Component";
2. approve the recommended Institutional Performance rating of 4.5/5 (90%) for the 2023 performance year.

Note for the record

In considering the University's performance in 2023, the Committee noted Council's agreed key performance indicator outcomes. Overall, the Committee noted the strong performance of the University in 2023.

Out of scope

3.2

3.3

3.4

4.0 Other Business

There was no other business

The meeting concluded at 3:55pm

SIGNED AS A TRUE RECORD

s14, cl3(a)(b)

CHAIR

DATE

13/8/24



UNIVERSITY OF TECHNOLOGY SYDNEY

2025/1 CHANCELLOR'S REMUNERATION COMMITTEE OF COUNCIL

Meeting 25/1 of the Remuneration Committee of Council is scheduled to be held on Monday 17 February at 4.00pm in the VC Meeting Room.

Membership

- Chancellor Catherine Livingstone, AO (Chair)
- Dr John Laker, AO (Deputy Chancellor)
- Dr Jack Steele (member appointed by Council)

Attendees

- Bill Paterson, University Secretary and Director (Secretary to Committee)
- Marshall Craddock, Executive Director, People and Culture
- Renee Darby, Head of Talent Acquisition and Reward
- Vice-Chancellor Andrew Parfitt in attendance in relation to agenda items 3.1, 3.2 and 3.3

AGENDA

1. PROCEDURAL MATTERS

1.1 Welcome and Apologies

1.2 Declaration/Recording of Any Relevant Material Interest

2. MINUTES FROM PREVIOUS MEETING

2.1 Minutes of meeting 24/2 (13 August 2024)

2.2 Actions from 24/2 Meeting

No actions

3.0 ITEMS FOR NOTING AND APPROVAL

3.1 Consideration of the 2024 institutional performance component (*Vice-Chancellor attends*)

3.2 Out of scope

3.3

3.4

4.0 Other Business

Agenda Item 3.1

Strictly Confidential

Consideration of the 2024 Institutional Performance Component

Purpose

To review 2024 institutional performance based on the preliminary Corporate Performance Report and KPIs as evaluated by the Vice-Chancellor for the purposes of determining the 2024 institutional performance component rating.

Recommendations

The Remuneration Committee to:

1. Receive and note the report as detailed in the document titled “Consideration of the 2024 Institutional Performance Component”;
2. Approve the recommended Institutional Performance rating of 4/5 (80%) for the 2024 performance year.

Supporting Attachments:

1. Institutional Performance Assessment – Assessment Based on the Preliminary Corporate Performance Report and KPIs

Agenda item 3.1, attachment 1

INSTITUTIONAL PERFORMANCE ASSESSMENT

Assessment Based on Preliminary Corporate
Performance Report and KPIs

VC Remuneration Committee
Chancellor Remuneration Committee

17 February 2025

Category	Key Performance Indicators	2021 Result	2022 Result	2023 Result	2024 Result	2024 Target
1. Financial Sustainability						
All Initiatives	1.1 Operating Margin % (reported surplus as a % of revenue)	10.7%	-5.1%	-7.2%	-6.2%	-7.2%
	1.2 Income-debt multiple (Gross Debt on EBITDA)	3.1	3.4	3.2	3.5	3.5
2. Staff Wellbeing						
Working Together	2.2 Staff Wellbeing Index	-	-	70	75	80
	2.2 Staff Engagement Survey ³	-	76% ¹	-	73%	-
3. Student Experience						
Lifetime of Learning	3.1 Satisfaction with overall quality of educational experience (SES) - Annual	70.4%	76.2%	77.6%	76.8%	77.2%
	3.2 Satisfaction with Teaching quality (SES) - Annual	77.3%	80.6%	81.5%	81.2%	82%
4. Graduate Outcomes						
Lifetime of Learning	4.1 Graduate full-time employment (GOS) - Annual	73.5%	80.9%	81%	75.8%	82%
5. Research Impact						

Category	Key Performance Indicators	2021 Result	2022 Result	2023 Result	2024 Result	2024 Target
Connected Research	5.1 Field-weighted citation impact (FWCI) Score ⁴	20.8	62.4	48.8	-	>65
	5.2 Altmetrics Score	5.27	0	1.21	4.54	>5
	5.3 Industry co-authorships (3-year average) Score ⁴	79.7	76.7	66.0	-	>77
	5.4 Patent mentions score	33.5	36.7	39.9	36.5	>33
	5.5 External Research Income (HERDC Category 1 incl. LIEF)	\$29.8m	\$36.1m	\$35.3m	\$37m	\$32.4m
6. Sustainability						
Our Distinctive Identity	6.1 Sustainability Index	-	-	81.7	84	82
	SDG 6 – Clean water and sanitation ³	-	89.7	82.8	89.1	-
	SDG 7 – Affordable and clean energy ³	-	79	71.8	72.6	-
	SDG 11 – Sustainable cities and communities ³	-	-	86	85.8	-
	SDG 12 – Responsible consumption and production ³	-	92.9	88.9	91.3	-
	SDG 13 – Climate action ³	-	-	79.1	81.2	-
7. Social Impact						
Our Distinctive Identity	7.1 Proportion of female senior academic staff	38.3%	40%	41.6%	47.5%	42.5%
	7.2 Success of Equity Groups					
	Low SES students	92%	89.7%	91.4%	92.4%	91%
	Indigenous students	83.1%	82%	89.8%	88.58% ⁵	84%
	Students with a Disability	88.3%	87.3%	89.7%	90.9%	88%
	Regional & Remote students	92.6%	90.9%	93.6%	93.9%	91%
8. Reputation						
Our Distinctive Identity	8.1 Domestic – Reputation score	79.5	79.6	79.3	79.7 ⁶	80
	8.2 International – QS Reputation score	52.6	53.9	53.2	61.8	55
9. External Engagement						
Sustainable Partnerships	9.1 Total income from external engagement	\$66.7m	\$78.0m	\$95.5m	\$103.41m	\$103.1m
	External Research Income (HERDC Category 2-4)	\$57.4m	\$63.6m	\$78.3m	\$83.1m	\$84.0m
	Philanthropic funds received	\$7.1m	\$9.7m	\$11.6m	\$13.6m	\$7.0m
	Income from Enterprise Learning	\$2.3m	\$4.7m	\$5.6m	\$6.71m	\$12.1m
10. Safety						
Working Together	10.1 Lost time frequency injury rate (LTIFR)	0.72	1.26	0.53	2.15	2.5
	10.2 Average days lost per incident	38.7	25	18.0	48.4	27

Footnotes

1. Result based on historical methodology. See UTS Corporate Plan 2023 appendices for more information and definition.
2. GOS results were not available until September 2024
3. No target for 2024
4. 2024 EOY result not available until end of Q1 2025
5. Applies for undergraduate cohort
6. Aggregate score across both 2024 waves

Colour code

Result below target and outside target tolerance

Result did not meet target but is within target tolerance

Result on or above the target

SUMMARY OF OUTCOMES

Overall

- UTS ranked 88th in the 2025 QS World University Rankings
- We retained our place as Australia's highest ranked young university for the fourth year in a row in 2024.
- Our QS international reputation score was significantly higher than long term trends, with an end of year result of 61.8, up from 53.2 in 2023.

Lifetime of Learning

- The new curriculum management system, CourseLoop, went live to our 55,000 students as planned in late 2024. The new system enhances the efficiency and effectiveness of curriculum management, leading to improved educational experiences for both staff and students. During the project, course structures for 580 courses were simplified, with all Course Intended Learning Outcomes (CILOs) reduced to six per course, and all Subject Intended Learning Outcomes (SILOs) reduced to five per subject.
- Our responses to the introduction of regulation around Ethical use of AI, Widening Participation, and Sexual Harm and Harassment Prevention and Response, have been recognised by peers and the industry as sector leading.
- The UTS Pathways Strategy and the Digital Global Growth approach to offshore learning were also endorsed and implementation has commenced.
- The UTS Student Experience Framework was adopted and the development of a new Student Experience Action Plan which seeks to ensure that we place our students at the heart of everything we do commenced.
- Our major CASS to Cloud project was completed successfully in June. This core technology system uplift will reduce service and cybersecurity risks and ensure government compliance.
- The success rates of our U@Uni program rose to 77.09% in 2024, up from 67.07% in 2023 and 61.32% in 2022, highlighting its effectiveness as a pathway.
- As at the end of 2024, our Indigenous student headcount is 406 up from 367 and is the highest number of Indigenous students in UTS's history.

Connected Research

- We had another record year for External Research Income (ERI). The overall 2024 ERI result of \$120 million is double our 2018 research income of \$59.9 million, showing the significant impact of our UTS 2027 strategy on our research capacity.
- A focus on research excellence, as measured by research citations per faculty, was a key driver for our rise to 88th in QS World University Rankings 2025, with UTS now second in Australia and 35th in the world for this measure.
- Ten UTS researchers made the Clarivate Highly Cited Researchers list across 13 fields of research in 2024. The list identifies leading global researchers who have demonstrated their influence by publishing papers which rank in the top one percent by citations for their field.
- Major Research Awards in 2024 included:
 - Australian Research Council Awards:

- Faculty of Engineering and IT (FEIT) as lead, secured funding for one ARC Industry Research Hub (\$5m), other FEIT researchers secured funding for 10 ARC Discovery Projects (\$5.2m), two ARC Linkage Projects, two ARC Future Fellowships, three ARC DECRA fellowships, one ARC Early Career Industry Fellowship
- Business School researchers securing 3 x 2025 ARC Discovery Grants (\$1.54m) and a 2025 DECRA Fellowship grant from STEG Large Research Grant (\$190K) from UK's Foreign, Commonwealth and Development Office
- Faculty of Science researchers were awarded 2 ARC LIEF Grants awarded (total \$1.5million), 3 DECRA's, and three substantial NHMRC Fellowships.
- FASS Associate Professor Heather Ford was awarded a Future Fellowship (commencing 2025)
- And in DAB a DECRA was awarded to A/Prof Philippa Carnemolla
- o Other Major Research Awards and Grants included:
 - NSW Premier's Prize: Dr Jiayan Liao, Early Career Researcher of the Year (Physical Sciences).
 - \$6.2m in ASCA funding for two Australian Economic Accelerator grants
 - The School of Built Environment A/Prof Alireza Fini was awarded a Federal Government grant of \$7.5m
 - The Faculty of Health expanded research in the Pacific with large grants from the Department of Foreign Affairs and Trade across nursing, midwifery and public health.
- The Green Infrastructure Lab was established in early 2024 to draw together academia, industry and the community to deliver sustainable and transdisciplinary green infrastructure projects.

Our Distinctive Identity

- The Creative Industries Strategy was endorsed, and the decision was made to create a new faculty to support the delivery of the strategic outcomes prioritised within the strategy
- A preferred operator/investment partner was identified for the National First Nations College through a request for proposal process. Significant work was undertaken to revise the business case and work with the winning architectural design to achieve financial feasibility.
- Indigenous staff employed at UTS (fixed-term and continuing) increased by five from 78 in 2023 to 83 in 2024 with 2.2% Indigenous staff participation achieved against the overall 3% target. Of the 83 Indigenous staff, 51 (3.3%) are academic staff and 32 (1.5%) are professional staff, which includes 5 senior managers (SSG).
- The Indigenous Graduate Attribute (IGA) achieved targets with 118 IGA Implementation Plans submitted to the Courses Accreditation Committee.
- UTS Business School named in 2024 Financial Times Responsible Business Education Awards for Best Overall Business School Committed to a Responsible Ethos, the only Australian university to be featured; and launch of 'This is Your Business' brand campaign.

- UTS Law maintained its #7 ranking in Australia and has consistently been the top ranking non-Go8Law school, ahead of two Go8 universities, U. Western Australia and U. Adelaide, since 2021.
- Global Game Changer event series was launched by MCU in partnership with UTSI with over 2,300 attendees (hybrid).
- The UTS Startups community continues to thrive with 601 active startups at end 2024 (growing from 381 at year's end 2021)

Sustainable Partnerships

- UTS was named equal 13th best performing university among 1,963 institutions globally in the Times Higher Education Impact Rankings 2024.
- UTS ranked first for SDG 17 'Partnerships for the Goals' in the Times Higher Education Impact Rankings 2024.
- A new External Engagement and Partnerships Division was established in 2024, which began the process of formulating a new strategy and approach to driving a step-change in the value created by engagement with industry, government and the public.
- A new Global Strategic Partnerships (GSPs) framework was approved in 2024. The nomination process and timeline for potential GSPs was agreed by the Partnerships Committee and faculties, divisions and Institutes were invited to make nominations in late 2024.
- We also significantly increased engagement with our Global Alumni Network, and brought our campus alive by hosting symposiums, workshops, networking events, awards galas, and partnering with SXSW for another successful year.
- Philanthropic funds received: \$13.6m; 2024 forecast \$7m.
- Alumni engagement increased by 7.8% (26,000 alumni); 2024 target 5.4%.

Working Together

- The majority of the new IT Unit operating model (reflecting a shift to agile working) was implemented and the new operating model for the People Unit was designed and is being implemented.
- The Digital Strategy, People Strategy, Learning & Development Strategy, Data & AI Strategy, 2040 Campus Master Plan are now in place.
- Our major Enterprise Resource Planning (ERP) program is on track with Deloitte on-boarded as the Systems Integrator for the Workday ERP in 2024. Design commenced despite delays in the recruitment of the overall program team. The first phase of the two phase program, Core Capability is scheduled to Commence in mid-2025 and is due for completion in early 2026
- In May UTS was awarded two Athena Swan Cygnets from Science in Australia Gender Equity (SAGE) which recognises two of our successful initiatives aimed at reducing and eliminating barriers to gender equity.
- The new ServiceConnect platform was launched on 28 March to extend the use of the university's longstanding IT assistance platform to other departments including HR, Finance,

and Facilities. The new platform is improving service delivery and the streamlining of processes across the university.

- Our first all staff Pulse Survey was launched in April with a response rate of 63%. The overall engagement score of 73% (which measures whether staff would recommend UTS as a great place to work and if their work gives them a feeling of personal accomplishment) was a slight drop of 3% in comparison to the result of 76% in the 2022 Voice Survey.
 - o Our Wellbeing score (which measures how employees feel at work, their positivity about themselves and the presence of trusting relationships) improved to 68% from 60% in 2022.
 - o The top-rated responses are related to cultural aspects of UTS: safety (92%), respect (82%) and trust in your manager (79%).
 - o Opportunities for improvement at a university-wide level include: Communication (40%), Technology/digital transformation (46%), Managing change (51%), Trust in leadership (51%), and Work processes (52%).

Agenda Item 3.3

Out of scope



Agenda Item 3.4

Out of scope



REMUNERATION COMMITTEE OF COUNCIL

Minutes of Meeting (25/1) held on Monday 17 February 2025 at 4pm in the Vice-Chancellor's Meeting Room (01.4A.015).

Present: Ms Catherine Livingstone AC (Chair), Mr John Laker AO, Dr Jack Steele

In Attendance: Professor Andrew Parfitt (for item 3.1, 3.2 and 3.3), Mr Marshall Craddock, (Executive Director (People and Culture)), Ms Renee Darby (Remuneration Specialist), William Paterson (University Secretary and Director, GSU)

1. PROCEDURAL MATTERS

1.1 Welcome and Apologies

The Chancellor welcomed members and attendees to the meeting.

1.2 Declaration/Recording of Any Relevant Material Interest

The Remuneration Committee noted that there were no additional declarations of interest made for this meeting.

2. MINUTES FROM PREVIOUS MEETING

2.1 Minutes of meeting 24/1 (12 February 2024))

1. The Committee resolved that the Minutes of Meeting 24/2 (13 August 2024) be confirmed and signed as a true and accurate record of that meeting.

Note for the record

The Committee noted that Council at its August 2024 meeting approved the appointment of Professor Andrew Parfitt to a second term.

2.2 Actions from 24/2 Meeting

The Committee noted that there were no actions to be considered for this meeting.

3.0 ITEMS FOR NOTING AND APPROVAL

3.1 Consideration of the 2024 institutional performance component

The Committee resolved to:

1. receive and note the report as detailed in the document titled "Institutional Performance Assessment"; and

2. approve the recommended Institutional Performance rating of 4 out of 5 (80%) for the 2024 performance year.

Out of scope

3.2

3.3

3.4

Out of scope



4.0 Other Business

There was no other business

The meeting concluded at 4:30pm

SIGNED AS A TRUE RECORD

CHAIR

DATE

SSG Performance Review - 2024

SSG FTE & Bonus Pool

SSG Eligible Bonus Population by FTE:

SSG Distribution	2022	2023	Bonus FTE Var	Bonus FTE Var %
SSG.SS Spec 1 / SSG.SS	132.42	181.48	49.06	37%
SSG.SS Spec 2 / SSG.SS	47.39	53.71	6.32	13%
SSG.SS Group 3	47.31	53.39	6.08	13%
SSG.SS Group 4	7.35	6.99	- 0.36	-5%
	234.47	295.58	61.11	26%

The bonus allocation rules were changed for the 2023 year. Amongst these changes, all staff with a performance rating of “Meeting Expectations” and above will receive a bonus payment. Previously, only staff with a rating of “Exceeding Expectations” and above received a bonus payment.

As a result of this, the SSG population who will receive a bonus payment for the 2023 year has increased by 26% in total (61.11 FTE) compared to 2022, with the largest variation was in the SSG 1/SSS 1 category.

SSG FTE & Bonus Pool (Cont.)

In accordance with the new scheme, the bonus pool is moderated each year based on the Organisational Performance rating as approved by The Remuneration Committee of Council. The Remuneration Committee approved an Organisational Performance rating of 4.5/5 (90%) for 2023 performance. This results in an adjusted bonus pool of \$1.71M.

Performance Year	SSG Bonus Pool (Pre-Allocated)	Organisational Rating	SSG Bonus Pool (Moderated)
2023	\$1,900,000	90%	\$1,710,000

A further change is that the bonus payment will be the same across a particular grade whereas previously bonus payments were based on both performance rating and grade. As a result of this change, the bonus payment by grade has also been impacted and the table below compares the 2023 payments with the 2022 median payment.

Bonus \$ by Grade	2021		2022			2023
	3. Exceeding Expectations	4. Significantly Exceeding	3. Exceeding Expectations	4. Significantly Exceeding	Median	Meeting Expectations and Above
SSG.SS Group 1/ SS Spec 1	\$ 6,039	\$ 7,850	5,868	7,629	6,749	4,680
SSG.SS Group 2/SS Spec 2	\$ 7,246	\$ 8,454	7,042	8,216	7,629	6,552
SSG.SS Group 3	\$ 9,058	\$ 10,869	8,802	10,563	9,683	8,424
SSG.SS Group 4	\$ 9,058	\$ 10,869	8,802	10,563	9,683	8,424
SSG.SS Spec 1	\$ 6,869	\$ 8,929	5,868	7,629	6,749	4,680
SSG.SS Spec 2	\$ 8,242	\$ 9,616	7,042	8,216	7,629	6,552
Total Bonus Pool	\$1,750,000		\$1,750,000			\$1,710,000

% increase	2020- 2021		2021- 2022			2022- 2023
SSG.SS Group 1/ SS Spec 1	94.29%	94.31%	-2.82%	-2.82%	-14.03%	-30.65%
SSG.SS Group 2/SS Spec 2	94.32%	94.30%	-2.82%	-2.82%	-9.76%	-14.11%
SSG.SS Group 3	94.29%	94.31%	-2.82%	-2.82%	-10.92%	-12.99%
SSG.SS Group 4	94.29%	94.31%	-2.82%	-2.82%	-10.92%	-12.99%
Total Bonus Pool	105.79%		0.00%			-30.65%

The table above shows that the 2023 bonus allocation per FTE per grade will reduce due to increases in the SSG eligible population and the removal of the different bonus rates based on performance rating. As an example, the SSG1/SSS1 cohort will be receiving a reduction of 30.65% in bonus payment (based on 1 FTE) when compared to the median bonus for 2022, due to the increase in the SSG1/SSS1 population eligible to receive the bonus by 37% and the removal of the bonus by rating. This can be contrasted with the SSG 4 cohort which has reduced by 5% and hence a smaller reduction in the bonus payable of 12.99%.

Grade Distribution

SSG Grade Distribution

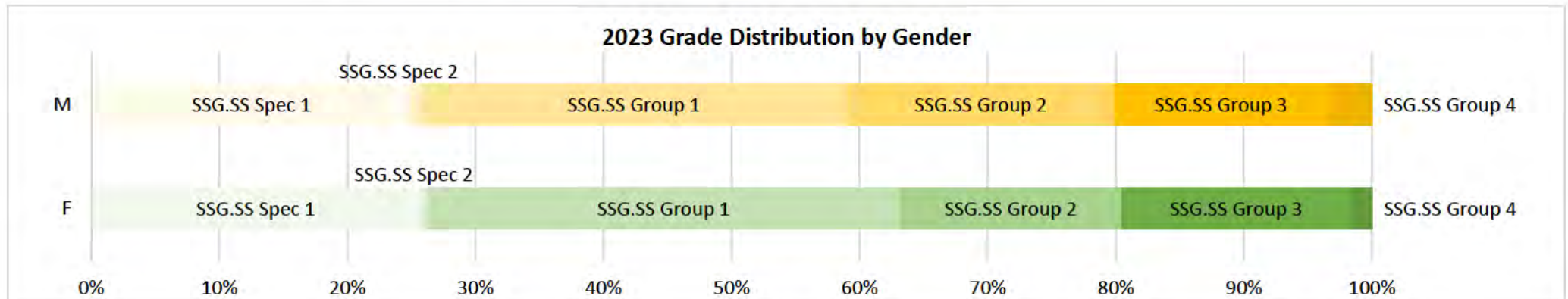
Rating	Count	Percentage
SSG.SS Spec 1	s14, cl3(a)(b)	25%
SSG.SS Spec 2		1%
SSG.SS Group 1		35%
SSG.SS Group 2		19%
SSG.SS Group 3		17%
SSG.SS Group 4		2%
Grand Total		100%

*Excludes IPA staff

** Grade count and division are based on the grade as at 31 Dec 2023

*** **Out of scope** has a split role across SSG 2 and SSG 3 so is counted twice

2023 Grade Distribution by Gender



Rating Distribution

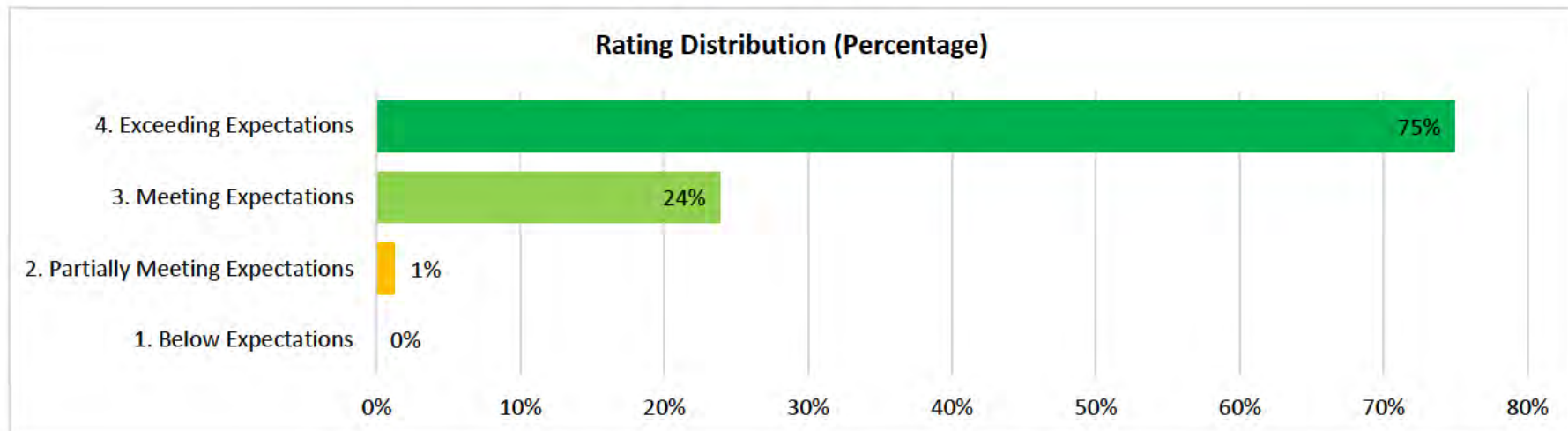
Overall Rating Distribution

Rating	Count	Percentage
1. Below Expectations	s14, c13(a)(b)	0%
2. Partially Meeting Expectations		1%
3. Meeting Expectations		24%
4. Exceeding Expectations		75%
Grand Total		100%

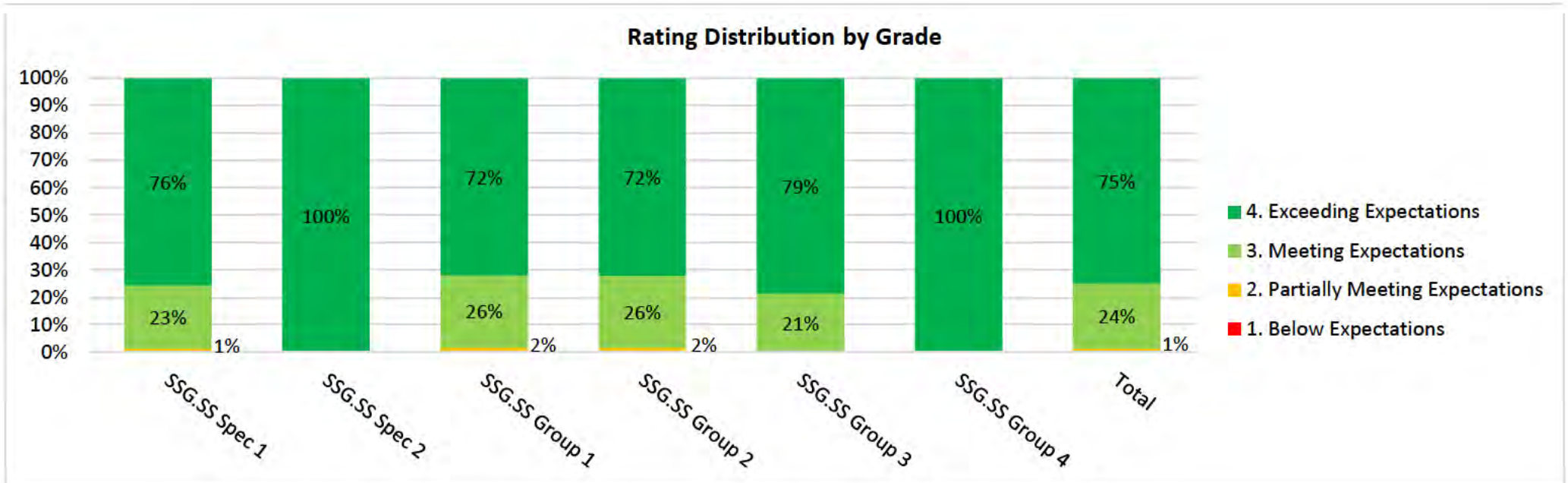
*Excludes IPA staff

** Grade count and division are based on the grade as at 31 Dec 2023

*** **Out of scope** has a split role across SSG 2 and SSG 3 so is counted twice



Rating Distribution (Cont.)

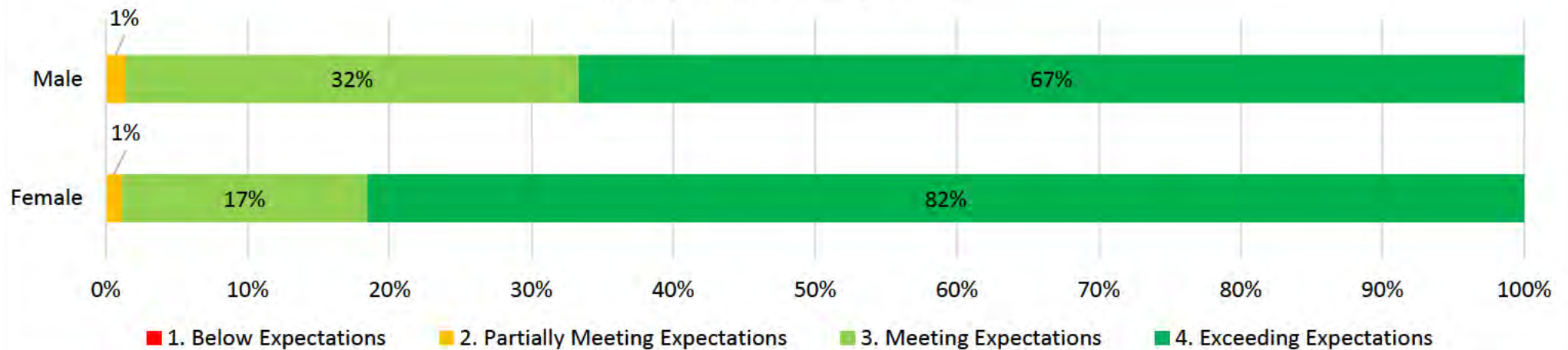


Rating Distribution (Cont.)

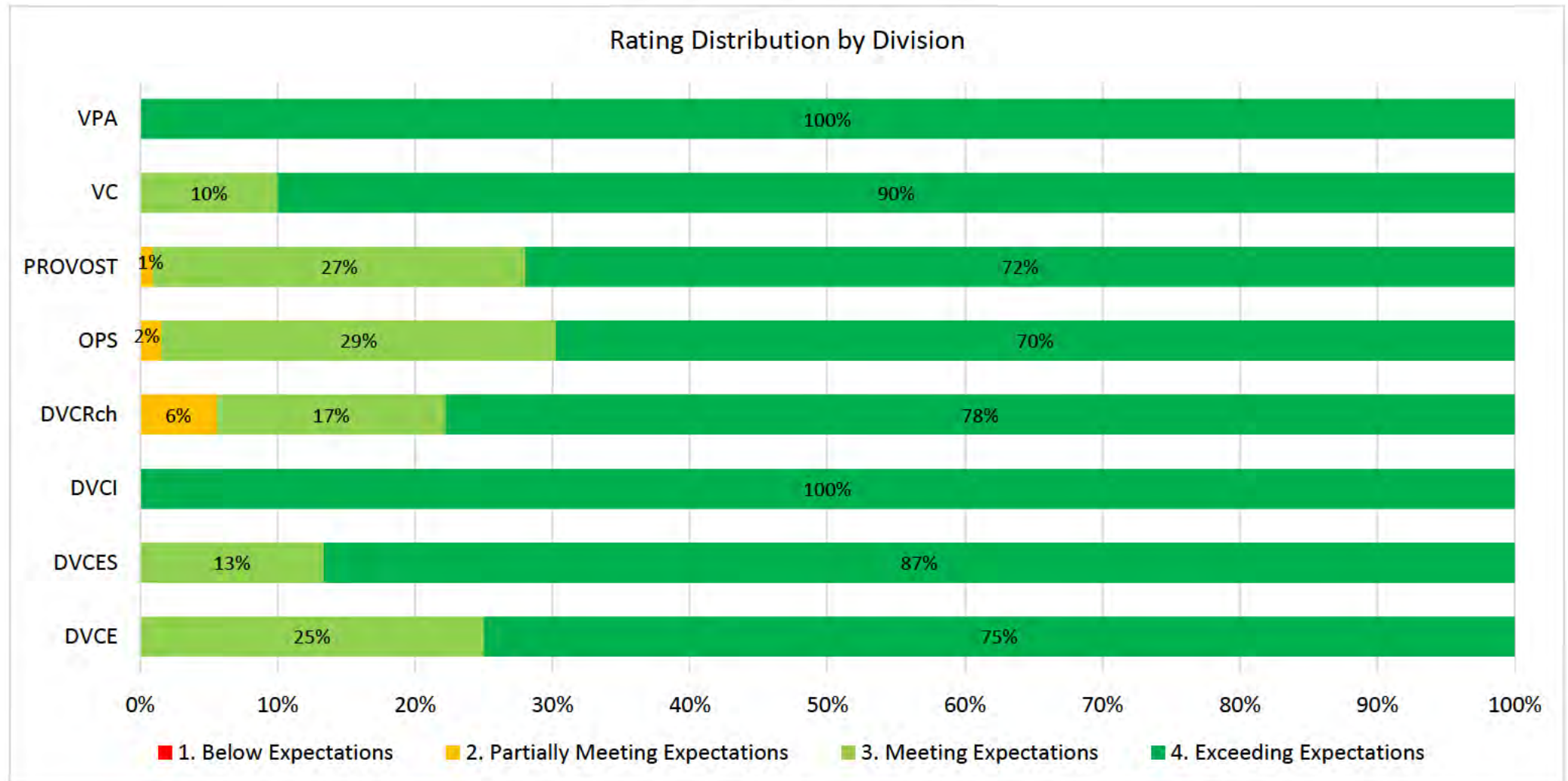
Rating Distribution by Gender (Percentage)

Rating	Female	Male
1. Below Expectations	0%	0%
2. Partially Meeting Expectations	1%	1%
3. Meeting Expectations	17%	32%
4. Exceeding Expectations	82%	67%
Grand Total	100%	100%

Rating Distribution by Gender

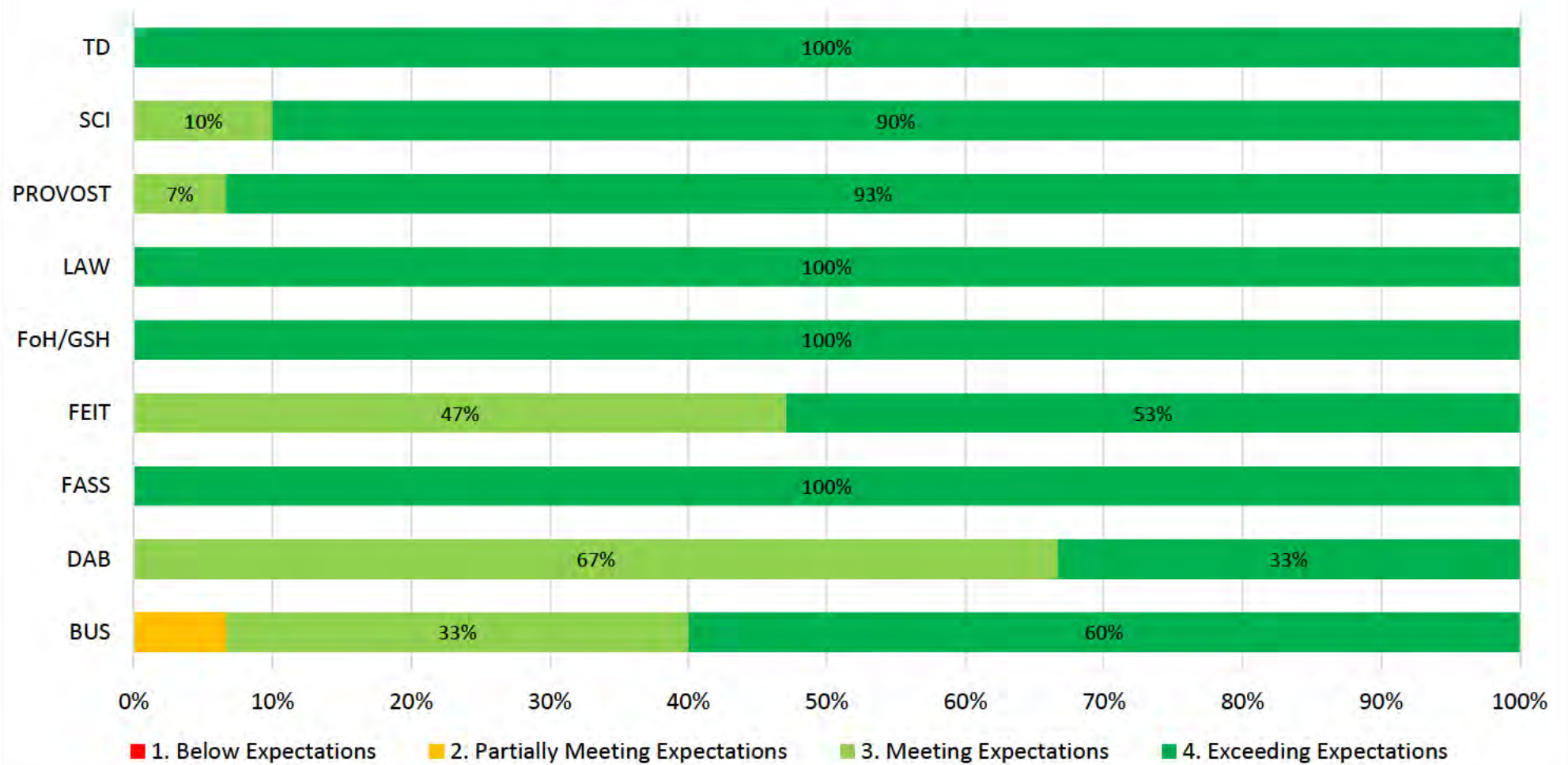


Rating Distribution (Cont.)

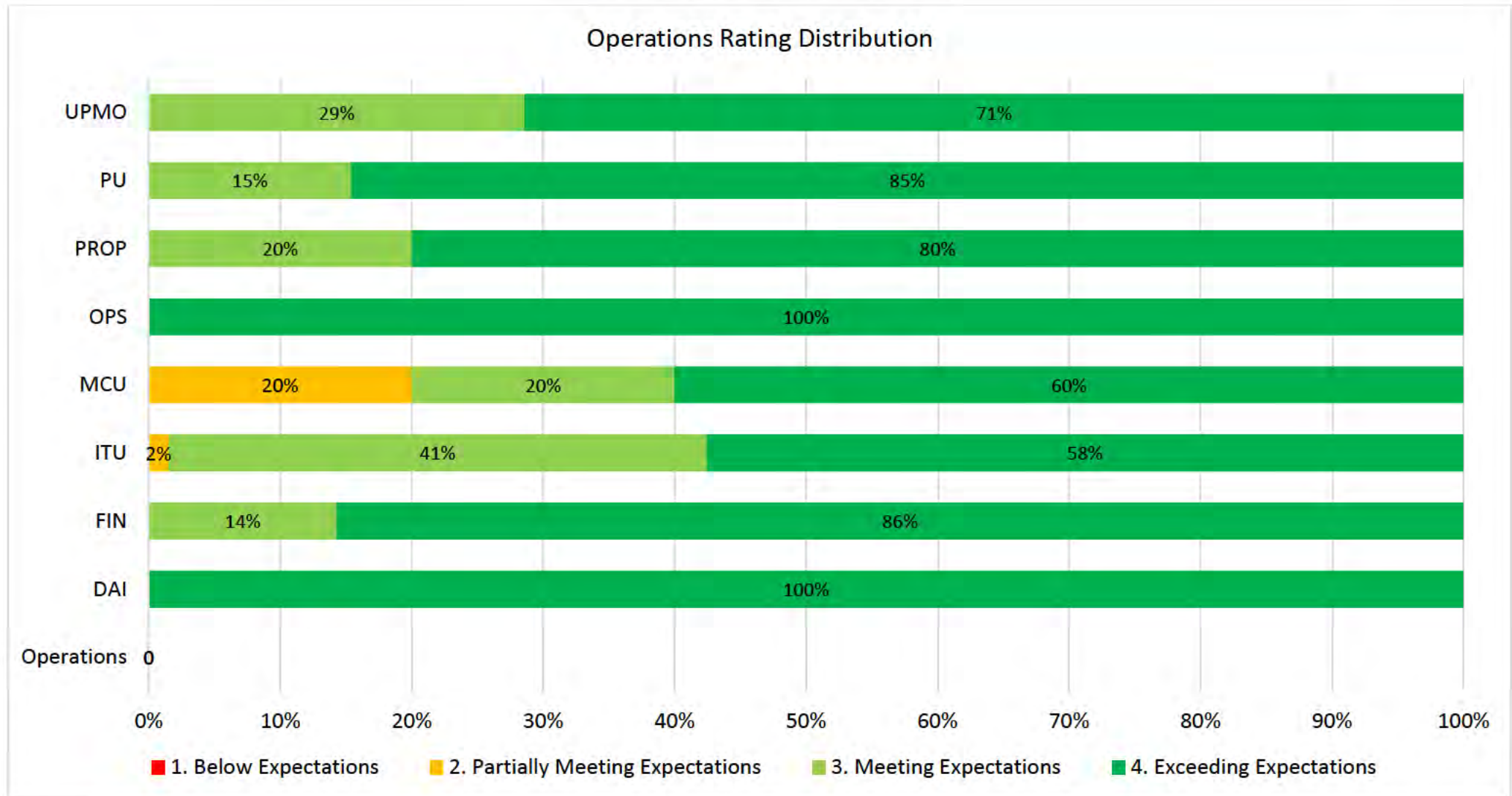


Rating Distribution (Cont.)

Rating Distribution by Faculty

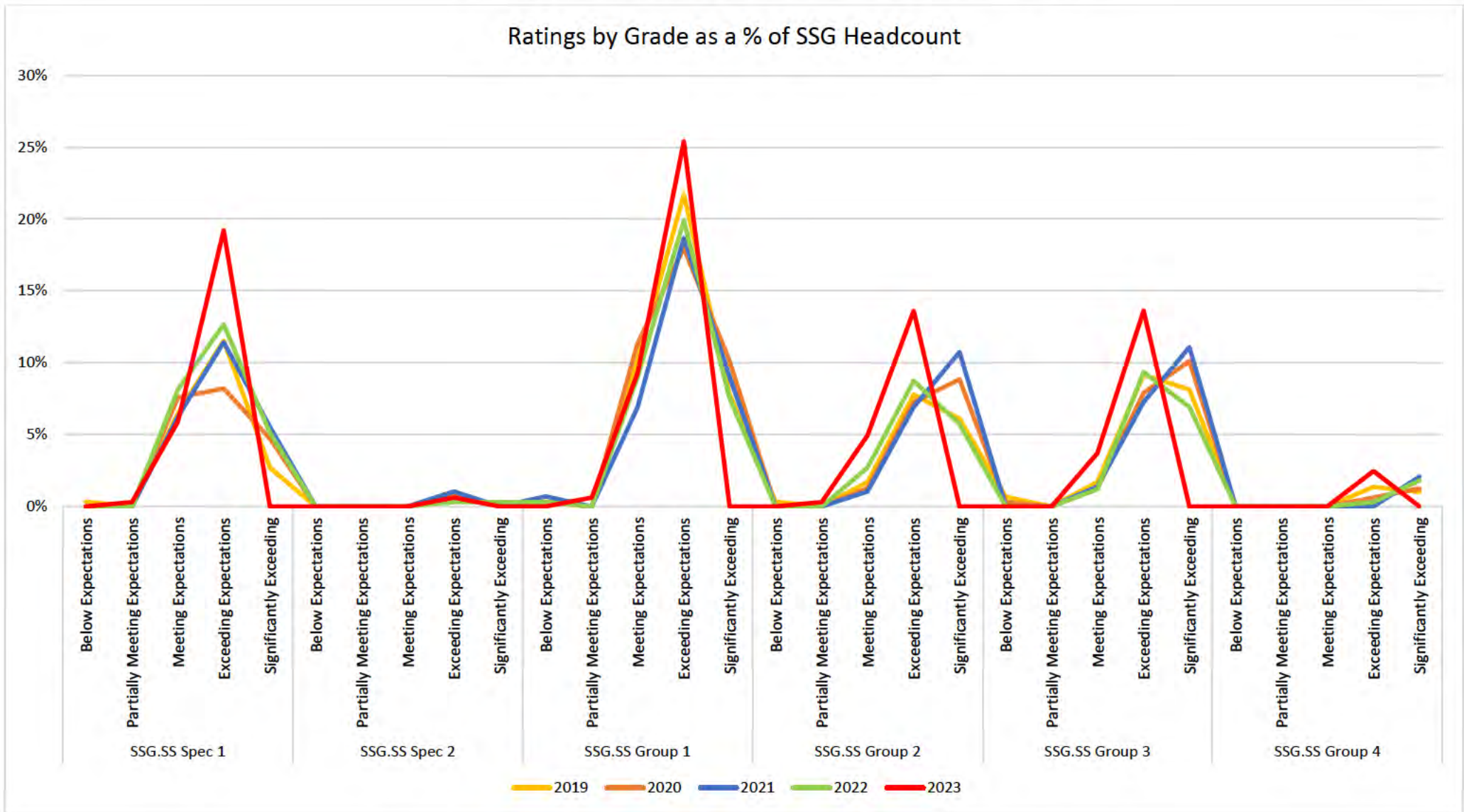


Rating Distribution (Cont.)



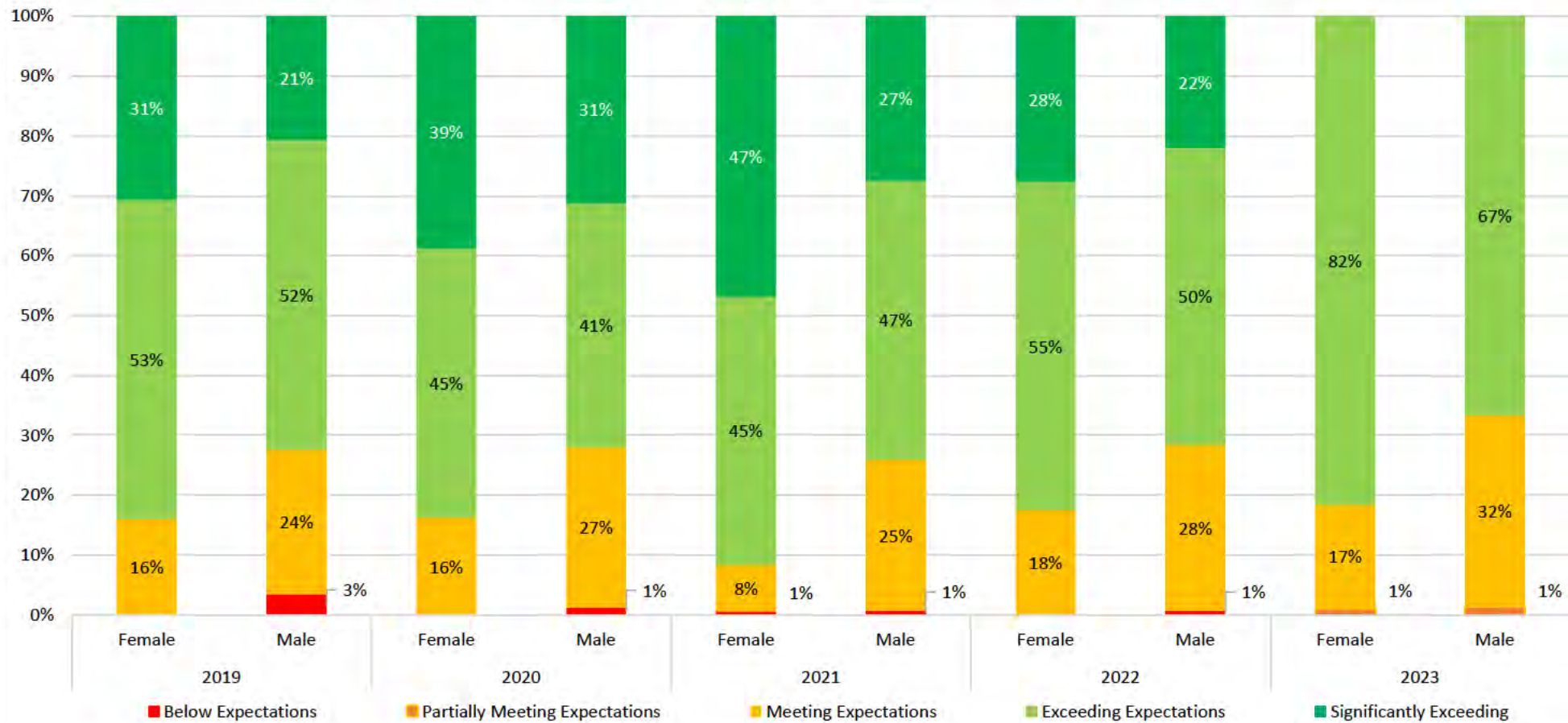
Rating Distribution (Cont.) - Year on Year Analysis

Ratings by Grade as a % of SSG Headcount



Rating Distribution (Cont.) - Year on Year Analysis

Ratings % by Gender



Rating Distribution (Cont.) – Year on Year Analysis

Ratings by Gender by Grade 2023

Grade	1. Below Expectations		2. Partially Meeting Expectations		3. Meeting Expectations		4. Exceeding Expectations	
	F	M	F	M	F	M	F	M
SSG.SS Spec 1	0%	0%	0%	3%	17%	31%	83%	67%
SSG.SS Spec 2	0%	0%	0%	0%	0%	0%	100%	100%
SSG.SS Group 1	0%	0%	2%	2%	18%	38%	80%	60%
SSG.SS Group 2	0%	0%	3%	0%	19%	33%	77%	67%
SSG.SS Group 3	0%	0%	0%	0%	16%	29%	84%	71%
SSG.SS Group 4	0%	0%	0%	0%	0%	0%	100%	100%

Ratings by Gender by Division 2023

Division	1. Below Expectations		2. Partially Meeting Expectations		3. Meeting Expectations		4. Exceeding Expectations	
	F	M	F	M	F	M	F	M
DVCE	0%	0%	0%	0%	0%	50%	100%	50%
DVCES	0%	0%	0%	0%	9%	25%	91%	75%
DVCI	0%	0%	0%	0%	0%	0%	100%	100%
DVCRch	0%	0%	9%	0%	9%	29%	82%	71%
OPS	0%	0%	0%	3%	23%	34%	77%	63%
PROVOST	0%	0%	2%	0%	20%	36%	78%	64%
VC	0%	0%	0%	0%	15%	0%	85%	100%
VPA	0%	0%	0%	0%	0%	0%	0%	0%

Rating Distribution (Cont.) – Year on Year Analysis

2022 - Ratings by Grade & Gender

Grade	1. Below Expectations		2. Meeting Expectations		3. Exceeding Expectations		4. Significantly Exceeding	
	F	M	F	M	F	M	F	M
SSG.SS Spec 1	0%	0%	21%	44%	49%	49%	30%	8%
SSG.SS Spec 2	0%	0%	0%	0%	100%	0%	0%	100%
SSG.SS Group 1	0%	2%	24%	25%	57%	51%	19%	22%
SSG.SS Group 2	0%	0%	13%	20%	50%	52%	38%	28%
SSG.SS Group 3	0%	0%	3%	14%	53%	55%	44%	32%
SSG.SS Group 4	0%	0%	0%	0%	25%	0%	75%	100%

2022 - Ratings by Division & Gender

Division	1. Below Expectations		2. Meeting Expectations		3. Exceeding Expectations		4. Significantly Exceeding	
	F	M	F	M	F	M	F	M
DVCE	0%	0%	25%	60%	0%	0%	75%	40%
DVCES	0%	0%	13%	46%	30%	23%	57%	31%
DVCI	0%	0%	33%	0%	33%	33%	33%	67%
DVCRch	0%	0%	0%	13%	100%	50%	0%	38%
OPS	0%	1%	22%	34%	60%	46%	18%	19%
PROVOST	0%	0%	11%	12%	48%	69%	40%	19%
VC	0%	0%	15%	17%	62%	67%	23%	17%
VPA	0%	0%	33%	0%	50%	0%	17%	0%

Rating Distribution (Cont.) – Year on Year Analysis

2021 - Ratings by Grade & Gender

Grade	1. Below Expectations		2. Meeting Expectations		3. Exceeding Expectations		4. Significantly Exceeding	
	F	M	F	M	F	M	F	M
SSG.SS Spec 1	0%	0%	15%	39%	47%	52%	38%	9%
SSG.SS Spec 2	0%	0%	0%	0%	0%	100%	0%	0%
SSG.SS Group 1	2%	2%	12%	30%	57%	48%	29%	20%
SSG.SS Group 2	0%	0%	0%	14%	34%	41%	66%	45%
SSG.SS Group 3	0%	0%	0%	15%	33%	41%	67%	44%
SSG.SS Group 4	0%	0%	0%	0%	0%	0%	100%	100%

2021 - Ratings by Division & Gender

Division	1. Below Expectations		2. Meeting Expectations		3. Exceeding Expectations		4. Significantly Exceeding	
	F	M	F	M	F	M	F	M
DVCE	0%	0%	20%	0%	40%	33%	40%	67%
DVCES	0%	0%	0%	14%	30%	14%	70%	71%
DVCI	0%	0%	20%	25%	40%	50%	40%	25%
DVCRch	0%	0%	0%	11%	100%	78%	0%	11%
OPS	0%	0%	19%	34%	46%	49%	35%	17%
PROVOST	0%	3%	0%	22%	40%	43%	60%	32%
VC	0%	0%	0%	0%	50%	33%	50%	67%
VPA	13%	0%	0%	0%	75%	0%	13%	0%

Rating Distribution (Cont.) – Year on Year Analysis

2020 - Ratings by Grade & Gender

Grade	1. Below Expectations		2. Meeting Expectations		3. Exceeding Expectations		4. Significantly Exceeding	
	F	M	F	M	F	M	F	M
SSG.SS Spec 1	0%	0%	25%	48%	38%	42%	38%	9%
SSG.SS Spec 2	0%	0%	0%	0%	0%	100%	0%	0%
SSG.SS Group 1	0%	2%	22%	36%	46%	44%	31%	19%
SSG.SS Group 2	0%	0%	7%	8%	45%	38%	48%	54%
SSG.SS Group 3	0%	3%	3%	9%	50%	31%	47%	56%
SSG.SS Group 4	0%	0%	0%	0%	50%	25%	50%	75%

2020 - Ratings by Division & Gender

Division	1. Below Expectations		2. Meeting Expectations		3. Exceeding Expectations		4. Significantly Exceeding	
	F	M	F	M	F	M	F	M
DVCCS	0%	0%	30%	38%	30%	43%	41%	20%
DVCES	0%	0%	0%	0%	25%	17%	75%	83%
DVCI	0%	0%	33%	0%	33%	0%	33%	100%
DVCIE	0%	0%	20%	0%	40%	20%	40%	80%
DVC Resources	0%	0%	10%	33%	71%	46%	19%	21%
DVC Research	0%	0%	40%	13%	50%	63%	10%	25%
PROVOST	0%	4%	6%	23%	49%	38%	45%	36%
VC	0%	0%	0%	0%	50%	100%	50%	0%
VPA	0%	0%	30%	0%	60%	0%	10%	0%

Individual Performance Arrangements (IPA)

2023 Outcomes (Proposed)

Emp Name	Gender	Position Title	Faculty/Division	IPA Target (Annualised)	Recommended IPA (Annualised)	IPA % of Target
Out of scope		Out of scope				
	M			20,000	18,000	90%
	M			30,000	27,000	90%
	M			25,000	23,000	92%
	M			30,000	15,000	50%
	M			15,000	5,000	33%
	M			10,000	5,000	50%
	M			15,000	15,000	100%
	M			60,000	59,468	99%
	M			20,000	20,000	100%
	M			40,000	30,000	75%
	M			15,000	15,000	100%
	M			25,000	25,000	100%
	F			20,000	19,000	95%
	M			30,000	27,000	90%
	F			50,000	50,000	100%
	M			50,000	50,000	100%
	M			50,000	50,000	100%

Out of scope

M
F
M
M
F

Out of scope

15,000	15,000	100%
40,000	30,000	75%
75,000	75,000	100%
50,000	50,000	100%
40,000	32,000	80%

IPA Headcount by Grade & Gender

	2020		2021		2022		2023	
Grade	F	M	F	M	F	M	F	M
ACA.Level B		s14, cl3(a)(b)		s14, cl3(a)(b)				
ACA.Level C						s14, cl3(a)(b)		s14, cl3(a)(b)
ACA.Level D	s14, cl3(a)(b)		s14, cl3(a)(b)					
ACA.Level E		16		9		8		8
SSG.SS Spec 1								
SSG.SS Spec 2		s14, cl3(a)(b)						
SSG.SS Group 1				s14, cl3(a)(b)		s14, cl3(a)(b)		s14, cl3(a)(b)
SSG.SS Group 2								
SSG.SS Group 3							s14, cl3(a)(b)	
SSG.SS Group 4	6	7		7	s14, cl3(a)(b)			
Total	13	32	8	27		20		18

IPA Headcount by Faculty/Division & Gender

	2020		2021		2022		2023	
Division	F	M	F	M	F	M	F	M
DVCCS	s14, cl3(a)(b)	s14, cl3(a)(b)						
DVCE				s14, cl3(a)(b)		s14, cl3(a)(b)		s14, cl3(a)(b)
DVCES								
DVCI								
DVCIE								
DVC Resources								
DVCRch								
OPS			s14, cl3(a)(b)				s14, cl3(a)(b)	
PROVOST	10	24		18		14		13
VC						s14, cl3(a)(b)		
VPA	s14, cl3(a)(b)				s14, cl3(a)(b)			
Total	13	32	8	27		20		18

Individual Performance Arrangements (IPA) (Cont.)

Average* IPA \$ by Grade & Gender

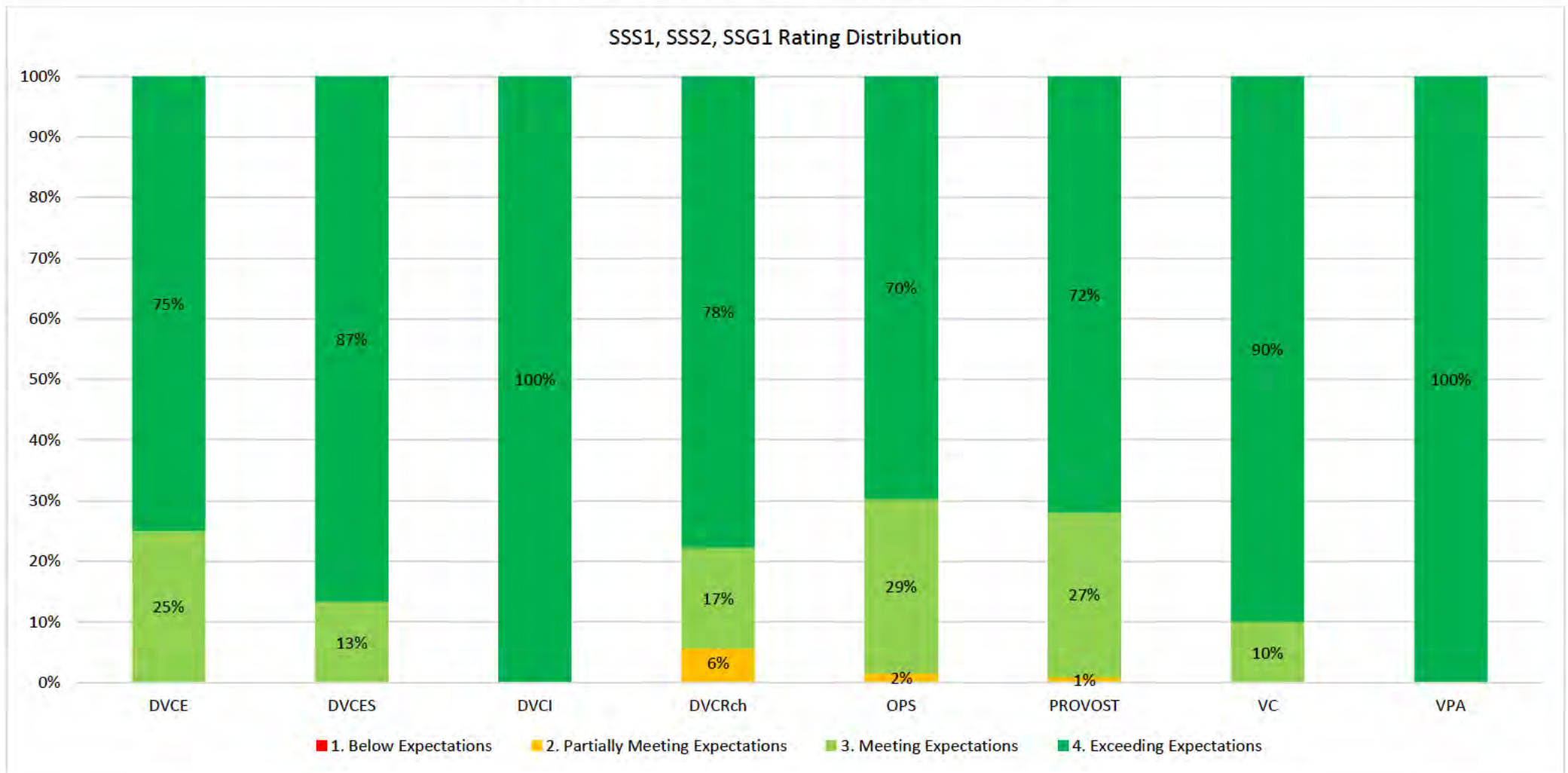
Grade	2021 (Paid)				2022 Paid (Actual)				2023 Payable			
	F No.	F Average \$	M No.	M Average \$	F No.	F Average \$	M No.	M Average \$	F No.	F Average \$	M No.	M Average \$
ACA.Level B			s14, c13(a)	\$ 15,000			s14, c13(a)	\$ 15,000			s14, c13(a)(b)	\$ 15,000
ACA.Level C	s14, c13(a)(b)	\$ 7,500		\$ 10,000				\$ 10,000				
ACA.Level D		\$ 7,500		\$ 10,000				\$ 10,000				
ACA.Level E			9	\$ 29,750			8	\$ 29,824			8	\$ 34,934
SSG.SS Spec 1		\$ 15,000										
SSG.SS Spec 2												
SSG.SS Group 1			s14, c13(a)(b)	\$ 27,625			s14, c13(a)(b)	\$ 27,500			s14, c13(a)	\$ 14,333
SSG.SS Group 2		\$ 21,000		\$ 19,409				\$ 26,410				\$ 27,000
SSG.SS Group 3		\$ 24,707		\$ 27,000				\$ 31,318	s14, c	\$ 34,500		\$ 50,000
SSG.SS Group 4		\$ 18,630	7	\$ 20,395	s14, c13(a)	\$ 32,000		\$ 17,830		\$ 31,000		\$ 20,000
Total	8	\$ 17,497	27	\$ 24,333		\$ 32,000	20	\$ 26,862		\$ 32,750	18	\$ 29,137

Average* IPA \$ by Faculty/Division (Annualised)

Division	2021 Paid (Actual)				2022 Paid (Actual)				2023 Payable			
	F No.	F Average \$	M No.	M Average \$	F No.	F Average \$	M No.	M Average \$	F No.	F Average \$	M No.	M Average \$
DVCCS												
DVCE			s14, c13(a)	\$ 50,000			s14, c13(a)	\$ 50,000			s14, c13(a)	\$ 23,000
DVCES				\$ -								
DVCI				\$ 10,000				\$ 20,000				\$ 15,000
DVCIE												
DVC Resources												
DVCRch				\$ 24,625				\$ 5,000				\$ 5,000
OPS	s14, c13(a)(b)	\$ 12,354		\$ 32,353				\$ 36,005	s14, c13	\$ 19,000		\$ 27,000
PROVOST		\$ 16,654	18	\$ 23,241			14	\$ 26,756		\$ 40,000	13	\$ 32,882
VC							s14, c13	\$ 18,000				
VPA		\$ 32,000			s14, c13	\$ 32,000				\$ 32,000		
Total	8	\$ 17,497	27	\$ 24,333		\$ 32,000	20	\$ 26,862		\$ 32,750	18	\$ 29,137

*IPA average amounts by gender, grade and division are annualised and calculated as full-time equivalent

SSS 1, SSS 2 and SSG 1 Rating Distribution

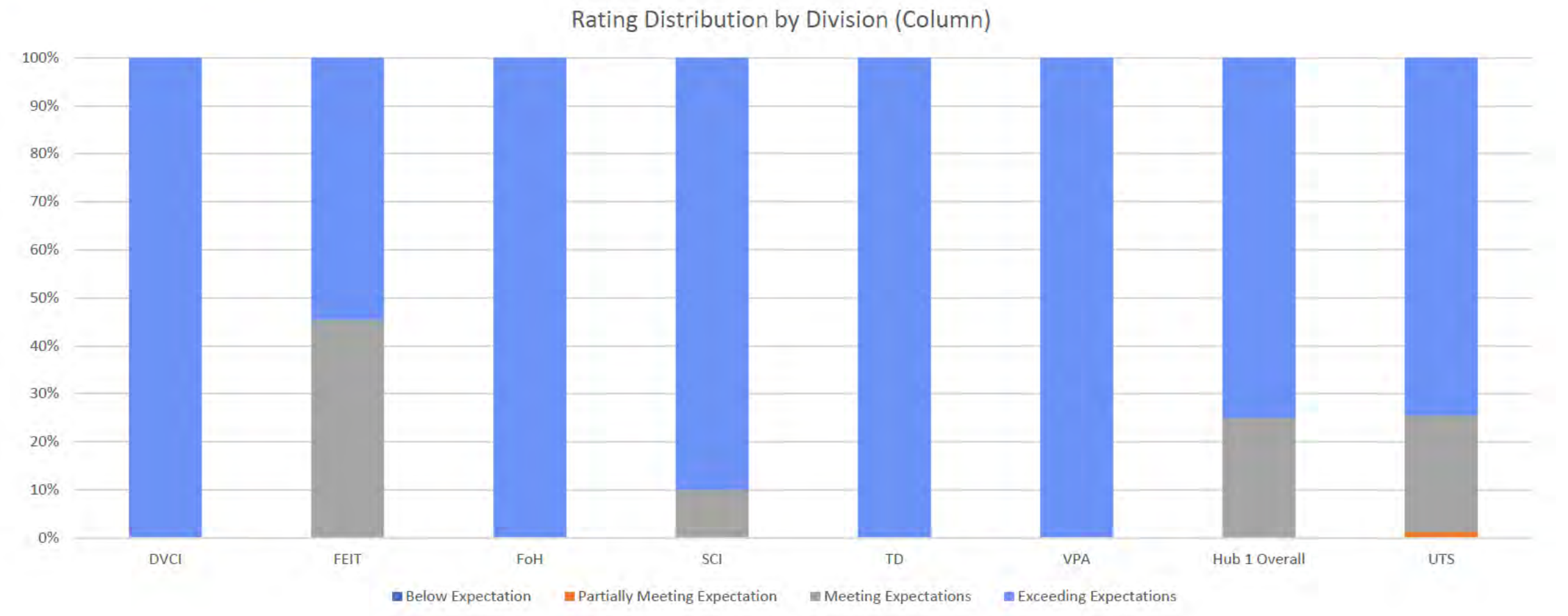




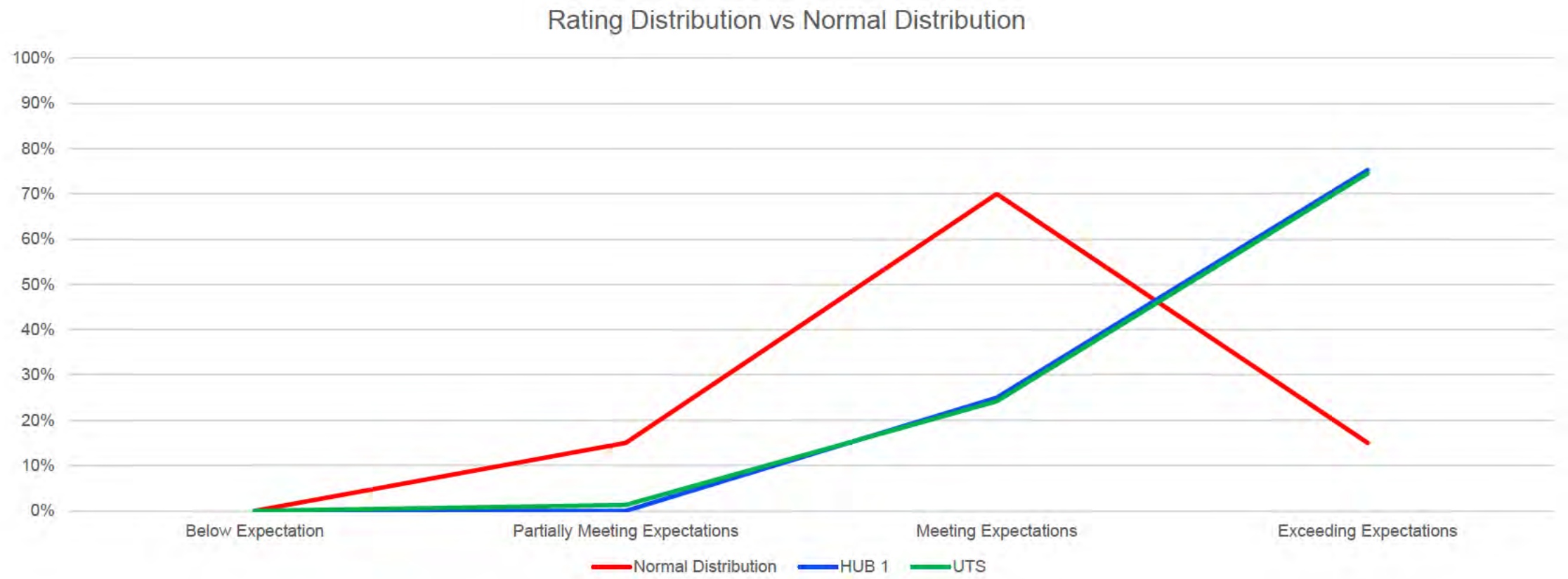
HUB 1

DVCI
Faculty of Engineering and Information Technology
Faculty of Health
Faculty of Science
TD School
Advancement

Distribution

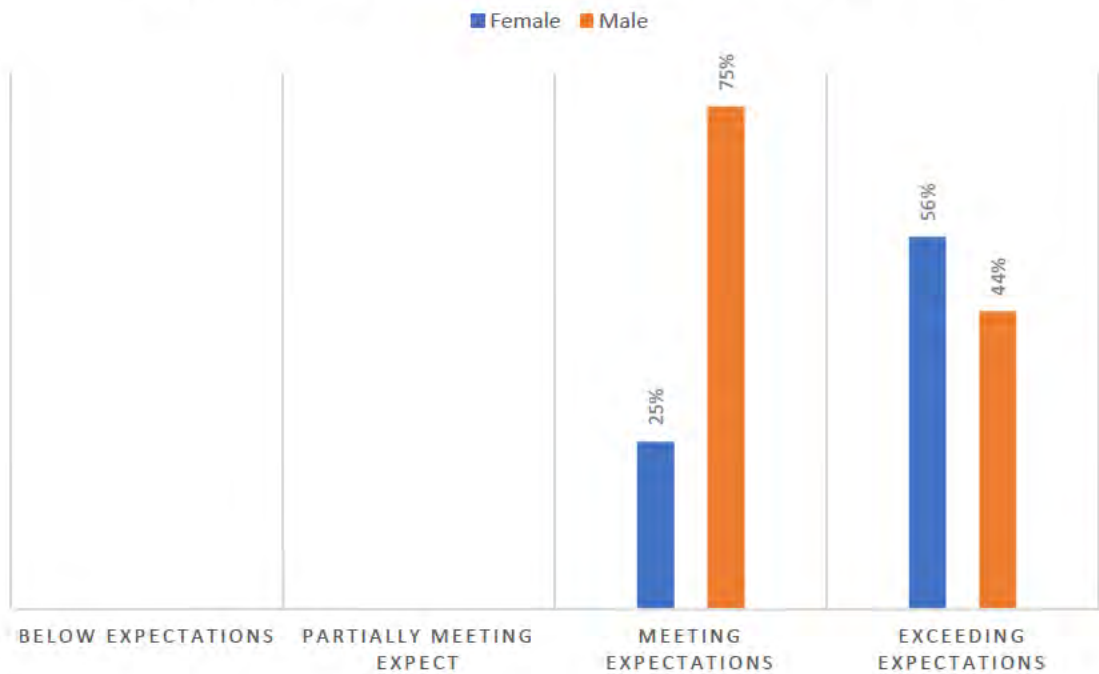


Distribution (Cont.)

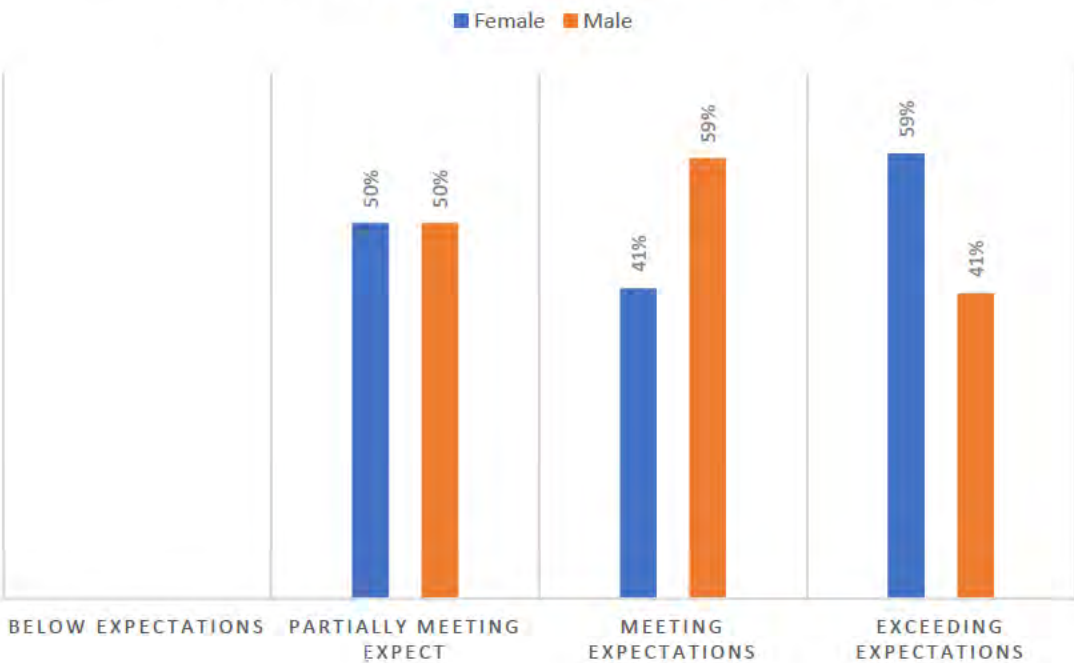


Gender Distribution

RATING DISTRIBUTION BY GENDER - HUB 1



RATING DISTRIBUTION BY GENDER - UTS



HUB 1 IPAs

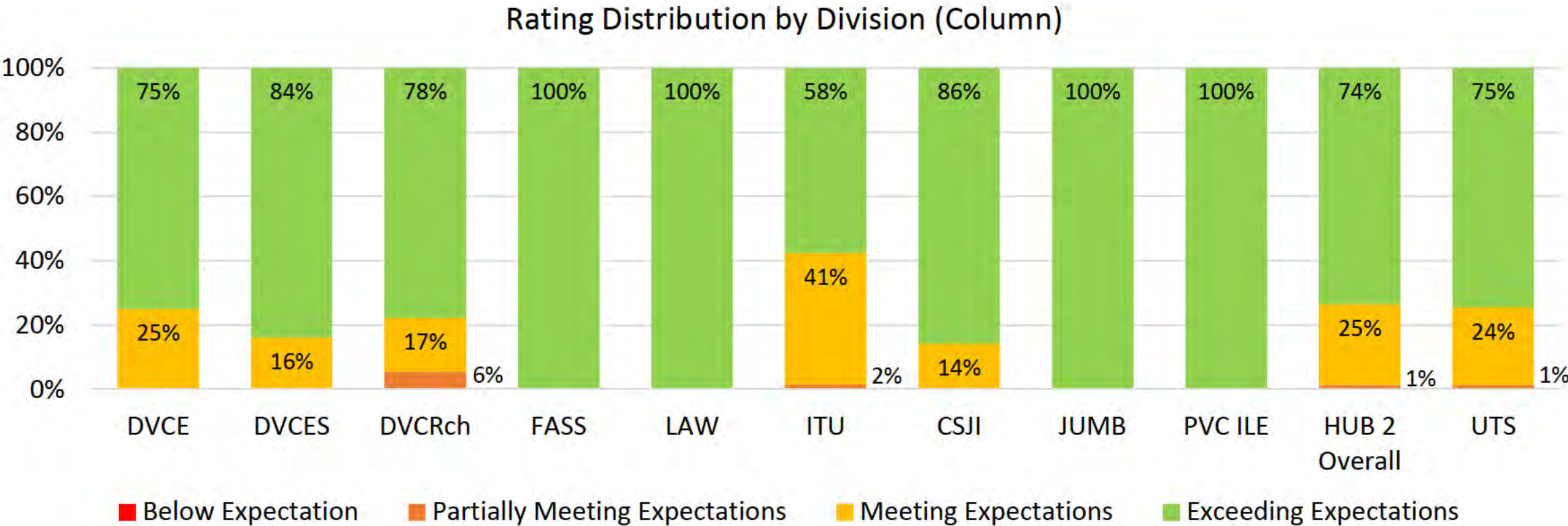
Employee Name	Faculty / Unit	IPA Target	IPA-Recommended	Percentage of Target
Out of scope		30,000.00	15,000.00	50%
		15,000.00	15,000.00	100%
		25,000.00	25,000.00	100%
		15,000.00	15,000.00	100%
		20,000.00	20,000.00	100%
		60,000.00	60,000.00	100%
		40,000.00	30,000.00	75%
		15,000.00	15,000.00	100%
		75,000.00	75,000.00	100%
		40,000.00	32,000.00	80%



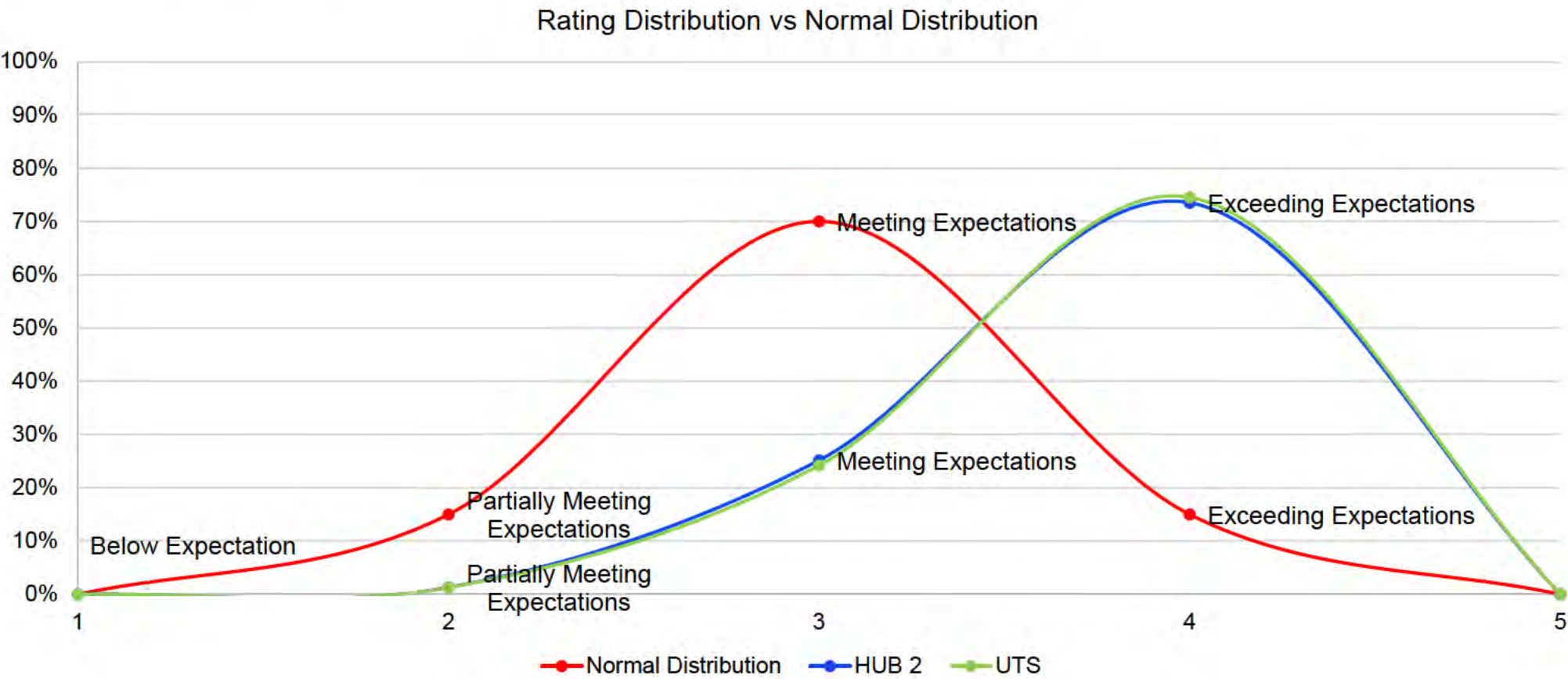
HUB 2

Deputy Vice-Chancellor (Enterprise), Deputy Vice-Chancellor (Education and Students), Deputy Vice-Chancellor (Research), Faculty of Arts and Social Sciences, Faculty of Law, Information Technology, Centre for Social Justice and Inclusion, Jumbunna and PVC Office.

Distribution

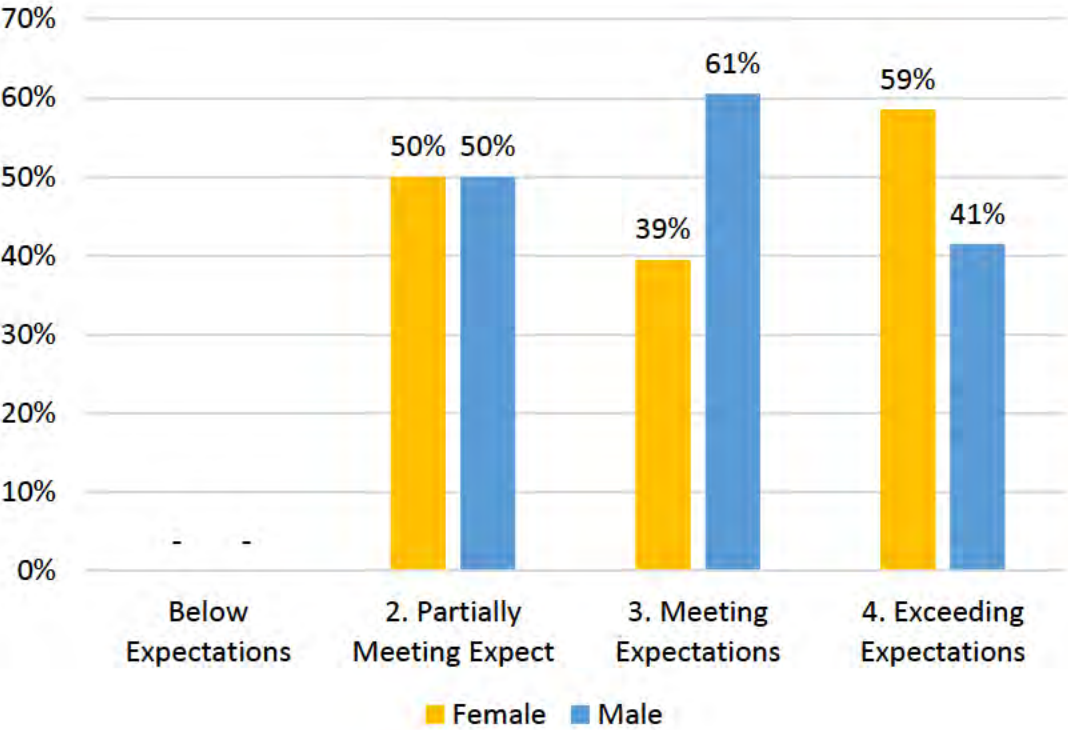


Distribution (Cont.)

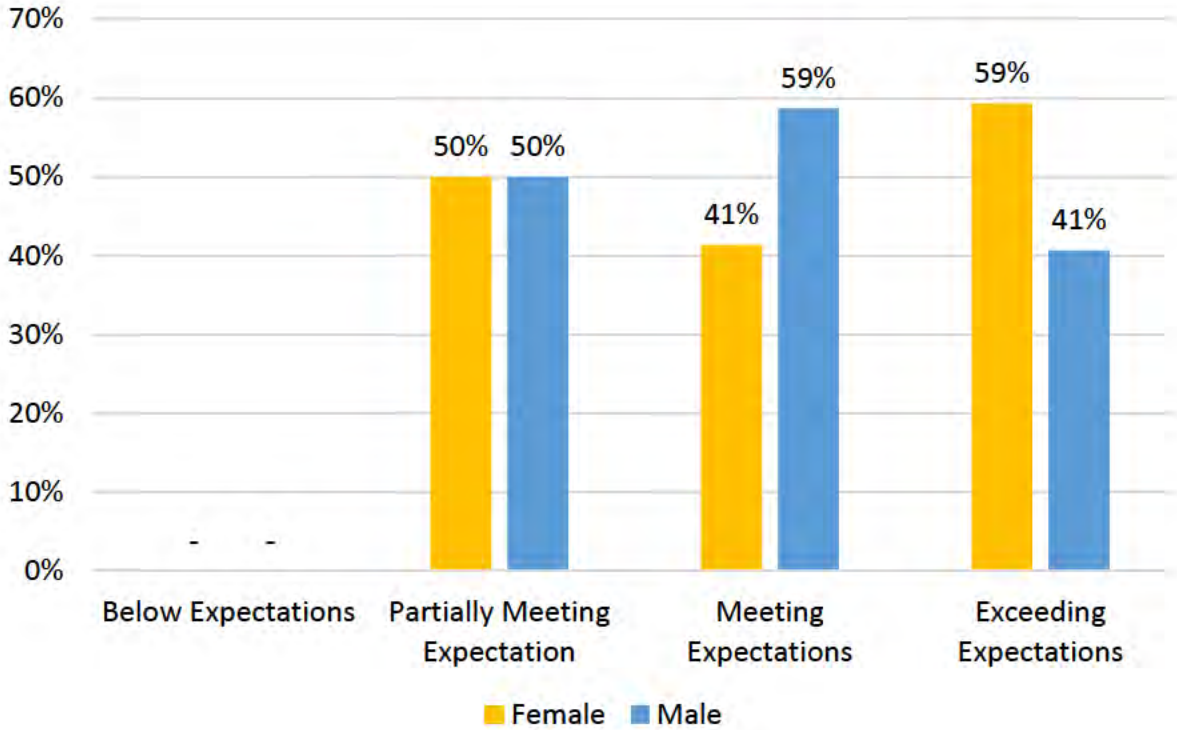


Gender Distribution

Rating Distribution by Gender - Hub 2



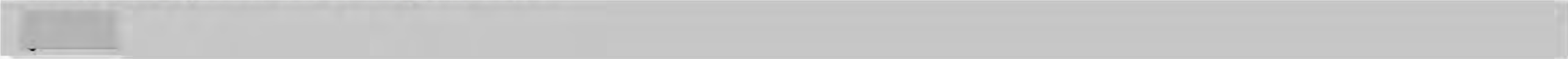
Rating Distribution by Gender - UTS



HUB 2 IPAs

Name	Division	Recommended	Target	Percentage of Target
Out of scope		50,000	50,000	100%
		50,000	50,000	100%
		50,000	50,000	100%
		5,000	15,000	33%
		23,000	25,000	92%
		10,000	10,000	100%
		27,000	30,000	90%

NB:
* IPA aligned to revenue generation
Refer to Hub 2 spreadsheet for IPA justifications

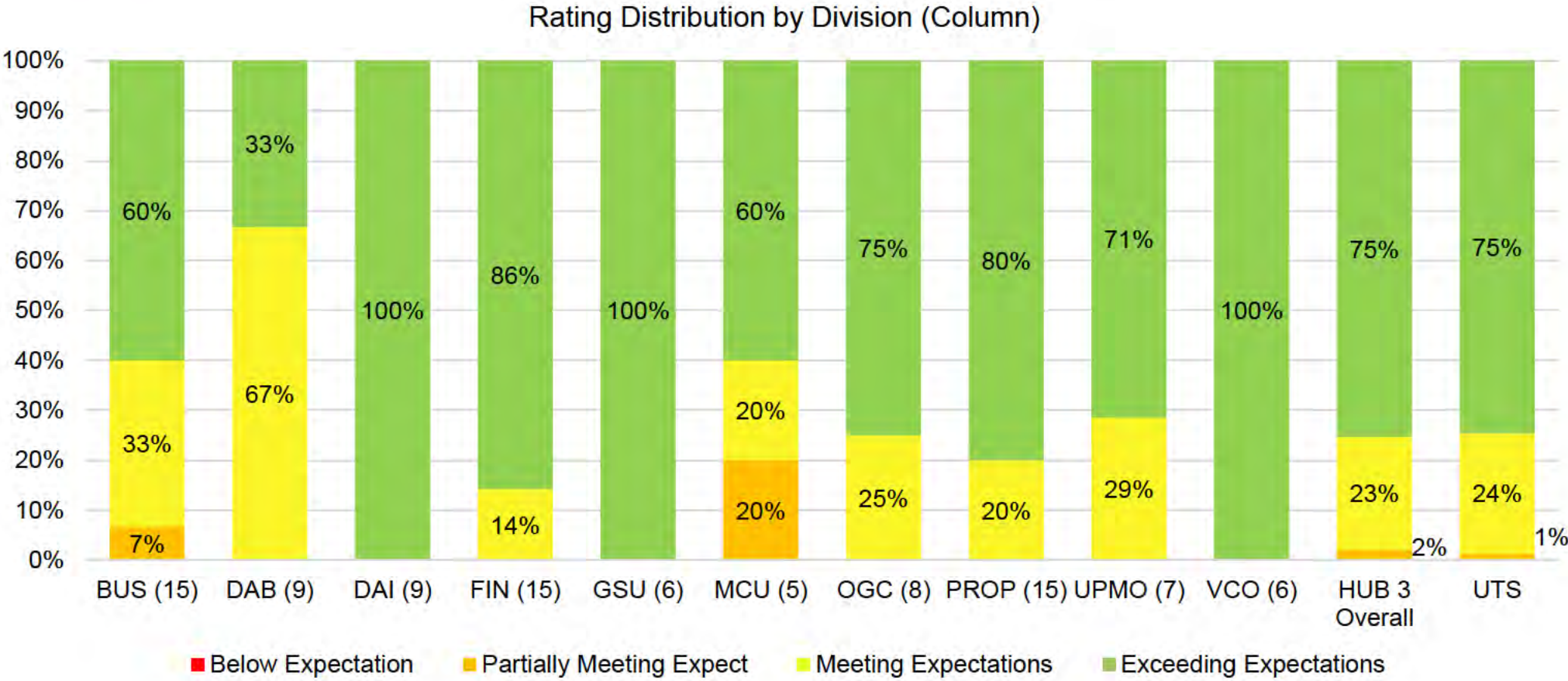




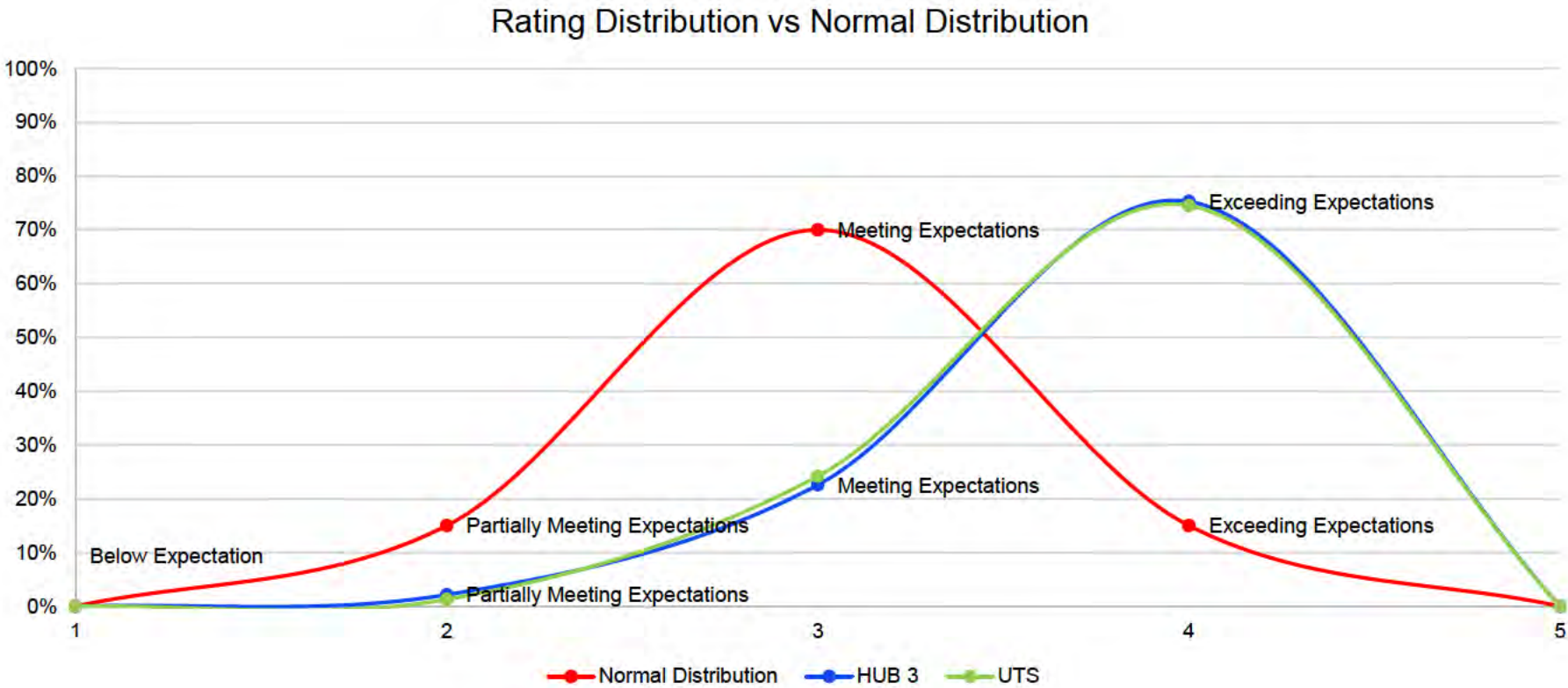
HUB 3

UTS Business School, Faculty of Design, Architecture and Building, Data Analytics and Insights Unit, Finance Unit, Governance Support Unit, Marketing and Communication Unit, Office of the General Counsel, Property Unit, UTS Program Management Office & Vice-Chancellor's Office.

Distribution

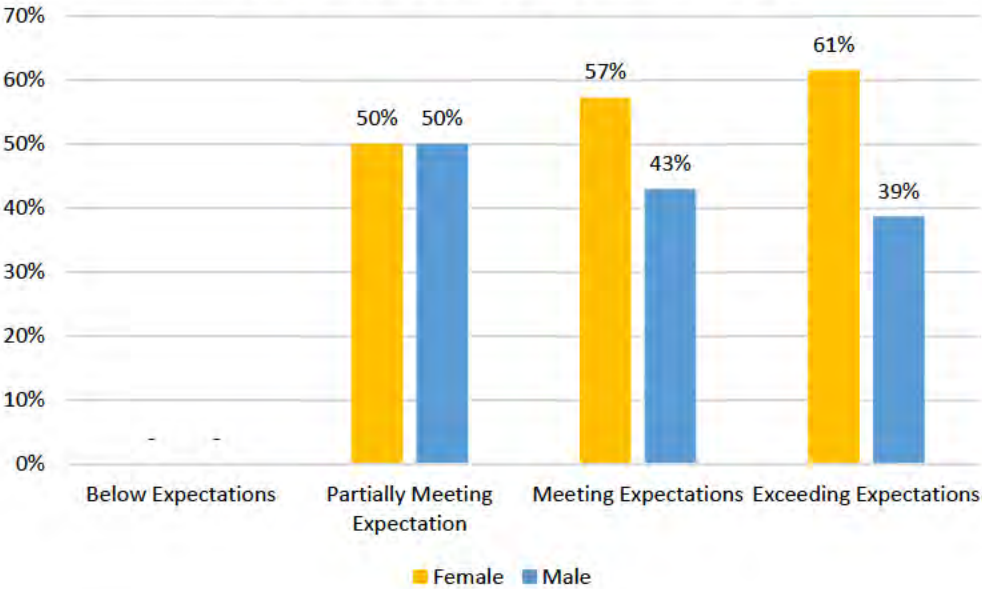


Distribution (Cont.)

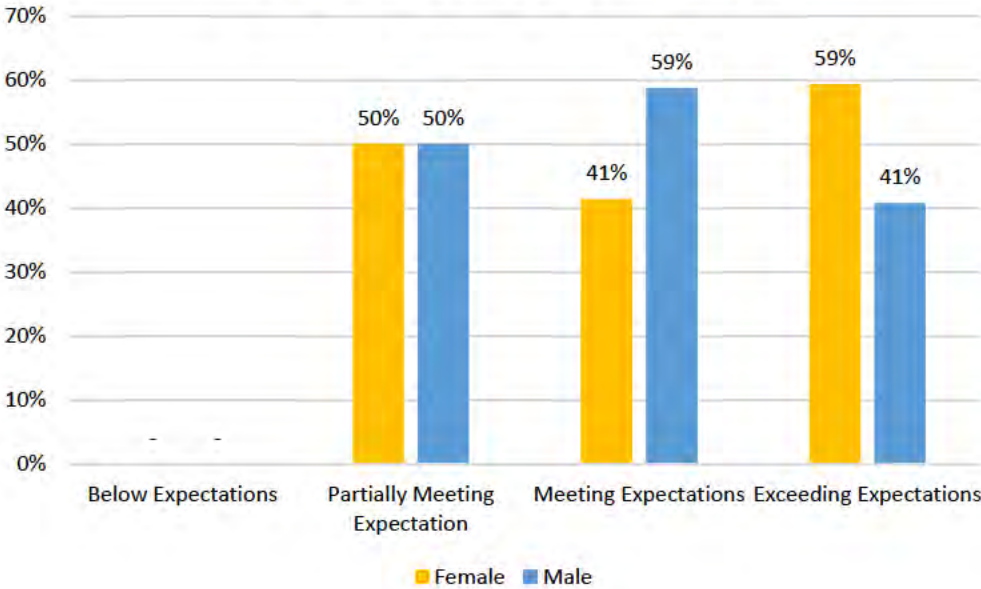


Gender Distribution

Rating Distribution by Gender - Hub 3



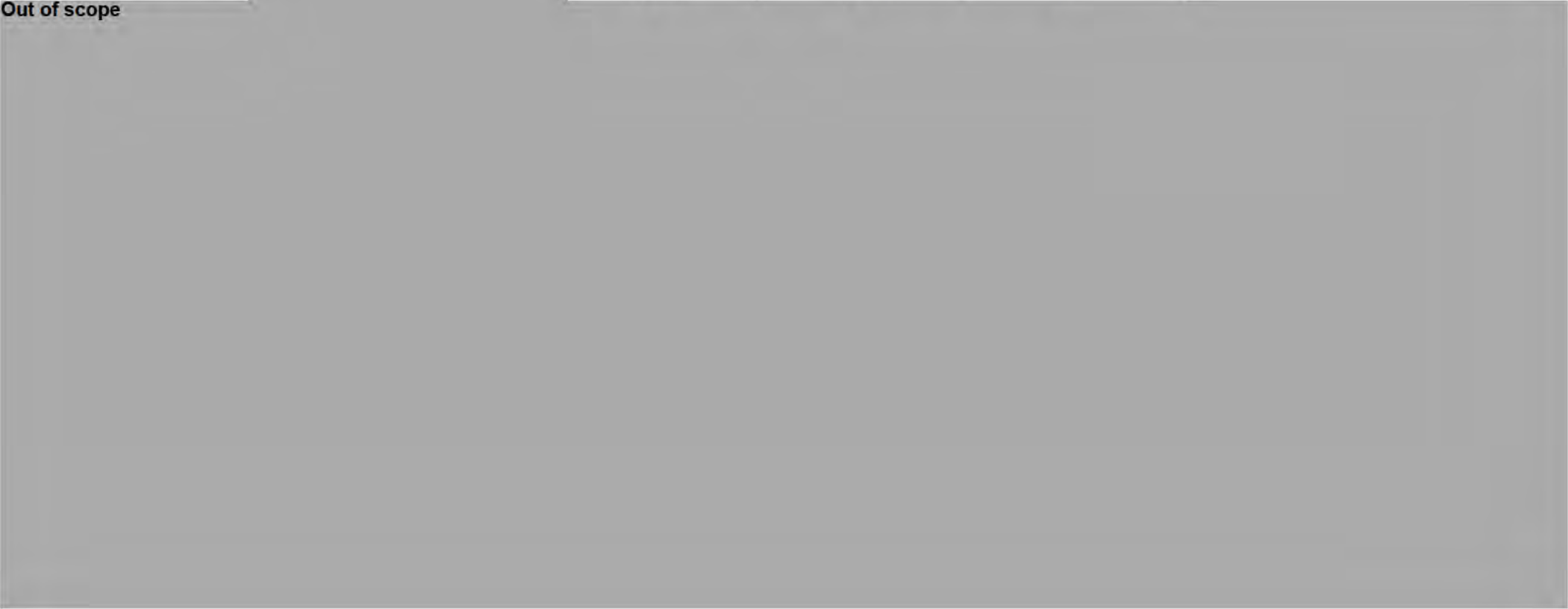
Rating Distribution by Gender - UTS



HUB 3 IPAs

Incumbent	Target	Recommended	Percentage of Target
Out of scope	20,000	19,000	95%
	30,000	27,000	90%
	33,571	28,238	84%

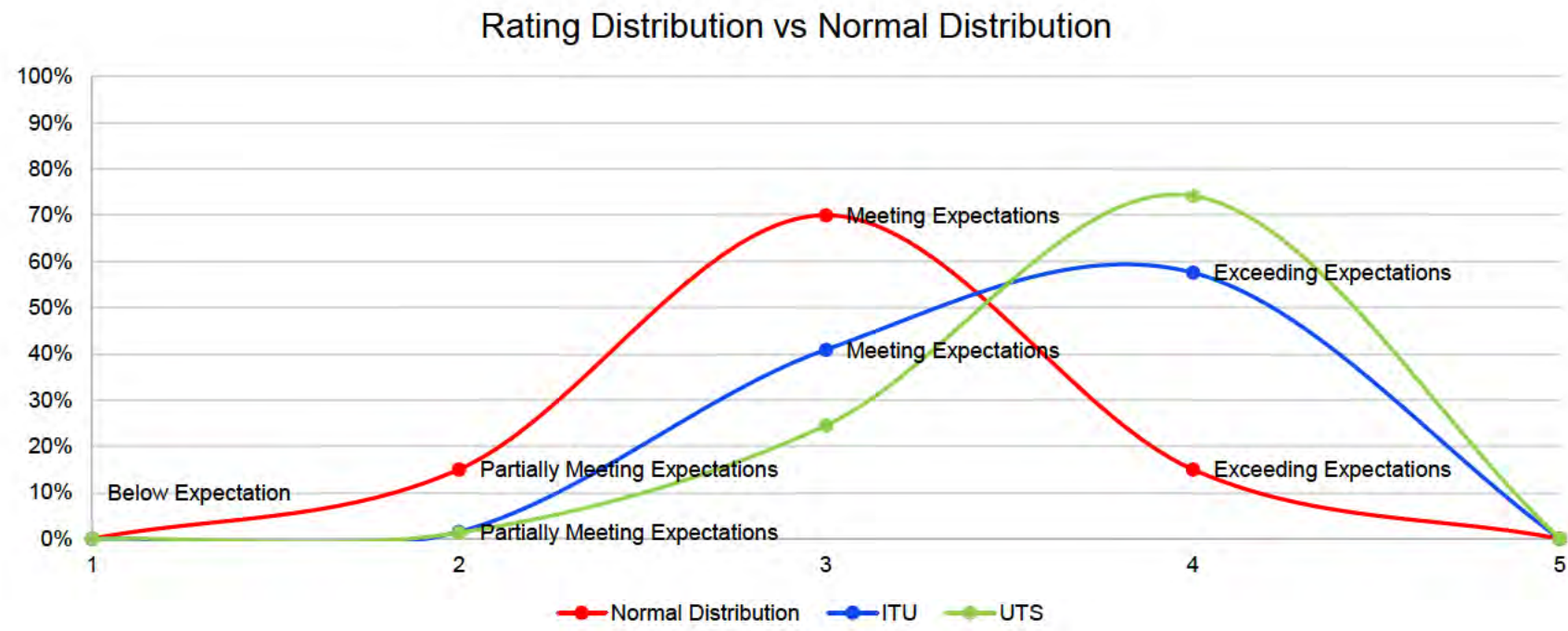
Out of scope





Information Technology Unit

Distribution (Cont.)



Gender Distribution

Rating Distribution by Gender (Percentage & Count)

Division	Female	Male	Total
1. Below Expectations	0%	0%	0%
2. Partially Meeting Expectations	0%	100%	100%
3. Meeting Expectations	37%	63%	100%
4. Exceeding Expectations	34%	66%	100%

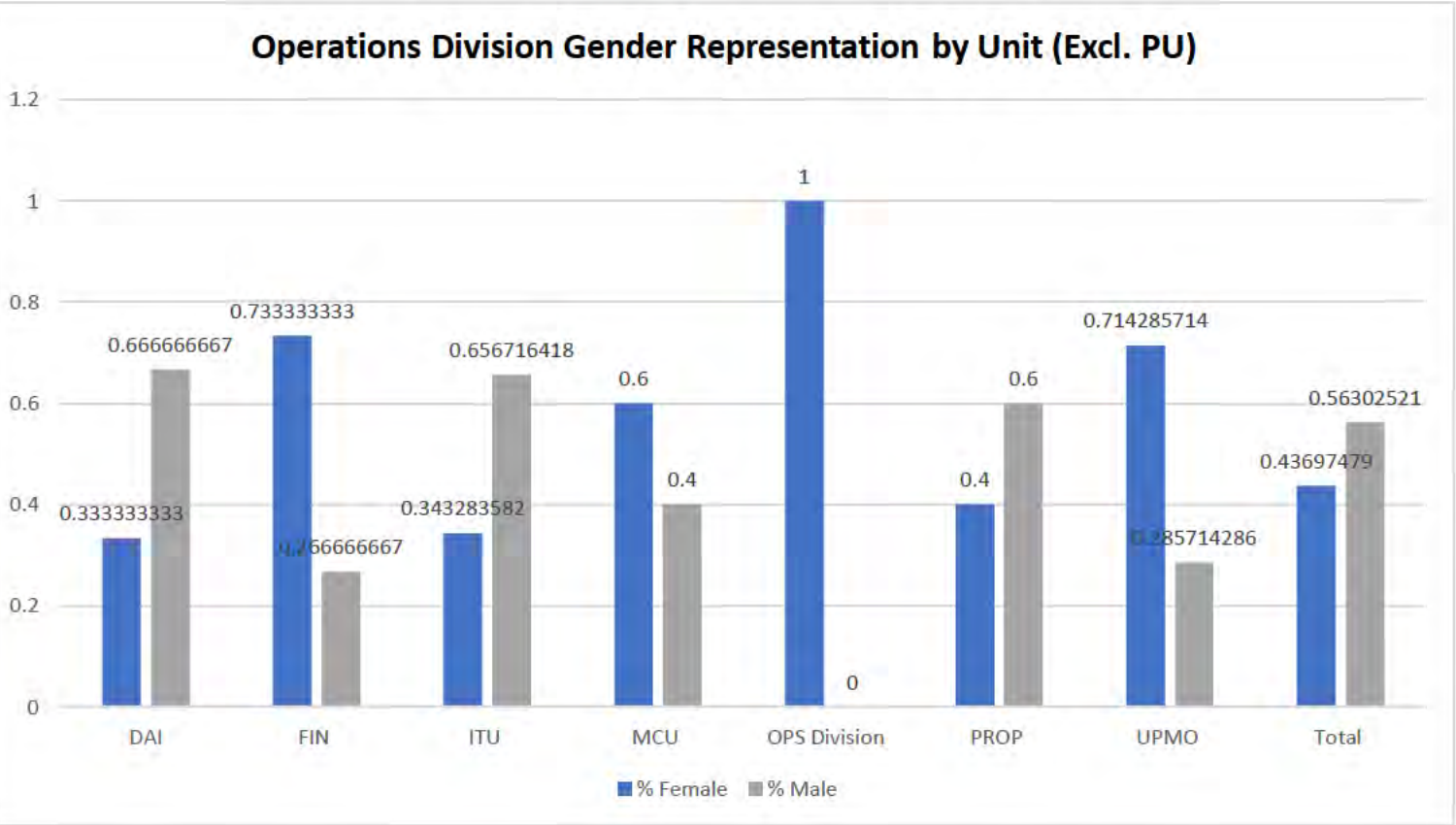
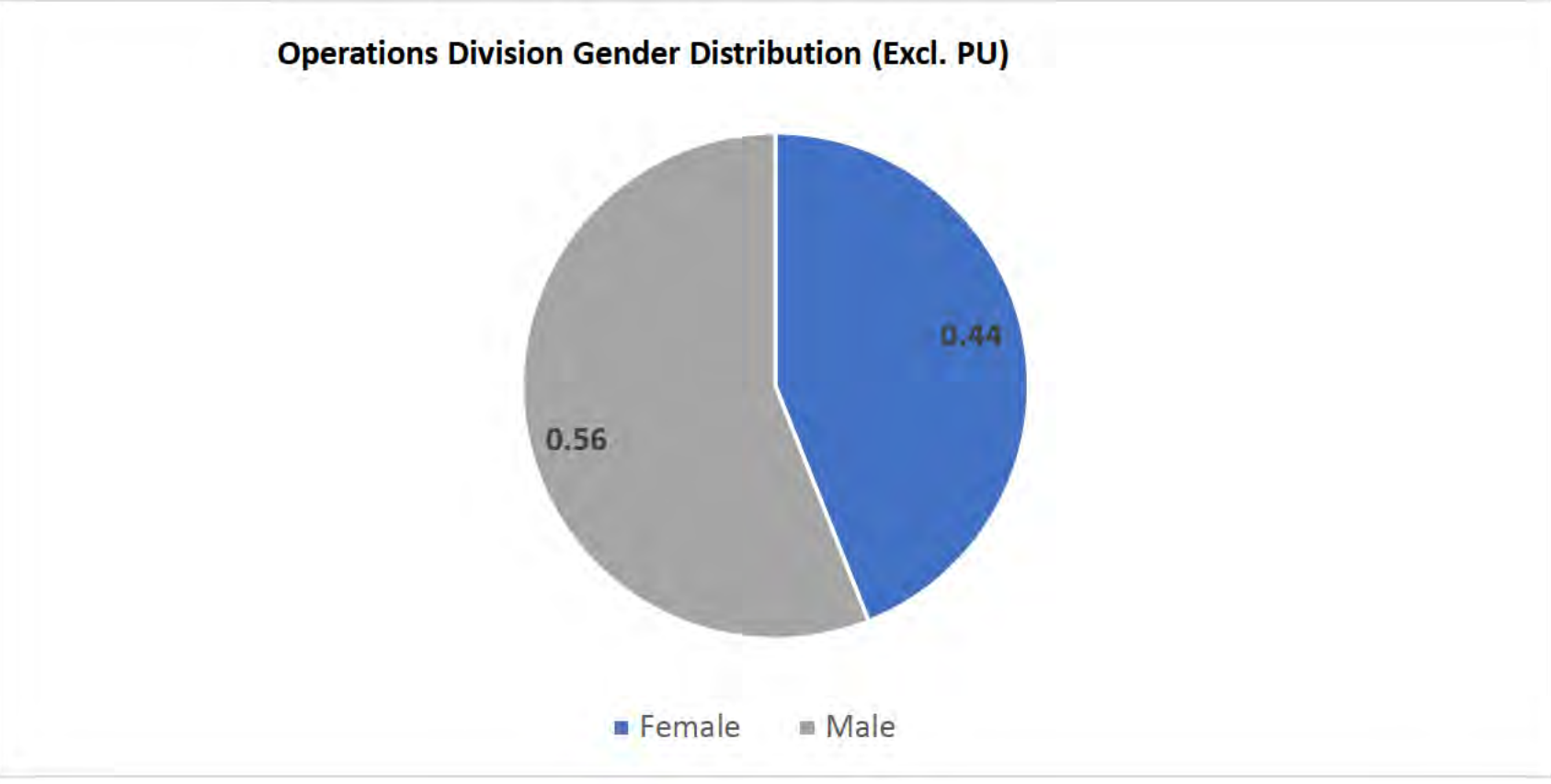
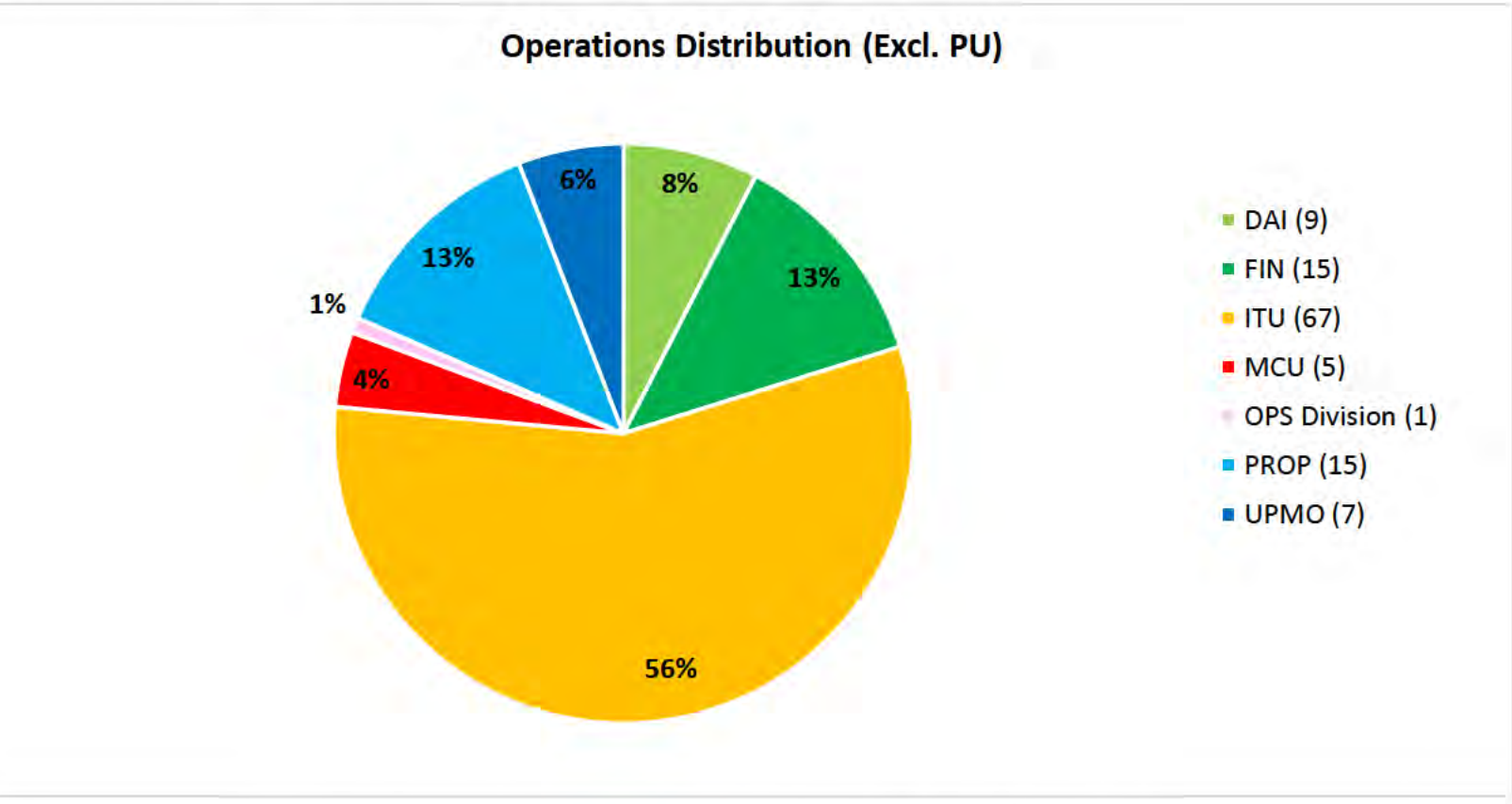
Division	Female	Male	Total
1. Below Expectations	s14, cl3(a)(b)		
2. Partially Meeting Expectations			
3. Meeting Expectations			
4. Exceeding Expectations			
Grand Total			

Gender Distribution by Rating (Percentage)

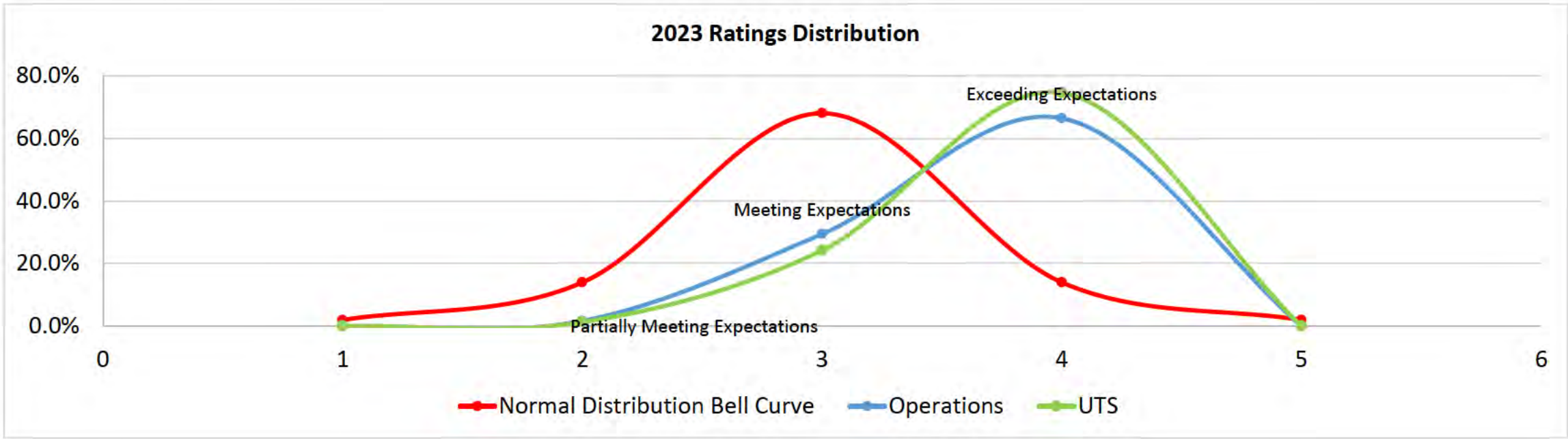
Division	Female	Male
1. Below Expectations	0%	0%
2. Partially Meeting Expectations	0%	2%
3. Meeting Expectations	43%	40%
4. Exceeding Expectations	57%	58%
Grand Total	100%	100%

2023 Operations Analysis (excl. People Unit)

Operations Division Population Profile



Rating Distribution (Bell Curve)

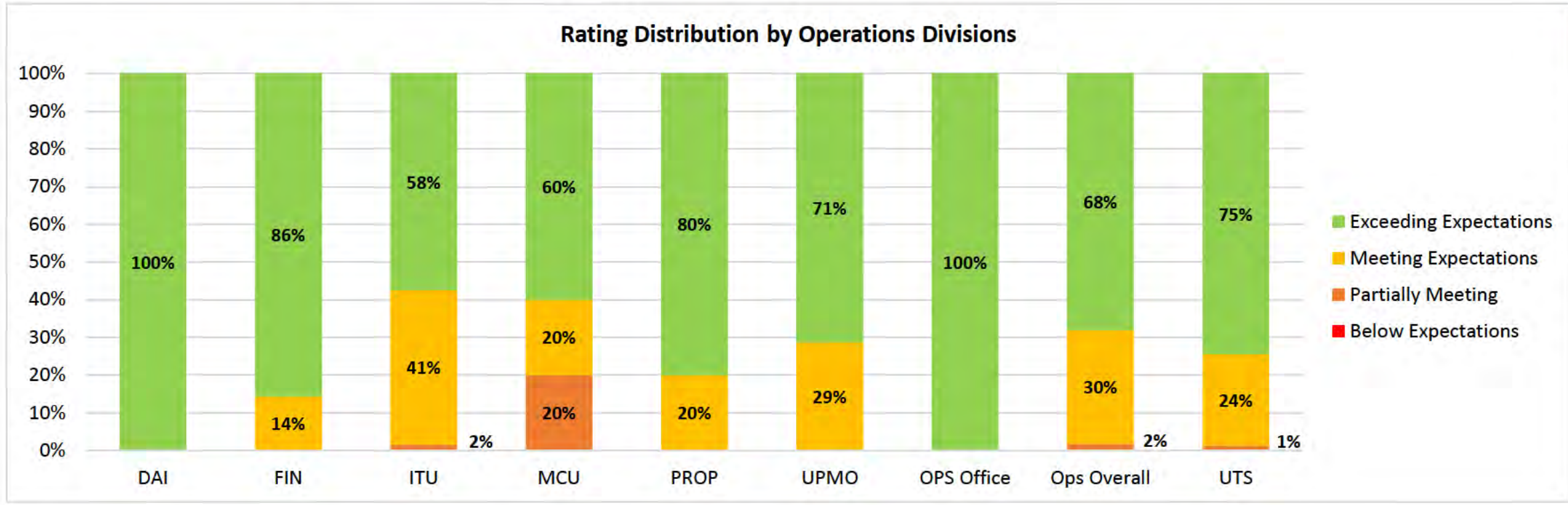


Excerpts From : <https://lnkd.in/fAH4qaY>. By Josh Bersin



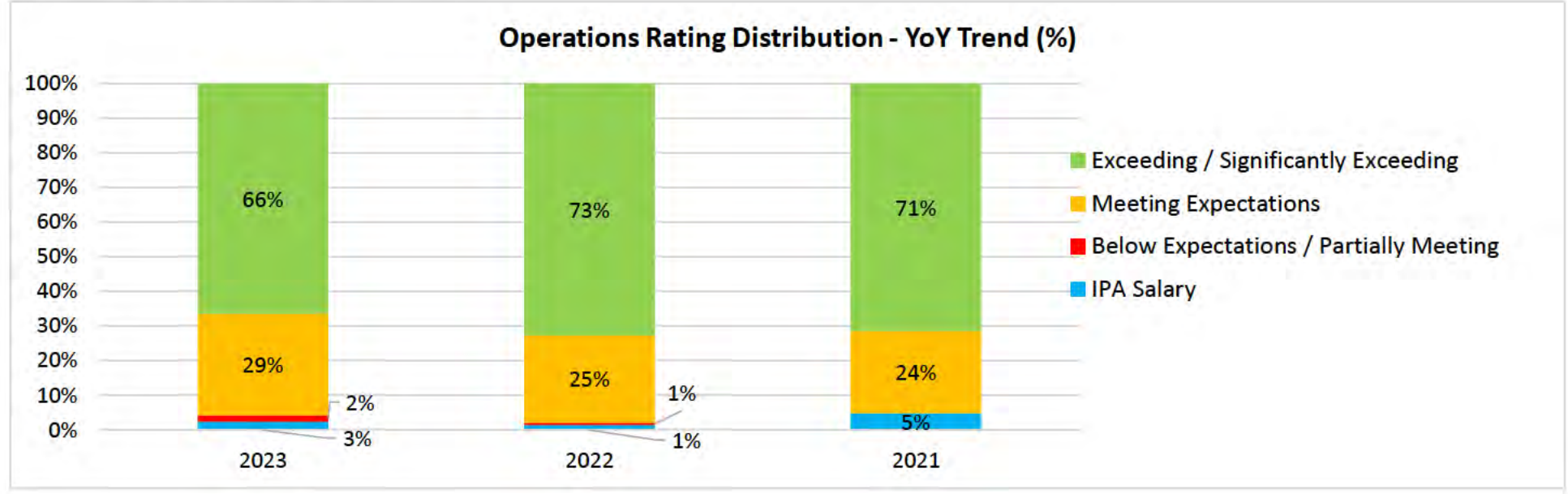
Performance Ratings	Normal Distribution Bell Curve	Operations	UTS
Below Expectations	2.0%	0%	0%
Partially Meeting Expectations	14.0%	2%	1%
Meeting Expectations	68.0%	29%	24%
Exceeding Expectations	14.0%	66%	75%
Outstanding	2.0%	0%	0%

Operations Rating Distribution Excl. IPA (Column Graph)



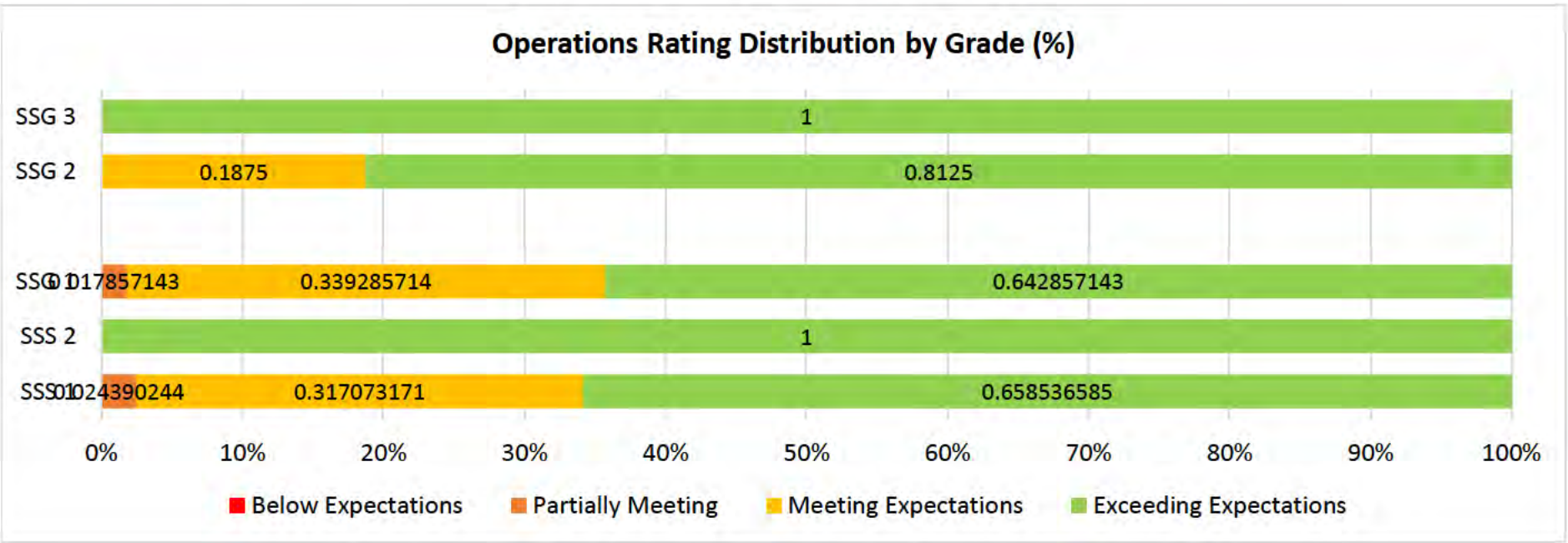
Operations Unit	Below Expectations	Partially Meeting	Meeting Expectations	Exceeding Expectation	Total
DAI	-	0%	0%	100%	100%
FIN	-	0%	14%	86%	100%
ITU	-	2%	41%	58%	100%
MCU	-	20%	20%	60%	100%
PROP	-	0%	20%	80%	100%
UPMO	-	0%	29%	71%	100%
OPS Office	-	0%	0%	100%	100%
Ops Overall	-	2%	30%	68%	100%
UTS	-	1%	24%	75%	100%

Operations Rating Distribution YoY Trend Incl. IPA

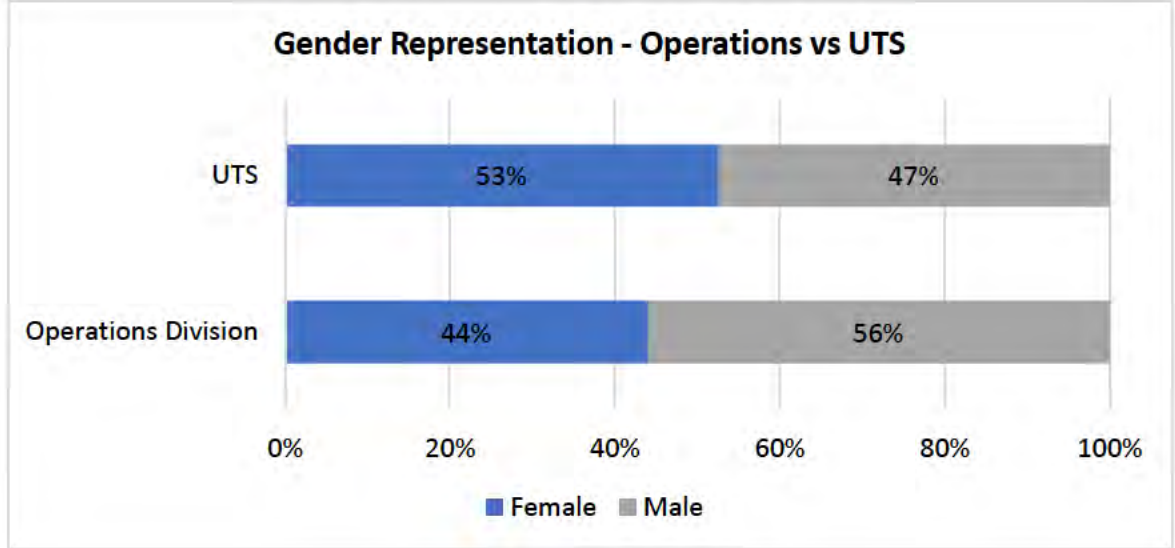


Rating	2023	2022	2021
IPA Salary	3%	1%	5%
Below Expectations / Partially Meeting	2%	1%	0%
Meeting Expectations	29%	25%	24%
Exceeding / Significantly Exceeding	66%	73%	71%
Total (%) (count)	100%	100%	100%

Operations Rating Distribution by Grade (Excl. IPA)

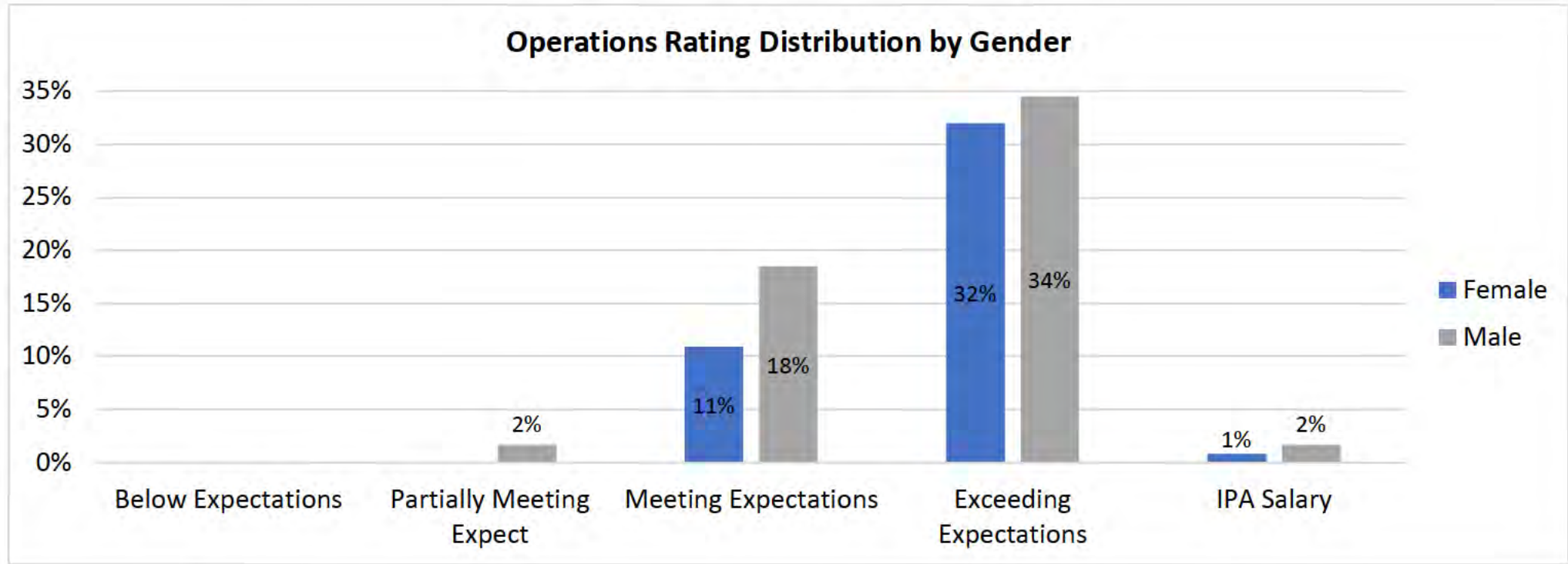


Gender Representation Ops vs UTS



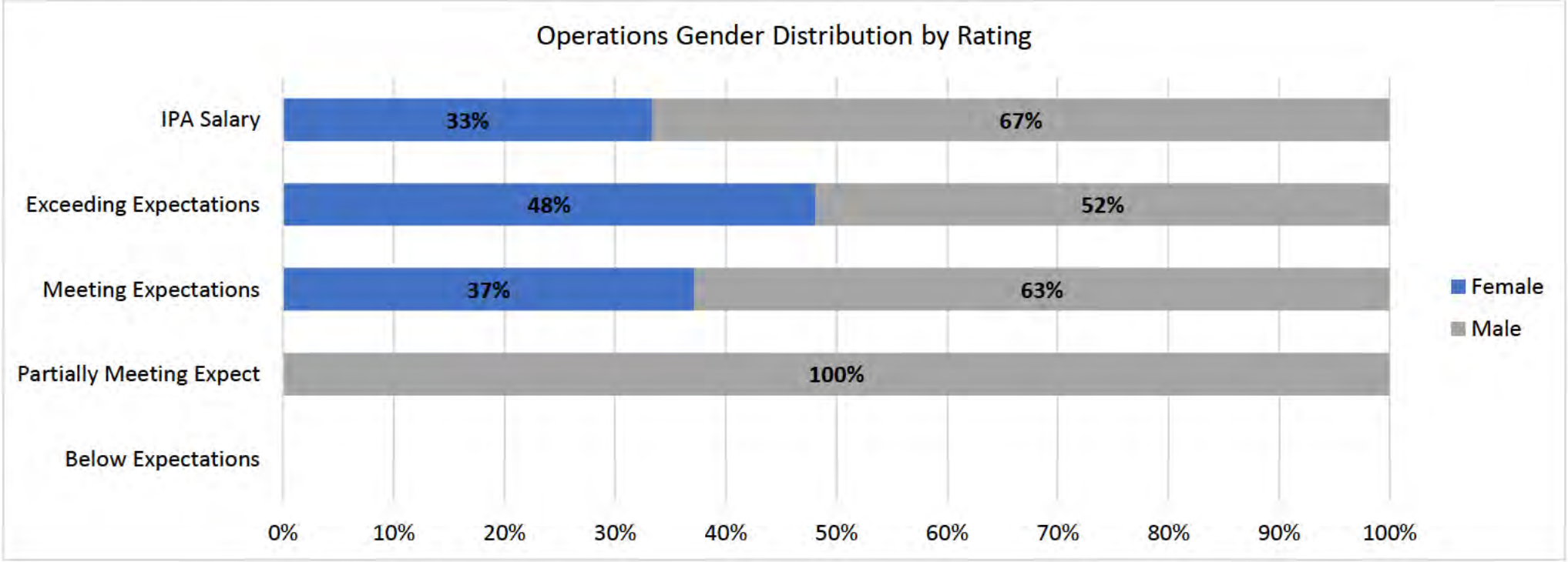
Division		Female	Male
Operations Division		44%	56%
UTS		53%	47%

Gender Distribution by Rating

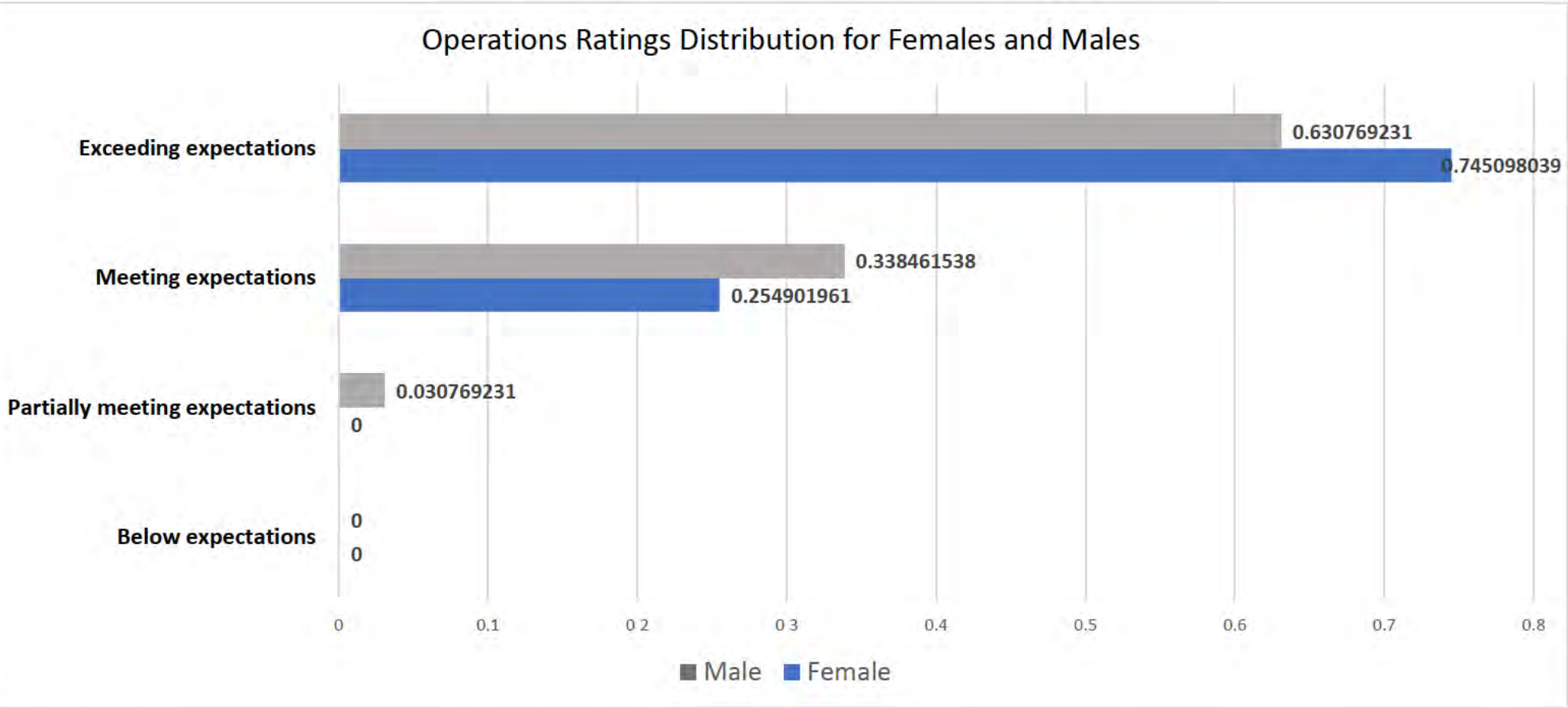


Rating	Female	Male
Below Expectations	0%	0%
Partially Meeting Expect	0%	2%
Meeting Expectations	11%	18%
Exceeding Expectations	32%	34%
IPA Salary	1%	2%
Grand Total	44%	56%

Gender Distribution by Rating



Rating	Female	Male	Female	
Below Expectations	0%	0%	-	
Partially Meeting Expect	0%	100%	-	
Meeting Expectations	37%	63%	13	
Exceeding Expectations	48%	52%	38	
IPA Salary	33%	67%	1	
Grand Total	44%	56%	52	



63% of the male SSS/SSG cohort are rated Exceeding Expectations and 75% of the female SSS/SSG cohort are rated as Exceeding Expectations
34% of the male SSS/SSG cohort are rated Meeting Expectations and 25% of the female SSS/SSG cohort are rated as Meeting Expectations
3% of the male SSS/SSG cohort are rated as Partially Meeting Expectations and none of the female SSS/SSG cohort are rated as Partially Meeting Expectations
0% of the male and female SSS/SSG cohort are rated below expectations.



Sensitive

UTS MEETING NOTES

PEOPLE UNIT

MEETING: VICE-CHANCELLOR'S REMUNERATION ADVISORY GROUP MEETING DATE: 18/03/2024

VENUE: UTS CHANCELLERY FILE NO: -

ATTENDEES: VICE-CHANCELLOR, ANDREW PARFITT | PROVOST, VICKI CHEN | EDPC, MICHAEL DORAN | REMUNERATION & BENEFITS MANAGER, RENEE DARBY | REMUNERATION SPECIALIST, HANNAH REID

Vice-Chancellor's Remuneration Advisory Group Meeting

- > Bonus pool of 1.9M determined by institutional affordability was moderated according to the organisational performance rating awarded at the Remuneration Committee of Council in February 2023. An organisational rating of 4.5/5 equates to an adjusted pool of 1.71M.
- > Rem Team to provide updated pool distribution by grade/rating in line with moderated pool.
- > The Committee reviewed the 2023 performance rating distribution and noted that even with the changes to the scheme, distribution was generally consistent with previous years.
- > The majority of the population are employed in SSG and SSS 1 graded roles. This is also where the female population primarily falls.
- > No evidence of disadvantage between female and male outcomes was identified.
- > EDPC Michael Doran raised concerns regarding the high proportion of staff rated as 'Exceeding Expectations' vs 'Meeting Expectations' and whether alignment to normal distribution needs to be formalised. VC Andrew Parfitt noted that this may negatively impact female outcomes.
- > Instead, it was agreed that rather than forced distribution, supervisors should be supplied with a framework that provides guidance supporting alignment to normal distribution and to reinforce the message that a 'meeting expectations' is not a negative outcome but recognises attainment of key goals/KPIs. This in turn will assist in slowly recalibrating distribution.
- > The EDPC has noted that he is not supportive of the People Unit ratings recommended by previous EDPC Mark Cox and that he disagrees with the number of staff who have received an 'Exceeding Expectations' rating. He will be communicating his expectations to the team with the distribution of these outcomes.
- > The Committee has recommended that **Out of scope** be awarded **Out of scope** full IPA (10,000) instead of the original business recommendation of 5,000 in support of **Out of scope** contributions while on development leave.
- > **Out of scope** recommended IPA payment of 5,000 out of 15,000 was also noted with no recommended change. The EDPC has requested confirmation from **Out of scope** as to whether the \$30,000 revenue attainment referenced in the justification is 1/3 of the specified target.
- > Confirmation that **Out of scope** will also be receiving 100% of **Out of scope** IPA payment (15,000).
- > Provost Vicki Chen confirmed she is comfortable with the 90% IPA attainment recommended for **Out of scope** in **Out of scope** role as **Out of scope**.
- > The Committee confirmed that those flagged for inclusion by exception are to be paid – including those in higher duties arrangements for 6 months or more, and those who've recently left UTS but were flagged by the business for inclusion. This was agreed as these employees were in the transition period, had taken these work arrangements when the previous arrangements were in place.



- > Provost Vicki Chen also recommended that moderation of the bonus pool for organisational performance should be included in the outcome email to staff.

Actions

- > The EDPC has asked the Rem Team to craft messaging to distribute to PUBPS – and include in manager training, and messaging/notifications sent to managers regarding meeting expectations being a very positive performance assessment – i.e. the employee is doing what they have been required to do in their job.
- > Re: **Out of scope** 5,000 / 15,000 IPA recommendation - The EDPC has requested confirmation from **Out of scope** as to whether the \$30,000 revenue attainment referenced in the justification is 1/3 of the specified target.

SSG Performance Review - 2024

SSG FTE & Bonus Pool

SSG Eligible Bonus Population by FTE:

SSG Distribution	2022	2023	2024	YoY Bonus FTE Var	YoY Bonus FTE Var %
SSG.SS Spec 1 / SSG.SS Group 1	132.4	181.9	173.4	-8.0	-4.4%
SSG.SS Spec 2 / SSG.SS Group 2	47.4	53.7	60.5	6.8	12.7%
SSG.SS Group 3	47.3	53.4	48.5	-4.9	-9.1%
SSG.SS Group 4	7.3	7.0	7.7	0.7	10.4%
Total	234.5	295.6	290.2	-5.4	-1.8%

The bonus allocation rules were changed for the 2023 year. Amongst these changes, all staff with a performance rating of “Meeting Expectations” and above will receive a bonus payment. Previously, only staff with a rating of “Exceeding Expectations” and above received a bonus payment.

SSG FTE & Bonus Pool (Cont.)

Due to the ongoing uncertainty in the external environment and our commitment to remove \$100 million in expenditure throughout 2025 through the Operational Sustainability Program the decision was made to reduce the pre-allocated bonus pool for the 2024 performance cycle for all eligible staff by 50%. Moderation utilising an organisational rating of 4/5 (as determined by the Remuneration Committee of Council) was then applied, resulting in a final pool of 760,000.

Performance Year	SSG Bonus Pool (Pre-Allocated)	Operational Sustainability Reduction	SSG Bonus Pool (Moderated for Op Sus. Reduction)	Organisational Rating	SSG Bonus Pool (Moderated for Org Rating)
2024	\$1,900,000	50%	\$950,000	4/5	760,000

An additional change made to the bonus allocation rules in 2023 resulted in bonus payments remaining the same across a particular grade whereas previously bonus payments were based on both performance rating and grade. As a result of this change, the bonus payment by grade has also been impacted and the table below compares the 2024 and 2023 payments with the 2022 average payment.

Bonus \$ by Grade	2022			2023	2024
	Exceeding Expectations	Significantly Exceeding	Average	Meeting and Exceeding Expectations	Meeting and Exceeding Expectations
SSG.SS Group 1 / SSG.SS Spec 1	5,868	7,629	6,749	4,680	2,115
SSG.SS Group 2 / SSG.SS Spec 2	7,042	8,216	7,629	6,552	2,961
SSG.SS Group 3	8,802	10,563	9,683	8,424	3,807
SSG.SS Group 4	8,802	10,563	9,683	8,424	3,807
Average	7,629	9,243	8,436	7,020	3,172
Total Moderated Bonus Pool	1,750,000			1,710,000	760,000
% increase per bonus FTE	-2.8%			-16.8%	-54.8%

YOY % Variation	2021 - 2022		2022 - 2023	2023 - 2024
SSG.SS Group 1/ SS Spec 1	-2.8%	-2.8%	-30.7%	-54.8%
SSG.SS Group 2/SS Spec 2	-2.8%	-2.8%	-14.1%	-54.8%
SSG.SS Group 3	-2.8%	-2.8%	-13.0%	-54.8%
SSG.SS Group 4	-2.8%	-2.8%	-13.0%	-54.8%
Total Bonus Pool Variation	0.00%		-2.3%	-55.6%

The table above shows that the 2024 bonus allocation per FTE per grade.

In 2024, the allocation dropped due to a 50% reduction to the pre-allocated bonus pool (1.9M to 950,000), this was then moderated by an organisational rating of 4/5 resulting in a final pool of 760,000. This is a 55.6% reduction compared to the 2023 bonus pool (1.9M moderated by organisational rating score of 4.5/5 = 1.71M).

2024 Grade Distribution

SSG Grade Distribution (Count and Percentage)

Grade	Count	Percentage
SSG.SS Spec 1	s14, cl3(a)(b)	26%
SSG.SS Spec 2		1%
SSG.SS Group 1		34%
SSG.SS Group 2		19%
SSG.SS Group 3		17%
SSG.SS Group 4		3%
Total		100%

*Excludes IPA staff

** Grade count and division are based on the grade as at 31 Dec 2024

SSG Grade Distribution by Gender (Count)

Rating	F	M	Total
SSG.SS Spec 1	s14, cl3(a)(b)		
SSG.SS Spec 2			
SSG.SS Group 1			
SSG.SS Group 2			
SSG.SS Group 3			
SSG.SS Group 4			
Total			

*Excludes IPA staff

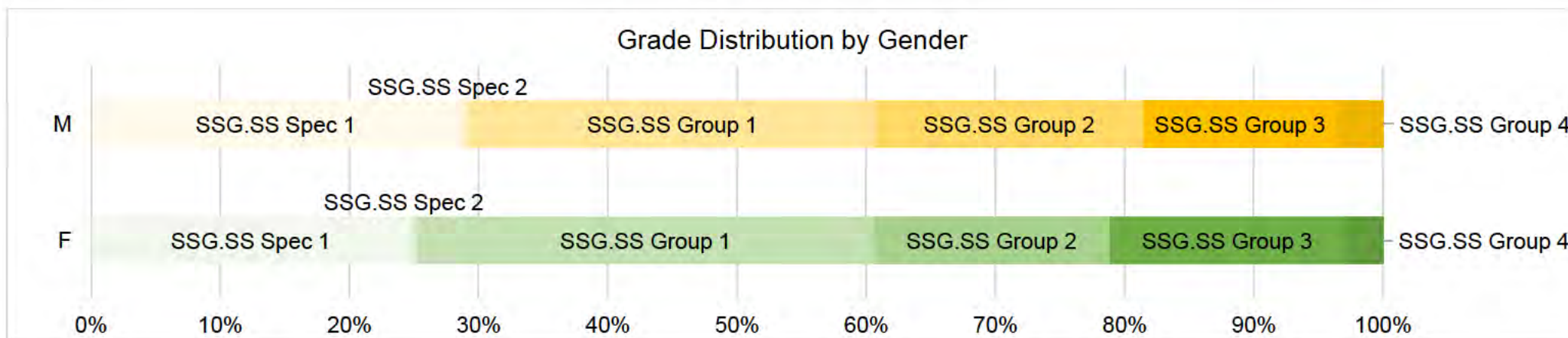
** Grade count and division are based on the grade as at 31 Dec 2024

SSG Grade Distribution by Gender (%)

Rating	Female	Male	Total
SSG.SS Spec 1	25%	29%	26%
SSG.SS Spec 2	1%	1%	1%
SSG.SS Group 1	35%	31%	34%
SSG.SS Group 2	18%	21%	19%
SSG.SS Group 3	18%	15%	17%
SSG.SS Group 4	3%	4%	3%
Total	100%	100%	100%

*Excludes IPA staff

** Grade count and division are based on the grade as at 31 Dec 2024

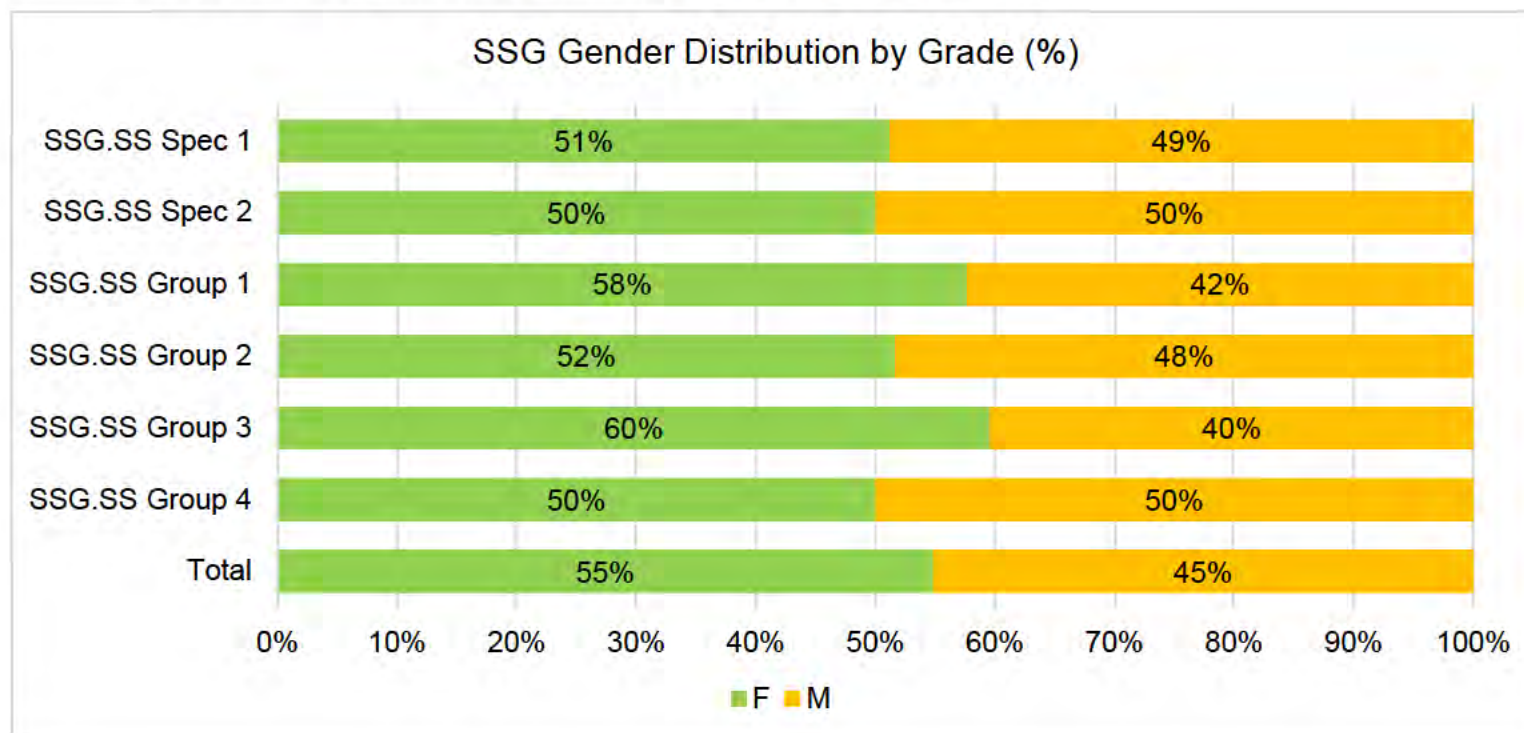


SSG Gender Distribution by Grade (%)

Rating	Female	Male	Total
SSG.SS Spec 1	51%	49%	100%
SSG.SS Spec 2	50%	50%	100%
SSG.SS Group 1	58%	42%	100%
SSG.SS Group 2	52%	48%	100%
SSG.SS Group 3	60%	40%	100%
SSG.SS Group 4	50%	50%	100%
Total	55%	45%	100%

*Excludes IPA staff

** Grade count and division are based on the grade as at 31 Dec 2024

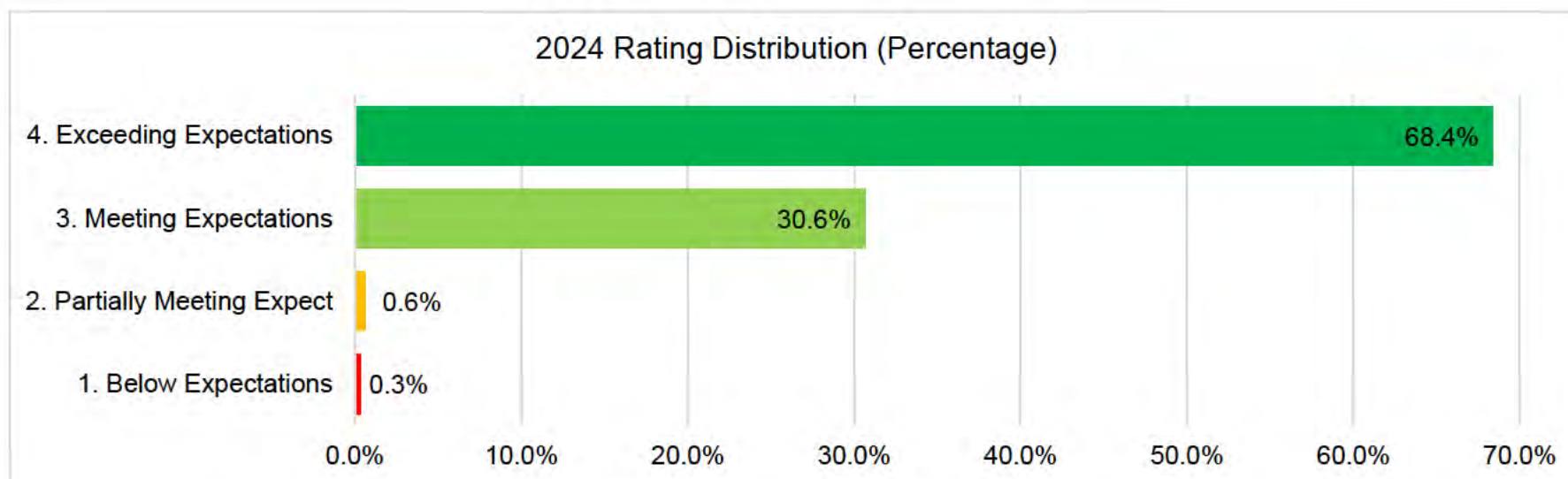


Rating Distribution

Rating	Count	Percentage
1. Below Expectations	s14, cl3(a)(b)	0.3%
2. Partially Meeting Expectations		0.6%
3. Meeting Expectations		30.6%
4. Exceeding Expectations		68.4%
Total		100.0%

*Excludes IPA staff

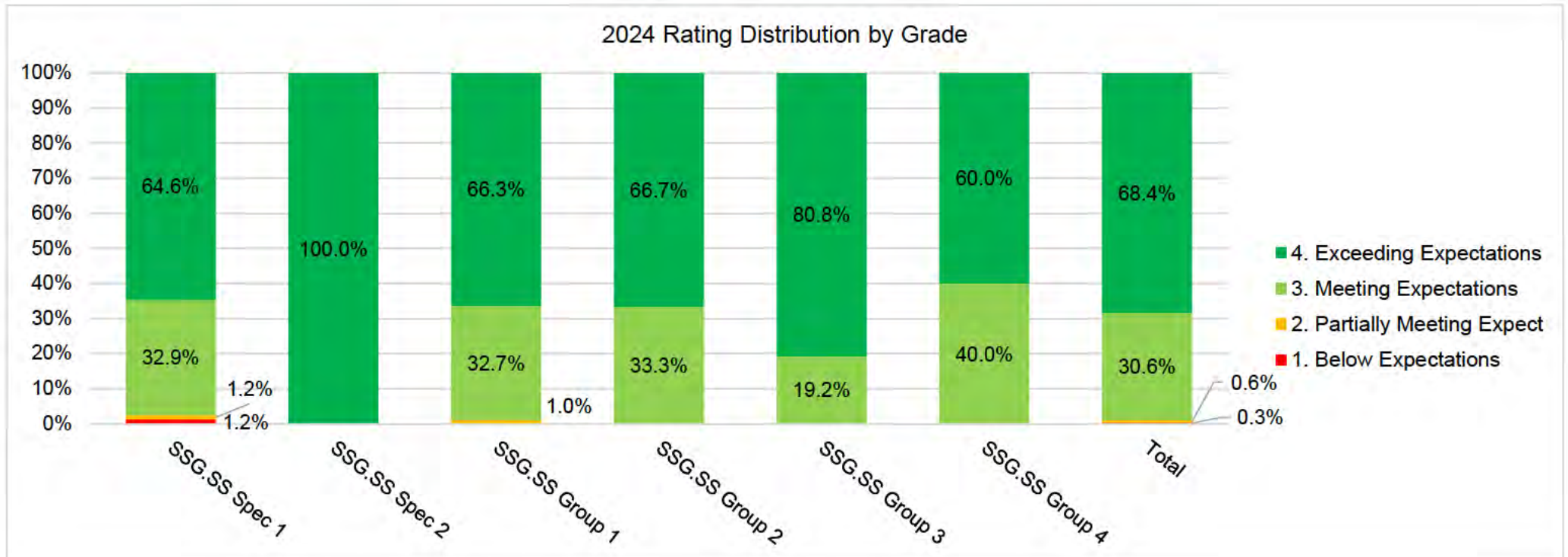
** Grade count and division are based on the grade as at 31 Dec of relevant performance year



Rating Distribution (Cont.)

2024 Rating Distribution by Grade

Row Labels	1. Below Expectations	2. Partially Meeting Expect	3. Meeting Expectations	4. Exceeding Expectations	Grand Total
SSG.SS Spec 1	1.2%	1.2%	32.9%	64.6%	100%
SSG.SS Spec 2	0.0%	0.0%	0.0%	100.0%	100%
SSG.SS Group 1	0.0%	1.0%	32.7%	66.3%	100%
SSG.SS Group 2	0.0%	0.0%	33.3%	66.7%	100%
SSG.SS Group 3	0.0%	0.0%	19.2%	80.8%	100%
SSG.SS Group 4	0.0%	0.0%	40.0%	60.0%	100%
Total	0.3%	0.6%	30.6%	68.4%	100%



Rating Distribution (Cont.)

Rating Distribution by Gender (Count)

Rating	Female	Male
1. Below Expectations		s14, cl3(a)(b)
2. Partially Meeting Expectations		
3. Meeting Expectations		
4. Exceeding Expectations		
Grand Total		

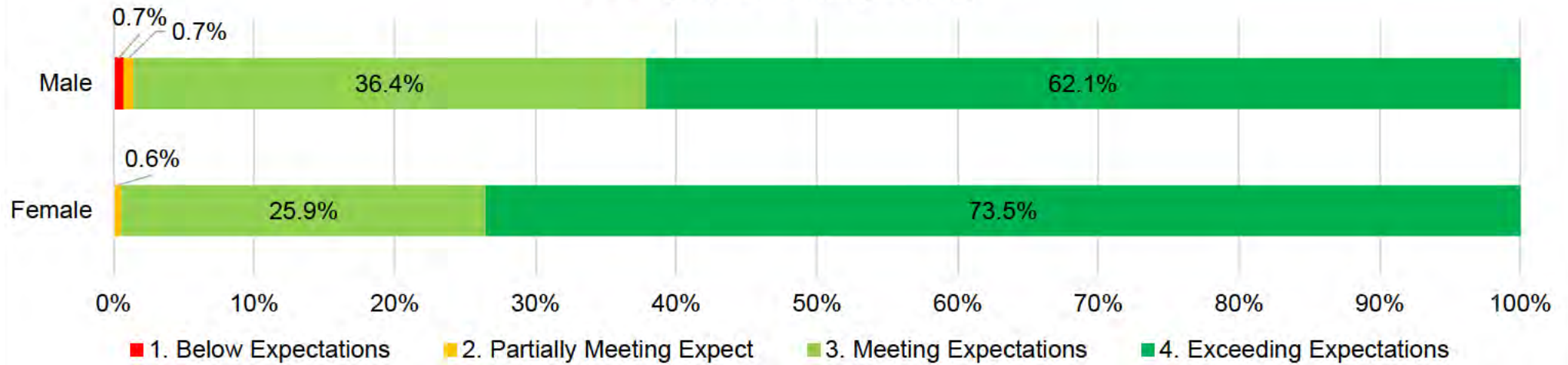
*Excludes IPA staff

Rating Distribution by Gender (Percentage)

Rating	Female	Male
1. Below Expectations	0.0%	0.7%
2. Partially Meeting Expectations	0.6%	0.7%
3. Meeting Expectations	25.9%	36.4%
4. Exceeding Expectations	73.5%	62.1%
Grand Total	100.0%	100.0%

*Excludes IPA staff

Rating Distribution by Gender

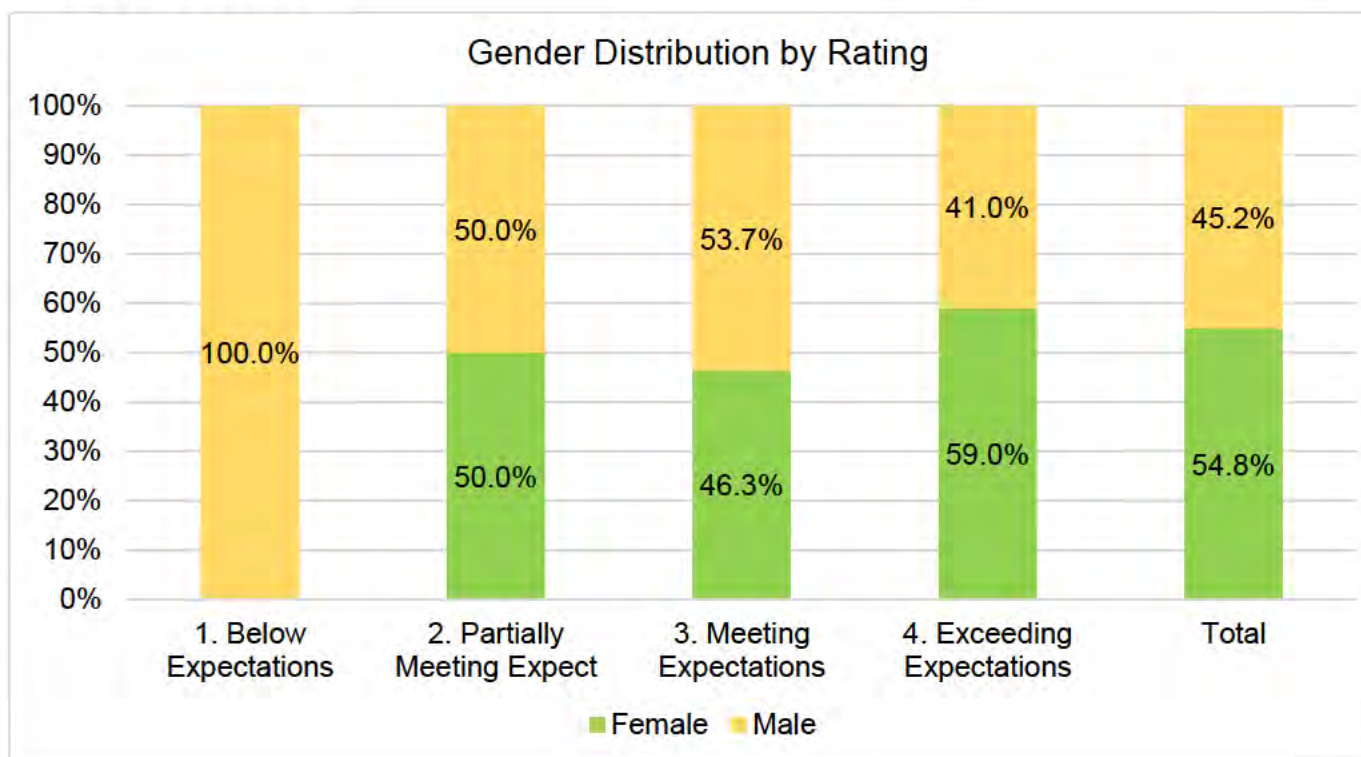


Rating Distribution (Cont.)

Gender Distribution by Rating (Percentage)

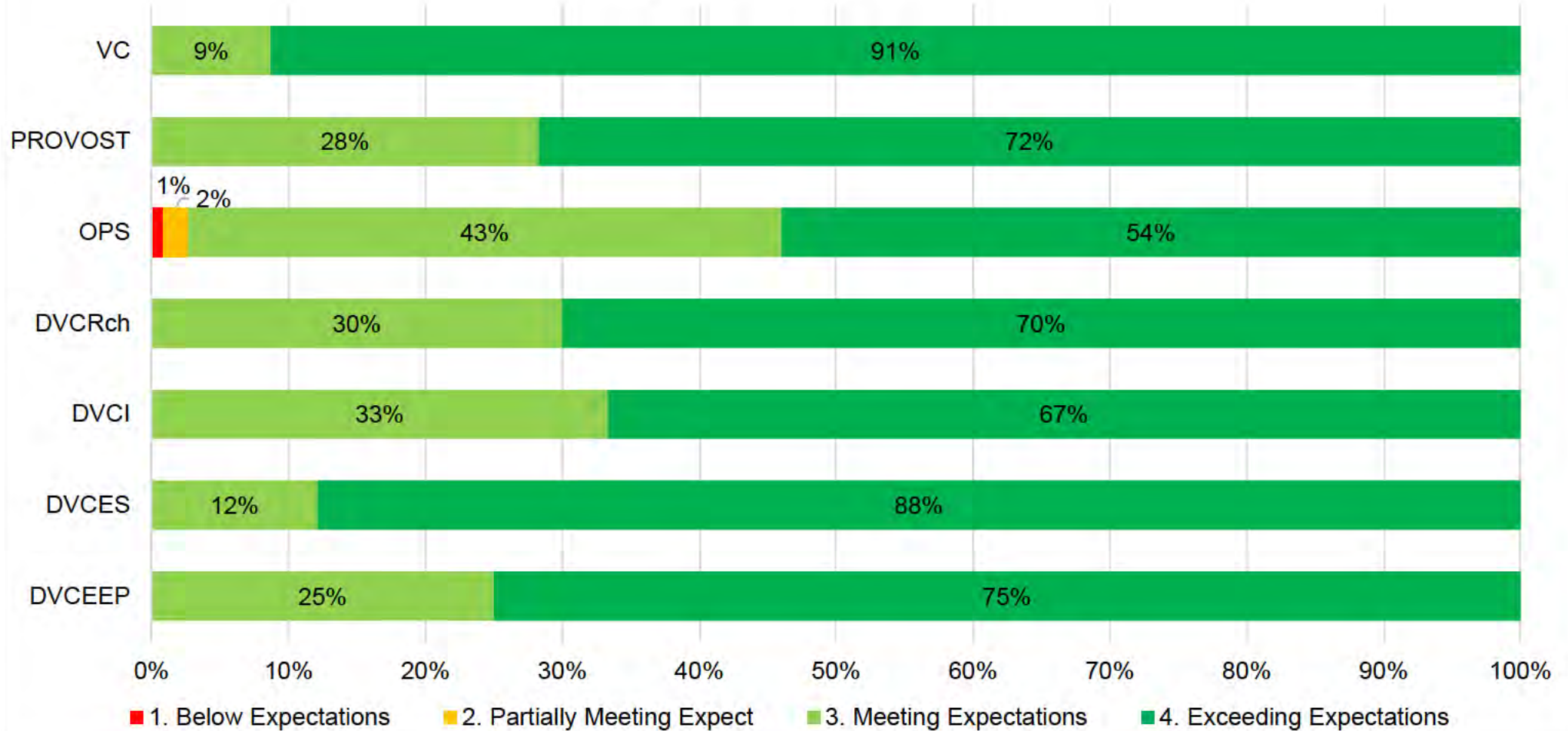
Rating	Female	Male
1. Below Expectations	0.0%	100.0%
2. Partially Meeting Expectations	50.0%	50.0%
3. Meeting Expectations	46.3%	53.7%
4. Exceeding Expectations	59.0%	41.0%
Total	54.8%	45.2%

*Excludes IPA staff



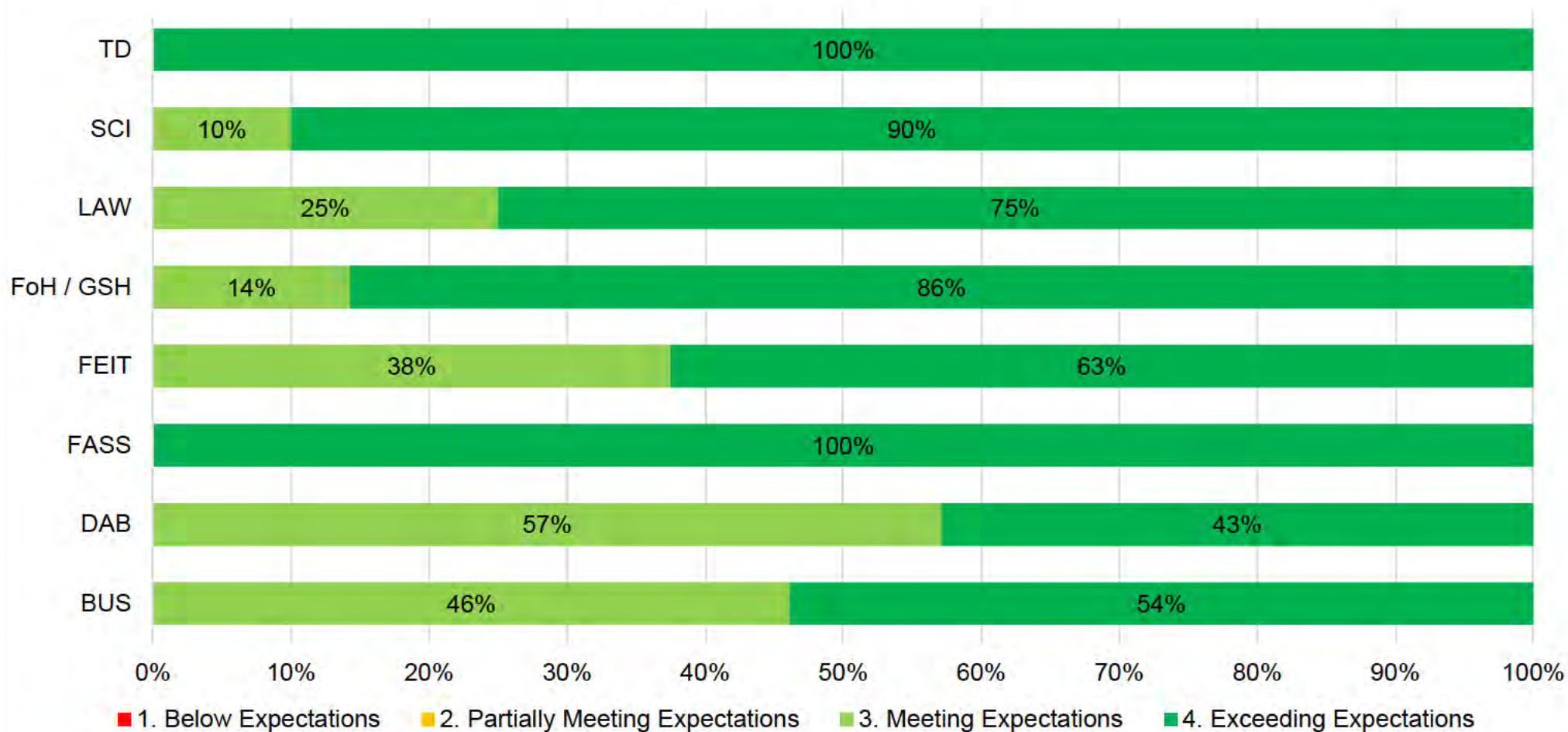
Rating Distribution (Cont.)

Rating Distribution by Division

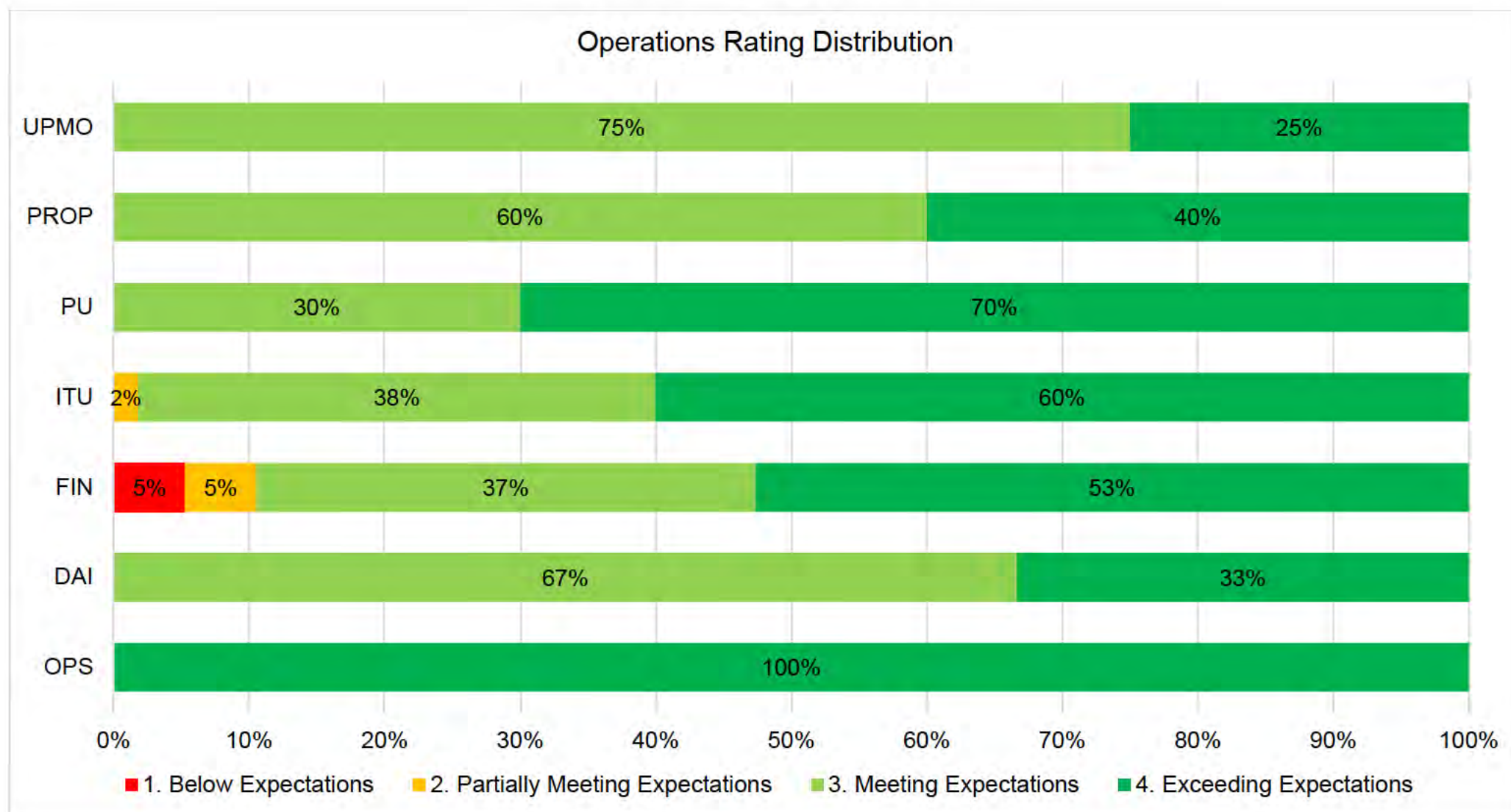


Rating Distribution (Cont.)

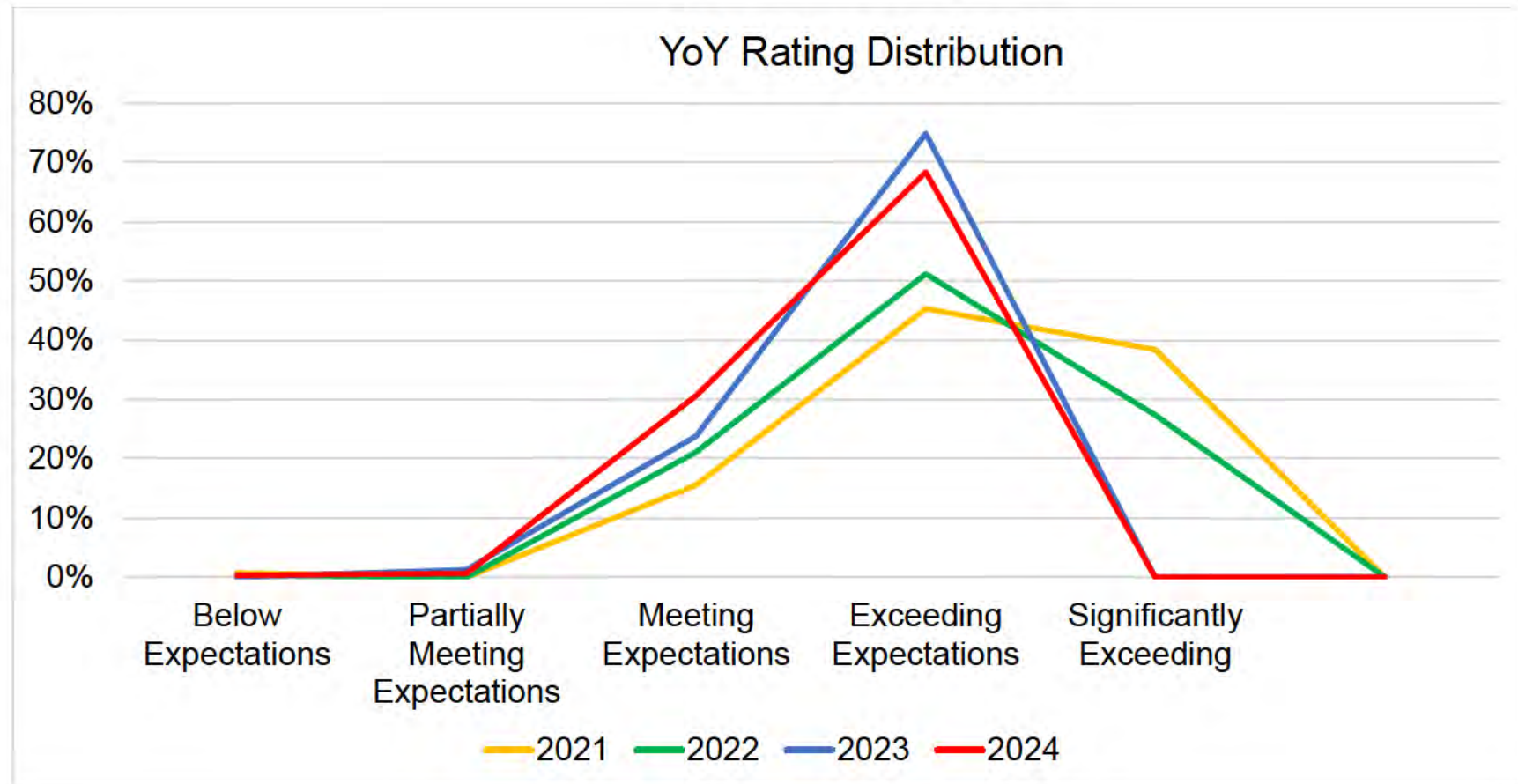
Rating Distribution by Faculty



Rating Distribution (Cont.)

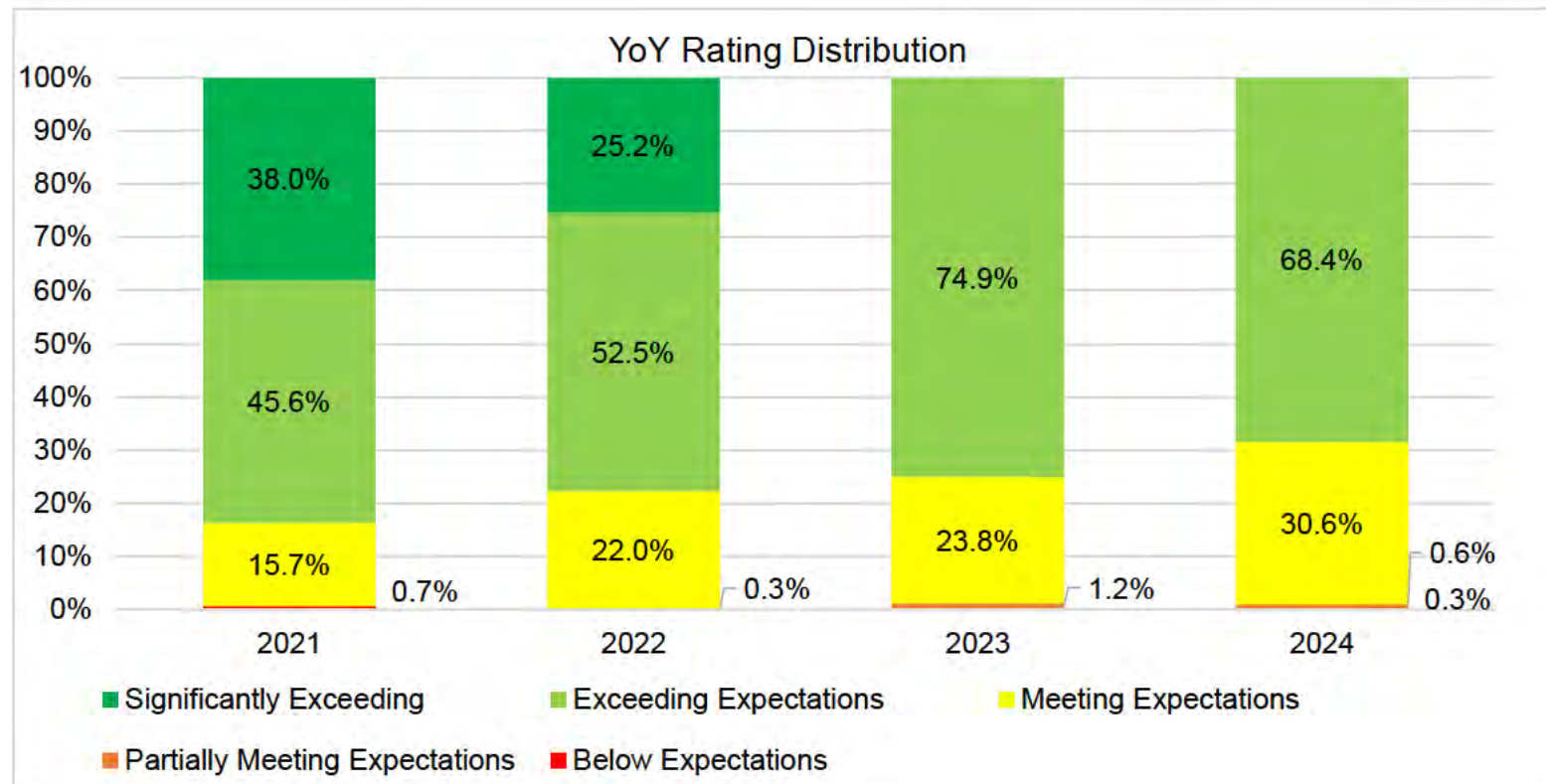


Rating Distribution - Year on Year Analysis

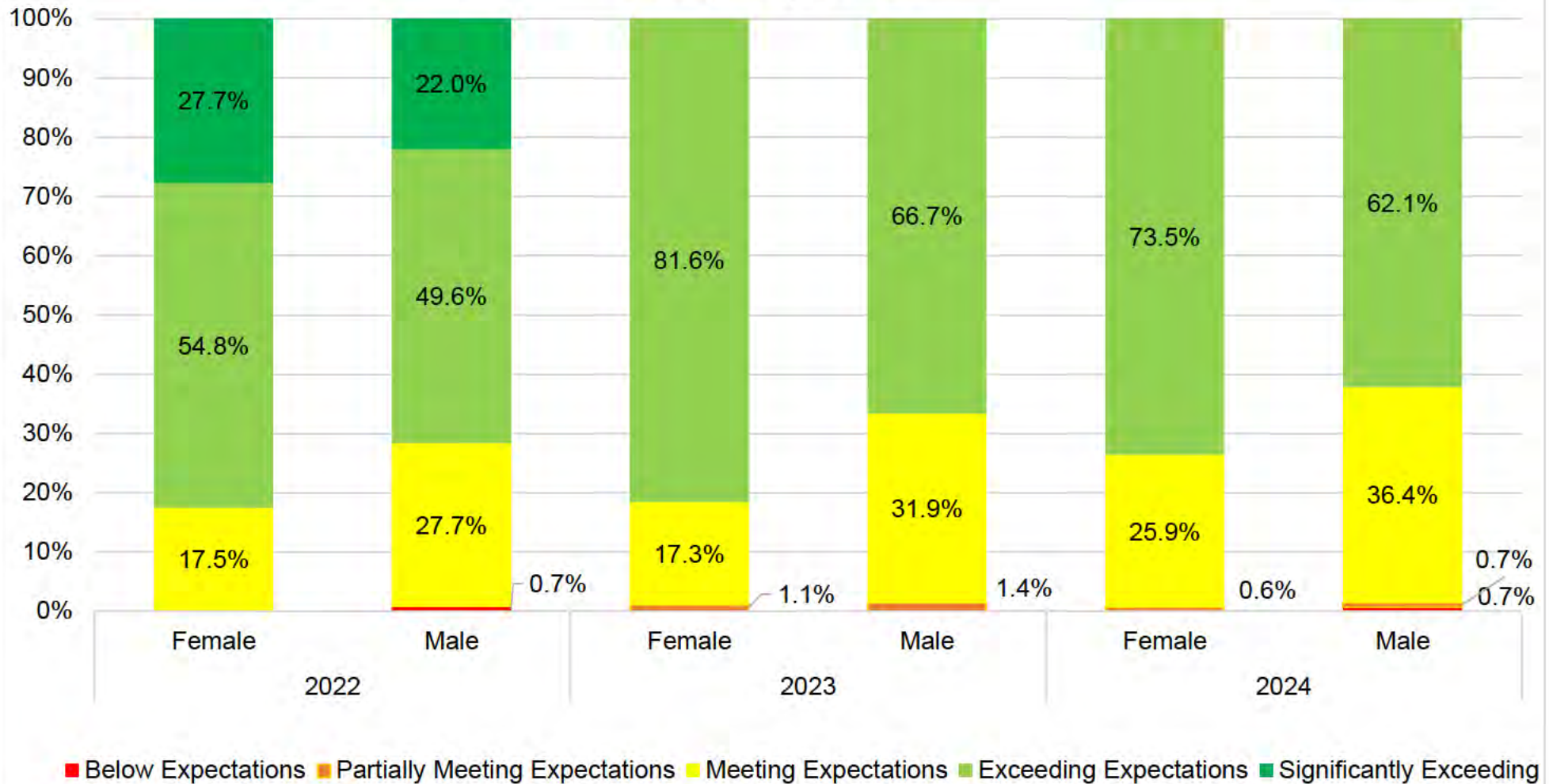


Rating Distribution (Cont.) - Year on Year Analysis

	2023		2024	
Rating	Count	Percentage	Count	Percentage
1. Below Expectations	s14, cl3(a)(b)	0.0%	s14, cl3(a)(b)	0.3%
2. Partially Meeting Expectations		1.2%		0.6%
3. Meeting Expectations		23.8%		30.6%
4. Exceeding Expectations		74.9%		68.4%
Total		100.0%		100.0%



Ratings % by Gender



Rating Distribution (Cont.) – Year on Year Analysis

Ratings by Gender by Grade 2024

	1. Below Expectations		2. Partially Meeting Expectations		3. Meeting Expectations		4. Exceeding Expectations	
Grade	F	M	F	M	F	M	F	M
SSG.SS Spec 1	0%	3%	0%	3%	19%	48%	81%	48%
SSG.SS Spec 2	0%	0%	0%	0%	0%	0%	100%	100%
SSG.SS Group 1	0%	0%	2%	0%	30%	36%	68%	64%
SSG.SS Group 2	0%	0%	0%	0%	32%	34%	68%	66%
SSG.SS Group 3	0%	0%	0%	0%	19%	19%	81%	81%
SSG.SS Group 4	0%	0%	0%	0%	40%	40%	60%	60%

Ratings by Gender by Division 2024

	1. Below Expectations		2. Partially Meeting Expectations		3. Meeting Expectations		4. Exceeding Expectations	
Division	F	M	F	M	F	M	F	M
DVCEEP	0%	0%	0%	0%	11%	43%	89%	57%
DVCES	0%	0%	0%	0%	13%	11%	88%	89%
DVCI	0%	0%	0%	0%	33%	33%	67%	67%
DVCRch	0%	0%	0%	0%	27%	33%	73%	67%
OPS	0%	2%	2%	2%	37%	48%	61%	48%
PROVOST	0%	0%	0%	0%	30%	26%	70%	74%
VC	0%	0%	0%	0%	0%	22%	100%	78%

Rating Distribution (Cont.) – Year on Year Analysis

Ratings by Gender by Grade 2023

	1. Below Expectations		2. Partially Meeting Expectations		3. Meeting Expectations		4. Exceeding Expectations	
Grade	F	M	F	M	F	M	F	M
SSG.SS Spec 1	0%	0%	0%	3%	17%	31%	83%	67%
SSG.SS Spec 2	0%	0%	0%	0%	0%	0%	100%	100%
SSG.SS Group 1	0%	0%	2%	2%	18%	38%	80%	60%
SSG.SS Group 2	0%	0%	3%	0%	19%	33%	77%	67%
SSG.SS Group 3	0%	0%	0%	0%	16%	29%	84%	71%
SSG.SS Group 4	0%	0%	0%	0%	0%	0%	100%	100%

Ratings by Gender by Division 2023

	1. Below Expectations		2. Partially Meeting Expectations		3. Meeting Expectations		4. Exceeding Expectations	
Division	F	M	F	M	F	M	F	M
DVCE	0%	0%	0%	0%	0%	50%	100%	50%
DVCES	0%	0%	0%	0%	9%	25%	91%	75%
DVCI	0%	0%	0%	0%	0%	0%	100%	100%
DVCRch	0%	0%	9%	0%	9%	29%	82%	71%
OPS	0%	0%	0%	3%	23%	34%	77%	63%
PROVOST	0%	0%	2%	0%	20%	36%	78%	64%
VC	0%	0%	0%	0%	15%	0%	85%	100%
VPA	0%	0%	0%	0%	0%	0%	0%	0%

Rating Distribution (Cont.) – Year on Year Analysis

2022 - Ratings by Grade & Gender

Grade	1. Below Expectations		2. Meeting Expectations		3. Exceeding Expectations		4. Significantly Exceeding	
	F	M	F	M	F	M	F	M
SSG.SS Spec 1	0%	0%	21%	44%	49%	49%	30%	8%
SSG.SS Spec 2	0%	0%	0%	0%	100%	0%	0%	100%
SSG.SS Group 1	0%	2%	24%	25%	57%	51%	19%	22%
SSG.SS Group 2	0%	0%	13%	20%	50%	52%	38%	28%
SSG.SS Group 3	0%	0%	3%	14%	53%	55%	44%	32%
SSG.SS Group 4	0%	0%	0%	0%	25%	0%	75%	100%

2022 - Ratings by Division & Gender

Division	1. Below Expectations		2. Meeting Expectations		3. Exceeding Expectations		4. Significantly Exceeding	
	F	M	F	M	F	M	F	M
DVCE	0%	0%	25%	60%	0%	0%	75%	40%
DVCES	0%	0%	13%	46%	30%	23%	57%	31%
DVCI	0%	0%	33%	0%	33%	33%	33%	67%
DVCRch	0%	0%	0%	13%	100%	50%	0%	38%
OPS	0%	1%	22%	34%	60%	46%	18%	19%
PROVOST	0%	0%	11%	12%	48%	69%	40%	19%
VC	0%	0%	15%	17%	62%	67%	23%	17%
VPA	0%	0%	33%	0%	50%	0%	17%	0%

Individual Performance Arrangements (IPA)

2024 Outcomes (Proposed)

Emp Name	Gender	Position Title as at 31 Dec 2024	Faculty/Division	IPA Target (Annualised)	Recommended IPA (Annualised)	IPA % of Target
Out of scope	F	Out of scope		50,000	50,000	100%
	M			50,000	50,000	100%
	M			60,000	59,737	100%
	M			20,000	20,000	100%
	M			20,000	20,000	100%
	M			15,000	15,000	100%
	M			15,000	5,000	33%
	M			25,000	20,000	80%
	M			75,000	75,000	100%
	F			20,000	20,000	100%
	M			40,000	40,000	100%
	M			10,000	5,000	50%
	F			40,000	30,000	75%
	M			30,000	25,000	83%
	M			15,000	15,000	100%
	M			50,000	50,000	100%
	M			30,000	22,000	73%
	M			50,000	50,000	100%
	M			25,000	25,000	100%

IPA Headcount by Grade & Gender

	2021		2022		2023		2024	
Grade	F	M	F	M	F	M	F	M
ACA.Level B		s14, cl3(a)(b)				s14, cl3(a)(b)		
ACA.Level C				s14, cl3(a)(b)				
ACA.Level D	s14, cl3(a)(b)							
ACA.Level E		9		8		8		8
SSG.SS Spec 1								
SSG.SS Group 1		s14, cl3(a)(b)		s14, cl3(a)(b)		s14, cl3(a)(b)		s14, cl3(a)(b)
SSG.SS Group 2								
SSG.SS Group 3			s14, cl3(a)(b)		s14, cl3(a)(b)		s14, cl3(a)(b)	
SSG.SS Group 4		7						
Total	8	27		20		18		16

IPA Headcount by Faculty/Division & Gender

	2021		2022		2023		2024	
Division	F	M	F	M	F	M	F	M
DVCE		s14, cl3(a)(b)		s14, cl3(a)(b)		1		
DVCEEP								s14, cl3(a)(b)
DVCES						s14, cl3(a)(b)		
DVCI								
DVCRch								
OPS	s14, cl3(a)(b)				s14, cl3(a)(b)		s14, cl3(a)(b)	
PROVOST		18		14		13		12
VC				s14, cl3(a)(b)				
VPA			s14, cl3(a)(b)					
Total	8	27		20		18		16

Individual Performance Arrangements (IPA) (Cont.)

Average IPA \$ by Grade & Gender

Grade	2022 Paid (Actual)				2023 Paid (Actual)				2024 Payable (Annualised)			
	F No.	F Average \$	M No.	M Average \$	F No.	F Average \$	M No.	M Average \$	F No.	F Average \$	M No.	M Average \$
ACA.Level C				15,000				9,900				
ACA.Level D				10,000								
ACA.Level E			8	29,824			8	33,684			8	36,217
SSG.SS Group 1				27,500				14,333				13,333
SSG.SS Group 2				26,410				27,000				25,000
SSG.SS Group 3				31,318		29,180		50,000		35,000		50,000
SSG.SS Group 4		32,000		17,830		20,315		12,756		30,000		21,000
Total		32,000	20	26,862		24,748	18	27,091		33,333	16	31,046

Average IPA \$ by Faculty/Division (Annualised)

Division	2022 Paid (Actual)				2023 Paid (Actual)				2024 Payable (Annualised)			
	F No.	F Average \$	M No.	M Average \$	F No.	F Average \$	M No.	M Average \$	F No.	F Average \$	M No.	M Average \$
DVCE				50,000				23,000				
DVCEEP												20,000
DVCI				20,000				15,000				
DVCRch				5,000				5,000				5,000
OPS				36,005		19,000		22,545		20,000		23,500
PROVOST			14	26,756		40,000	13	30,734		40,000	12	35,395
VC				18,000								
VPA		32,000				32,000						
Total		32,000	20	26,862		32,750	18	27,091		33,333	16	31,046



Sensitive

UTS MEETING NOTES

PEOPLE UNIT

MEETING: VICE-CHANCELLOR'S REMUNERATION ADVISORY GROUP MEETING DATE: 20/03/2025

VENUE: UTS CHANCELLERY FILE NO: 0000000

ATTENDEES: VICE-CHANCELLOR, ANDREW PARFITT | PROVOST, VICKI CHEN | EDPC, MARHSALL CRADDOCK | HEAD OF TALENT ACQUISITION AND REWARD, RENEE DARBY | REMUNERATION SPECIALIST, HANNAH REID

Vice-Chancellor's Remuneration Advisory Group Meeting

- > 50% reduction to 1.9M annual performance payment pool to support operational sustainability goals equals a pre-allocated pool of 950,000. This value is then moderated by organisational performance rating in line with the established SSG Performance Payment Arrangement Guidelines. The 2024 organisational performance rating awarded by the Remuneration Committee of Council was 4/5, resulting in an adjusted bonus pool of 760,000 for distribution to eligible SSG staff.
- > The Group noted that the feedback following distribution of comms regarding the 50% pool reduction was positive, with no formal negative responses received.
- > Marshall flagged a requirement for staff to be informed of the organisational performance moderation.

In reviewing the population analysis:

- > SSG gender distribution by grade was more balanced than expected
- > There has been a slight shift in the 2023 vs 2024 rating distribution (2023: EE 74.9%, ME 23.8% vs 2024: EE 68.4%, ME 30.6%) which may indicate that the changes to the scheme in 2023 (i.e. same bonus outcome for ME and EE) have resulted in supervisors feeling they have more licence to rate staff as 'meeting expectations' compared to previous years.
- > It was noted that there is still an expectation that an 'exceeding' performance ratings are awarded and that staff have issue with receiving a 'meeting expectations' rating - although it may be that supervisors feel that staff have really stepped up this year.
- > With 2025 bonus payments not being paid, but a continued requirement to capture and review performance outcomes, YoY analysis will be critical in understanding the impact this decision has on rating distribution, and whether it will result in some kind of rating 'reset' or natural moderation.
- > FASS and DAB's rating distribution was noted, with 100% of FASS staff awarded 'exceeding expectations', whereas DAB's distribution was more moderate (57% ME, 43% EE)
- > Three staff members within Ops were awarded a rating below 'meeting expectations' – **Out of scope** (Finance Unit) awarded 'Below Expectations', **Out of scope** (Finance Unit) awarded 'Partially Meeting' and **Out of scope** (IT Unit) awarded 'Partially Meeting' for the second year in a row.
- > With EA negotiations due to commence shortly, there may be cause to shift the SSS 1/SSG 1 population under the professional staff agreement and in doing so free up more bonus budget for SSG 2 and above.

IPA discussion:

- > With the decision to not pay bonus payments in 2025, retention in certain business areas will need to be monitored (including business development). There may be an increase in the number of requests for Individual Performance Arrangements. If this does occur, requests will need to be carefully considered to ensure the IPA mechanism is aligned to stringent KPIs and not being used as proxies for salary supplementation.
- > **Out of scope**: Supervisor **Out of scope** requested that **Out of scope** IPA payment align with the bonus amounts paid to SSG peers (i.e. 2024 SSG 1 bonus payment = ~2k) however communication has been sent to



IPA staff advising that their payments would not be impacted by the reduced SSG bonus pool. The Group has recommended an uplifted IPA payment of 5,000 / 15,000 in line with previous years.

- > **Out of scope**: The Group discussed [redacted] performance YoY and found no difference to justify the business proposed 2,000 value. Concern was raised that the proposed value gives the wrong signal and is inconsistent with [redacted] significant contributions. The Group has recommended an uplifted IPA payment of 5,000 / 10,000 in line with previous years.

PU Actions

- > Adjust bonus pool distribution and YoY comparison accounting for organisational performance rating moderation (4/5)
- > Contact Strategic Business Partners regarding staff with ratings below 'meeting expectations' to ensure they are being managed appropriately
- > Check with Workplace Relations to confirm there are no other eligible SSG staff with open conduct/behaviour/performance investigations
- > Discuss **Out of scope** IPA with **Out of scope** (with support from the People Partner), including the purpose of this arrangement and how it differs from the SSG bonus scheme, and determine whether a 'buy out' of the awarded value is appropriate. Advise of moderated outcome of 5,000.
- > Discuss **Out of scope** recommended IPA with Interim Dean, **Out of scope**, requesting his perspective on [redacted] performance and any additional context where appropriate. Advise of moderated outcome of 5,000.

Grade	No. of Staff	Sum of Annual Allowance Amount	Average Annual Allowance Amount
SS Group 1	20	233,777	11,689
A010a APay Higher Duties (Full Super)	s14, cl3(a)(b)		38,170
Additional Duties Less than 12 months Part Super			11,875
First Aid Allowance			962
Market Loading Allowance \$ Part Super			16,151
Retention Allowance \$ Part Super			16,167
Strategic \$ Full Super			30,000
Strategic \$ Part Super			10,000
UniSuper Flexibility Allowance			5,385
SS Group 2	8	205,181	25,648
A010a APay Higher Duties (Full Super)	s14, cl3(a)(b)		2,191
Academic Salary Supplement \$ Full Super			75,000
Director Allowance Part Super			35,000
Market Loading Allowance \$ Full Super			22,295
Retention Allowance \$ Part Super			15,295
Strategic \$ Part Super			18,467
SS Group 3	20	753,661	37,683
A010a APay Higher Duties (Full Super)	s14, cl3(a)(b)		17,289
Academic Salary Supplement \$ Full Super			41,667
First Aid Allowance			962
Strategic \$ Full Super			47,484
Strategic \$ Part Super			48,750
SS Group 4	s14, cl3(a)(b)		48,853
A010a APay Higher Duties (Full Super)			66,059
Strategic \$ Full Super			40,250
SS Spec 1	10	72,942	7,294
A010a APay Higher Duties (Full Super)	s14, cl3(a)(b)		4,989
First Aid Allowance			991
Market Loading Allowance \$ Part Super			11,667
Strategic \$ Part Super			24,000
Grand Total	61	1,412,120	23,150

Allowance Details for SSGs and SSS as at 18-Dec-2025

Grade	No. of Staff	Sum of Annual Allowance Amount	Average Annual Allowance Amount
SS Group 1	13	262,098	20,161
A010a APay Higher Duties (Full Super)	s14, cl3(a)(b)		23,611
Additional Duties Less than 12 months Part Super			9,667
First Aid Allowance			962
Market Loading Allowance \$ Part Super			19,227
Retention Allowance \$ Part Super			21,000
Strategic \$ Part Super			72,693
UniSuper Flexibility Allowance			5,547
SS Group 2	12	264,586	22,049
A010a APay Higher Duties (Full Super)	s14, cl3(a)(b)		16,717
Academic Salary Supplement \$ Full Super			75,000
Additional Duties Less than 12 months Part Super			15,000
Director Allowance Part Super			30,000
Market Loading Allowance \$ Full Super			22,295
Occupational First Aid Allowance			1,445
Retention Allowance \$ Part Super			15,295
Strategic \$ Part Super			18,467
SS Group 3	22	957,636	43,529
A010a APay Higher Duties (Full Super)	s14, cl3(a)(b)		27,873
Academic Salary Supplement \$ Full Super			71,814
Academic Salary Supplement \$ Part Super			42,500
Director Allowance Full Super			20,000
First Aid Allowance			962
Strategic \$ Full Super			59,050
Strategic \$ Part Super			43,411
SS Group 4	s14, cl3(a)(b)		30,144
Additional Duties Less than 12 months Part Super			15,076
Strategic \$ Full Super			40,250
Strategic \$ Part Super			25,000
SS Spec 1			13,185
Additional Duties Less than 12 months Part Super	s14, cl3(a)(b)		20,000
First Aid Allowance			962
Strategic \$ Part Super			24,000
Grand Total	56	1,670,820	29,836

Table 1. Headcount of Staff by SSS, SSG (including SEG) Grades and University Leadership Team (ULT) Member Role by Year

Category	Year					
	2020	2021	2022	2023	2024	2025
Senior Staff Specialist (SSS)	73	71	78	93	97	104
Senior Staff Group (SSG) - including Senior Executive Group (SEG)	271	251	266	279	277	276
University Leadership Team (ULT)	18	17	17	16	16	14

Notes

- Data source: NEO HR Information System Staff List as at snapshot date 31 March for each reporting year.
- Data includes Casual and Non-Casual Staff.
- Where staff held multiple assignments in grades SSG (including SEG) or SSS within each year, only their primary assignment has been included to provide a distinct count of staff. In instances where a staff had multiple assignments with no Primary flag attached, the assignment with the higher FTE was only included.
- ULT staff include but are not limited to the following positions; Vice Chancellor & President, Provost & Senior Vice-President, Pro-Vice Chancellor (Indigenous Leadership and Engagement), Vice President Advancement, Chief Operating Officer or the equivalent role, Deputy Vice-Chancellors, all Deans with the exception of the Dean, Graduate Research School, and an Acting Dean, Strategic Higher Degree Research Development. The Dean, Faculty of Transdisciplinary Innovation, was a ULT member for 2020 only, and no representative for the TD School thereafter.
- ULT staff are also counted in Senior Staff Group