Dear Minister,

The Senate of the University of Sydney has the honour of presenting to you, in accordance with the Annual Reports (Statutory Bodies) Act 1984 and its subsequent amendments, the report of the proceedings and financial statements of the University of Sydney for the year ended 31 December 2013.

Belinda Hutchinson AM
Chancellor

Dr Michael Spence
Vice-Chancellor and Principal
CONTENTS

02 The University of Sydney
03 2013 in numbers
04 Message from the Chancellor and Vice-Chancellor
06 Highlights of 2013
14  Research performance
15  Student feedback and consumer response
16  Student statistics
18  Aboriginal and Torres Strait Islander participation
20  International promotion
22  Honorary awards and academic promotions
24  University governance
26  Senate report
42  Academic board
43  University officers
45  Management
49  Human resources
53  Equal employment opportunity
56  Multicultural policies and services
58  Safety health and wellbeing
60  Legal affairs, risk management
    and public interest disclosures
62  Privacy and personal information
63  Freedom of information
66  Waste and sustainability
68  Financial year in review

FINANCIAL REPORTS AND STATEMENTS 2013
78  Independent auditor’s report
80  Statement by appointed officers
81  Audited financial statements
82  Income statement
83  Statement of comprehensive income
84  Statement of financial position
85  Statement of changes in equity
86  Statement of cash flows
87  Contents of the notes to the financial statements

159 Contact information
THE UNIVERSITY OF SYDNEY

Our Charter

The University of Sydney was incorporated by the Parliament of New South Wales on 1 October 1850, making it the first university to be established in Australia. Under the University of Sydney Act 1989 (as amended), the University’s principal functions include:

- provision of facilities for education and research of university standard
- encouragement of the dissemination, advancement, development and application of knowledge informed by free enquiry
- provision of courses of study or instruction across a range of fields, and the carrying out of research, to meet the needs of the community
- participation in public discourse
- conferring of degrees, including those of bachelor, master and doctor, and the awarding of diplomas, certificates and other awards
- provision of teaching and learning that engage with advanced knowledge and enquiry.

Our Purpose

The University of Sydney can make a strong claim to being the first university in the world to admit students purely on the basis of academic merit. We aim to create and sustain a university in which, for the benefit of both Australia and the wider world, the brightest researchers and the most promising students, whatever their social or cultural background, can thrive and realise their full potential.

This purpose is at the heart of our 2011–15 Strategic Plan and resonates with the historical aims of our institution. This report tells you how we worked throughout 2013 to ensure we will succeed in the future.
2013 IN NUMBERS

OUR STUDENTS
Student enrolments at 31 March 2013. International enrolments include students coming to the University on exchange programs. For more information, see pages 16 and 17.

OUR ACADEMIC STAFF
Continuing and fixed-term staff positions at 31 March 2013, excluding casuals. See page 49 for more details on staff statistics, and page 22 for more information on academic promotions.

PHILANTHROPIC SUPPORT
We had a record year of philanthropy in 2013. See page 40 for more information.

UNIVERSITY REVENUE
See pages 68 to 77 for a financial review of 2013.
In a year of considerable achievement, in 2013 we celebrated a Nobel laureate, hosted a prime minister and farewelled a chancellor. We completed a $385 million teaching and research centre, returned a strong financial result, and contributed strongly to Australia’s claim as a leader in higher education and research – a sector expected to be worth $3.3 trillion globally by 2020.

In front of a capacity audience at Sydney Opera House, Nobel Peace Prize winner and Myanmar democracy icon, Daw Aung San Suu Kyi, delivered her first public address in Australia after receiving an honorary doctorate from the University of Sydney. This was a highlight for our University, as it says so much about our role as a place which welcomes ideas that change the world.

Another highlight was then prime minister Julia Gillard launching the University of Sydney’s Centre for Carbon, Water and Food, Australia’s first multidisciplinary research centre dedicated to tackling the region’s food security and environmental challenges. This also represented a new milestone in Australian and Chinese collaboration, with the University signing separate agreements with two premier Chinese research institutions to solve the mutual challenge of food security.

Recognition of our quality teaching was demonstrated by a record number of domestic and international student enrolments – including the majority of those in NSW who attained the top ATAR result – and increasing numbers of students from low socio-economic and Indigenous backgrounds. The University also rates as one of the top two universities in Australia in the federal government’s Excellence in Research rankings.

None of this is possible without a clear strategy for the future, strong governance and sound financial management. Throughout 2013, the University continued to implement its 2011–2015 Strategic Plan aimed at building on our academic strengths to improve our already world-class education and research. Our aim is to create an exceptional environment that meets the research, educational, cultural and recreational needs of those who work and study here.

We have made great progress with landmark projects such as the Charles Perkins Centre, the Australian Institute for Nanoscience, our new Business School in the Abercrombie Precinct, and our purchase of the Queen Mary Building in Camperdown which will house 800 students.

These are all transformative ventures that represent everything our University aims to be – an inclusive, innovative, holistic institution that offers a fulfilling
intellectual and social experience for our students and staff, and which seeks to find solutions to the big issues of our time for our community and for our world.

The Charles Perkins Centre, completed early and under budget, is the first important step in changing how our campus supports the University’s staff and students. While the new building is the University’s single largest investment in new infrastructure since the 1850s, it also exemplifies how we are making it easier for researchers and students to work together across disciplinary boundaries. This remarkable facility is already bringing together some of the University’s finest minds with star recruits to find solutions to the problems caused by cardiovascular disease, diabetes and obesity.

Our prudent stewardship of the University’s finances means we can continue to reach the goals we have set in our Strategic Plan.

We thank the Senate, the Provost, the Deputy Vice-Chancellors and our academic and professional staff for their hard work, commitment and achievements in 2013. Our thanks also to the retiring members of the Senate – Dick Bryan, Ariadne Vromen, Kim Wilson, Barry Catchlove, Michael Copeman, Jane Spring and David Turner.

Finally we pay tribute to Her Excellency Professor Marie Bashir AC CVO, who completed her term as Chancellor in late 2012. She remains a much-loved member of the University community and we were delighted to recognise her contribution with the naming of the Marie Bashir Institute for Infectious Diseases and Biosecurity.

As we reflect on a year of performance and progress, the University of Sydney community has every reason to believe that 2014 will be another year of achievement and growth.

Belinda Hutchinson AM
Chancellor

Dr Michael Spence
Vice-Chancellor and Principal
Carrie-Anne Hourigan (right, with her grandmother, Irene), from Sydney joined the University to study a Bachelor of Applied Science as part of the first Early Offer Year 12 Scheme (E12) cohort in March. The scheme, which targets financially disadvantaged students, shifts focus from the ATAR alone, and offers university places based on more holistic criteria, including personal motivation, their enthusiasm for a particular university course, and their participation in community initiatives. In 2013, the 109 students enrolled under the scheme were five percent more successful in completing their units of study compared to traditional entry students. Hourigan, who plans to work in paediatrics, said she was inspired by her grandmother’s work as a carer.

Australia’s first multidisciplinary research centre dedicated to tackling the region’s biggest food security and environmental challenges – the $20 million Centre for Carbon, Water and Food based at the Camden Campus – was launched by then prime minister Julia Gillard (above) in March. The centre will deliver research, education and training that will underpin best practices and policies for sustainable management of rural land in Australia and the Asia-Pacific region.

The University welcomed alumna and company director Belinda Hutchinson AM (above) as the 18th Chancellor of the University of Sydney in February. “I am excited by the opportunity to work with the whole University community as we strive to achieve excellence in educational and research outcomes,” the new Chancellor said. Ms Hutchinson succeeded Her Excellency Professor Marie Bashir AC CVO.

Two students from tiny Horn Island off Australia’s Cape York Peninsula in far north Queensland made the 2750 kilometre trip for the University’s Indigenous Australian Engineering Summer School. Seventeen-year-old Anton Solomon and friend Paul Murde (above) attended the program to fulfil their dreams to become engineers. In 2013, the University enrolled 346 Aboriginal and Torres Strait Islander students – exceeding the annual target of 320 – with representation across every faculty.
The University’s role in Sydney’s cultural and intellectual life was highlighted by our sponsorship and involvement with some of the city’s biggest festivals in 2013: the Sydney Festival (above), TEDxSydney, Vivid Sydney, the Sydney Writers’ Festival, and a renewed partnership with the Sydney Film Festival. Other highlights included the Sydney Ideas public lecture series and TEDxYouth@Sydney.

There are few differences in problem solving, mathematics and science achievement between immigrant and non-immigrant students, a major study by researchers at the University of Sydney found. The study, led by the University’s Professor Andrew Martin and involving the Hong Kong Institute of Education, included more than 110,000 15- to-16-year-old students from 17 countries.

Groundbreaking research on quantum nanoscience, greenhouse gas emissions, wild dingoes and cerebral palsy was among the achievements that won 2013 Fulbright Scholarships. The six recipients included honorary research fellow Dr Thomas Newsome, PhD candidates David Waddington and Craig Roussac, and alumni Iona Novak, Allan Young and Dr Tessa Boyd-Caine (above).
Scientists are a step closer to being able to repair human heart tissue thanks to a world-leading research collaboration between the University of Sydney and Harvard University. Professor Tony Weiss (right) from the Charles Perkins Centre and his team used a natural protein to create highly elastic patches that direct the growth of heart muscle cells. The findings were released in two leading international journals, *Advanced Functional Materials* and *Biomaterials*.

Three University of Sydney information technologies students, Robin Huang, Donald Zhang and Andrew Chen (above, from left), won the Microsoft Asian Cup with their BlueClover mobile phone app designed to help people with diabetes manage their condition. The trio was also invited to showcase the app at the annual Board of Governors Meeting of the Asian Development Bank Forum in Delhi in April.

Sydney Law School alumni Catherine Gascoigne (above) and Andrew McLeod and students Zoe Stewart and Hosna Jahan were awarded prestigious Gates Cambridge Scholarships. The scholarships were the only four given to Australians, and the only two awarded globally in the field of law. Gascoigne said the scholarship would allow her to explore ways of promoting development in the third world.
Academic Director of the University of Sydney’s Charles Perkins Centre (CPC) Professor Stephen Simpson (left) was announced as a Fellow of the Royal Society. The honour sees him join a fellowship of the world’s most eminent scientists, engineers and technologists from the United Kingdom and Commonwealth, including more than 80 Nobel laureates. One of the world’s foremost entomologists and nutritional biologists, Professor Simpson leads the development of the CPC’s research and education strategies. His multidisciplinary work has revolutionised the understanding of the dietary causes of human obesity and ageing.

A $5.6 million grant will support the creation of the National Centre for Cultural Competence at the University of Sydney, establishing it as the first university in the world to address cultural understanding at a whole-of-university level. The centre will work with other universities, industry and government to increase cultural competence within organisations and in the wider community.

In May, the University of Sydney welcomed the first cohort of Aboriginal and Torres Strait Islander high school students through its partnership with the South Sydney Rabbitohs rugby league team. The partnership was forged to encourage and support Aboriginal and Torres Strait Islander youth to achieve their goals, with a focus on education, training and employment in the South Sydney region.
The University of Sydney co-hosted two wide-ranging mental health forums with the NSW Mental Health Commission and Mind Australia in July. The forums focused on providing more opportunities for people with mental illness to offer input into health services and adopting fresh approaches to treatment. The events formed part of an ongoing collaboration between the NSW Mental Health Commission and the University. Attendees included (above, from left) NSW Mental Health Commissioner John Feneley, Professor Larry Davidson, Sebastian Rosenberg and Professor Ian Hickie.

Sydney College of the Arts postgraduate students took out the two top awards from more than 240 entries in the 2013 Willoughby Sculpture Prize. PhD candidate Sylvia Griffin won the $20,000 major prize for her work Shoreless II (above) while Master of Fine Arts student Julian Day was the recipient of the $3000 emerging artist award.

Professor Rick Shine (above, fourth from left) from the School of Biological Sciences in the Faculty of Science, won the prestigious 2013 Eureka Prize for Outstanding Mentor of Young Researchers. Professor Shine said: “The greatest legacy that any scientist can leave is through their students.” The Eureka Awards are presented annually by the Australian Museum.
A ground breaking for the University’s Abercrombie Precinct project (artist’s illustration, above) marked the start of the construction phase of a $180 million, state-of-the-art facility for the University of Sydney Business School. The precinct is part of the University’s Campus Improvement Program, a seven-year plan to support the strategic direction of the University. The program is the University’s first academically informed plan for the development of the Camperdown/Darlington Campus agreed with faculties. For more information, see page 33.

A world-first study comparing continuity of midwifery care throughout pregnancy with standard public hospital care found that caseload midwifery reduced interventions in birth and costs. Published in The Lancet, the groundbreaking study of 1748 pregnant women, led by Professor Sally Tracy (above) from the Faculty of Nursing and Midwifery, found more women in caseload midwifery experienced an unassisted birth without pharmacological analgesia, while fewer women experienced an elective caesarean.

The University of Sydney is partnering with the United Nations to manufacture a board game that educates children in Asia about the risk of rabies. Created by a group of postgraduate students from the Faculty of Veterinary Science, the game will be distributed to hundreds of schools in Vietnam, Indonesia, Thailand, Cambodia, Laos and Myanmar. The Association of Southeast Asian Nations has a goal of eliminating rabies by 2020 in the region where it kills more than 30,000 people each year.

The highest honour in the discipline of soil science, widely regarded as its ‘Nobel prize’, was awarded to Professor Alex McBratney (above), from the University of Sydney’s Faculty of Agriculture and Environment. The Dokuchaev award recognised Professor McBratney’s outstanding research achievements – most of which he has attained during his 24 years at the University. “I have always found the University of Sydney provides a firm foundation from which to develop new ideas and to project them to the world,” Professor McBratney said.
OCTOBER TO DECEMBER

Researchers at the University developed a lens with 10 times the resolution of any current lens that can unlock previously inaccessible information on the structure of molecules. The discovery “opens up an entirely new tool for biological studies”, said Alessandro Tuniz (left), lead author of an article published in Nature Communications. The lens could allow earlier skin cancer diagnosis and be used to check the removal of tumours more accurately.

Nobel Peace Prize winner Daw Aung San Suu Kyi was awarded an honorary degree from the University of Sydney in November in recognition of her achievements. Speaking at the presentation at Sydney Opera House, Daw Aung San Suu Kyi (centre, with Chancellor Belinda Hutchinson and Vice-Chancellor Michael Spence) said the award was more than just an honorary degree: “Throughout our years of struggle we have been encouraged by our friends from all over the world,” she said. The University’s Sydney Southeast Asia Centre has one of the highest concentrations of expertise on the region in the world, with more than 220 academics from many disciplines. There were 53 students from Myanmar studying at the University in 2013.
Former University of Sydney lecturer and alumna Dr Dale Larsen’s desire to see students gain overseas experience motivated her to become the 30,000th donor in the University’s INSPIRED fundraising campaign. Dr Larsen’s donation went toward the Faculty of Health Sciences Abroad program (above) which sees students working in Nepal, Cambodia, India or Vietnam. “I thoroughly enjoyed my time studying and teaching at the University and I want to give back because of my great experiences,” Dr Larsen said.

The University expanded its most innovative and visionary multidisciplinary research and education centre to Western Sydney with the launch of the Charles Perkins Centre Nepean, based at the Nepean Clinical School. The centre will work with the local community and health district to develop research and teaching programs and partnerships.

The University honoured former Chancellor, Her Excellency, Professor Marie Bashir AC CVO, Governor of New South Wales (above), with the renaming of the Marie Bashir Institute for Infectious Diseases and Biosecurity. Formerly the Sydney Emerging Infections and Biosecurity Institute, the renaming signals a new beginning of multidisciplinary research and education.

Four of the five students selected for the inaugural Multidisciplinary Australian Danish Exchange program were University of Sydney architecture and engineering students. Robert Martin, Jennifer McMaster, Laura Craft and Matthew Wells (from left) were chosen from 128 applicants. The annual program was launched as part of the Sydney Opera House’s 40th Anniversary celebrations.

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RESEARCH PERFORMANCE

The University of Sydney supported the research of more than 3000 academic staff in 2013, across one of the broadest ranges of disciplines in Australia. This research makes a real difference, reaching beyond our campuses to bring tangible benefits to the wider community, both locally and internationally. This section presents a snapshot of notable institution-level successes in 2013. For more information about the University’s research impact, visit sydney.edu.au/research

EXCELLENCE IN RESEARCH FOR AUSTRALIA
In December 2012, the Australian Government announced the outcomes of its second Excellence in Research for Australia (ERA) initiative, which rated the University’s research at “world standard or above” in all 22 broad discipline areas in which it was rated (21 were “above and well above world standard”). The University scored well above the world average with a maximum score of five across a wide spectrum of academic disciplines: earth sciences, agricultural and veterinary sciences, mathematical sciences, engineering, biomedical and clinical health sciences, psychology and cognitive sciences, law and legal studies, language and communication, history and archaeology, and philosophy and religious studies. The next ERA round is scheduled for 2015.

HIGHER EDUCATION RESEARCH DATA COLLECTION
The University collects data about all research publications published by staff, students, and honorary associates. This information is reported annually, as required by the federal Department of Innovation, Industry, Science, Research and Tertiary Education. The Higher Education Research Data Collection (HERDC) is a key contributor towards University funding, and HERDC data is used to calculate performance-based funding allocations. The University’s 2013 HERDC submission (covering 2012) reported 8488 publications.

NATIONAL COMPETITIVE GRANTS SUCCESS
Researchers from across the University submit successful grant applications each year for funding from granting bodies listed on the Australian Government’s Australian Competitive Grants Register. In 2013, the University was the second-highest recipient of competitive funding in Australia. The primary sources of national competitive funding for the University are grants awarded by the Australian Research Council (ARC) and the National Health and Medical Research Council (NHMRC). Success in attracting competitive funding for 2013 and beyond includes the following:

ARC grants and fellowships
– One new Australian Laureate Fellowship
– 11 new Future Fellowships, awarded to mid-career researchers (worth a total of $7.7 million over four years)
– 19 Discovery Early Career Researcher Awards (worth a total of $6.8 million over three years)
– 79 ARC Project Grants, worth $28.5 million in funding over the life of the grants
– 14 ARC Linkage Grants, worth $4.4 million in funding over the life of the grants (in addition to this the University can expect to receive at least $6.9 million in contributions from partner organisations as well as further in-kind contributions)
– ARC equipment funding worth $2.3 million (plus $10.4 million in cash and in-kind contributions from partner organisations) for four University-led projects.

NHMRC grants and fellowships
– 78 NHMRC grants for 2013 and beyond, worth $79.5 million in funding over the life of the grants. These included:
  – 71 project grants
  – two program grants
  – three Centres of Clinical Research Excellence
  – one NHMRC Partnership Grant.

University-affiliated researchers were also awarded NHMRC fellowships worth $10 million over the life of the grants. These included: 15 early career (nine in Australia; six overseas); four career development; four established career and three practitioner fellowships.

For more information about recent research funding successes, visit: sydney.edu.au/research_support/funding/success
STUDENT FEEDBACK AND CONSUMER RESPONSE

STUDENT FEEDBACK
The University runs a number of regular student surveys to help evaluate and enhance its teaching programs.

Under its Strategic Plan 2011–15, the University has built on the unit-of-study evaluation processes many faculties already had in place to develop an agreed set of University-wide minimum standards for the quality of students’ experiences of units of study, backed by a new web interface to report unit-of-study performance.

The Institute for Teaching and Learning works with each faculty to review and investigate the faculty’s performance and identify effective enhancement strategies and support required to address issues of quality.

As the following chart shows, University-wide student satisfaction with the quality of units of study continued to rise in 2013 to be at the highest level of satisfaction since the surveys were introduced in 2001.

Note: The chart shows responses to the statement “Overall I was satisfied with the quality of this unit of study”.

CONSUMER RESPONSE
There were 20 complaints to the Vice-Chancellor’s Office in 2013. Of these:
– 12 were resolved by the provision of further explanation, information or an apology
– three led to a new or revised outcome
– three were beyond the scope of the University
– one was investigated and determined to be unfounded by an external authority
– one was refused having been repeatedly investigated by the University under applicable protocols and determined to be unfounded.

The nature of the complaints included:
– seven alleged inappropriate staff actions or decisions
– six were about academic or administrative procedures or standards of service
– two related to student behaviour
– two related to the impact of campus infrastructure on neighbouring residents
– one alleged discrimination (which was referred to formal processes for resolution)
– one alleged research misconduct
– one related to public comment by an academic.

During the year there were two letter-writing campaigns: one complaining about the impact of the University’s capital development program (this was resolved through community meetings and the provision of some assistance); and the other regarding an academic publishing about the health impacts of wind farms, to which the University can only reply explaining staff rights and obligations under policies relating to academic freedom.
### Student Statistics

**As at 31 March 2013**

#### Undergraduate Enrolments

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor (graduate entry)</td>
<td>1947</td>
</tr>
<tr>
<td>Bachelor (Hons)</td>
<td>967</td>
</tr>
<tr>
<td>Bachelor (Pass)</td>
<td>29,250</td>
</tr>
<tr>
<td>Diploma (Advanced)</td>
<td>13</td>
</tr>
<tr>
<td>Diploma</td>
<td>158</td>
</tr>
<tr>
<td>Enabling course</td>
<td>4</td>
</tr>
<tr>
<td>Cross-institutional</td>
<td>79</td>
</tr>
<tr>
<td>Non-award</td>
<td>801</td>
</tr>
<tr>
<td><strong>Total undergraduate</strong></td>
<td><strong>33,219</strong></td>
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#### Postgraduate Enrolments

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<th>Course Level</th>
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<td>Higher doctorate</td>
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<tr>
<td>Doctorate (research)</td>
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<tr>
<td>Doctorate (coursework)</td>
<td>75</td>
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<tr>
<td>Master’s (research)</td>
<td>936</td>
</tr>
<tr>
<td>Master’s (coursework)</td>
<td>11,395</td>
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<tr>
<td>Graduate diploma</td>
<td>1159</td>
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<tr>
<td>Graduate certificate</td>
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<tr>
<td>Preliminary</td>
<td>2</td>
</tr>
<tr>
<td>Cross-institutional</td>
<td>35</td>
</tr>
<tr>
<td>Non-award</td>
<td>215</td>
</tr>
<tr>
<td><strong>Total postgraduate</strong></td>
<td><strong>18,175</strong></td>
</tr>
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</table>

**Enrolments by Attendance and Gender**

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<tr>
<th></th>
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<th>Total</th>
<th>Part time</th>
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<tr>
<td>Men</td>
<td>13,125</td>
<td>33,219</td>
<td>1468</td>
</tr>
<tr>
<td>Women</td>
<td>16,585</td>
<td>33,219</td>
<td>2041</td>
</tr>
</tbody>
</table>

**Enrolments by Course Level**

<table>
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</table>
## ENROLMENTS BY FACULTY OF COURSE REGISTRATION AND COURSE LEVEL

<table>
<thead>
<tr>
<th>FACULTY</th>
<th>POSTGRADUATE</th>
<th>UNDERGRADUATE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture and Environment</td>
<td>130</td>
<td>532</td>
<td>662</td>
</tr>
<tr>
<td>Architecture, Design and Planning</td>
<td>631</td>
<td>616</td>
<td>1247</td>
</tr>
<tr>
<td>Arts and Social Sciences</td>
<td>2251</td>
<td>7352</td>
<td>9603</td>
</tr>
<tr>
<td>Business (Business School)</td>
<td>3320</td>
<td>3428</td>
<td>6748</td>
</tr>
<tr>
<td>Dentistry</td>
<td>249</td>
<td>269</td>
<td>518</td>
</tr>
<tr>
<td>Education and Social Work</td>
<td>1199</td>
<td>1988</td>
<td>3187</td>
</tr>
<tr>
<td>Engineering and Information Technologies</td>
<td>1275</td>
<td>3820</td>
<td>5095</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>1559</td>
<td>2888</td>
<td>4447</td>
</tr>
<tr>
<td>Koori Centre</td>
<td>13</td>
<td>40</td>
<td>53</td>
</tr>
<tr>
<td>Law (Sydney Law School)</td>
<td>1919</td>
<td>574</td>
<td>2493</td>
</tr>
<tr>
<td>Medicine (Sydney Medical School)</td>
<td>2650</td>
<td>1228</td>
<td>3878</td>
</tr>
<tr>
<td>Nursing and Midwifery (Sydney Nursing School)</td>
<td>693</td>
<td>832</td>
<td>1525</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>405</td>
<td>1121</td>
<td>1526</td>
</tr>
<tr>
<td>Rural Management</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Science</td>
<td>1214</td>
<td>5592</td>
<td>6806</td>
</tr>
<tr>
<td>Special programs*</td>
<td>81</td>
<td>650</td>
<td>731</td>
</tr>
<tr>
<td>Sydney College of the Arts</td>
<td>219</td>
<td>492</td>
<td>711</td>
</tr>
<tr>
<td>Sydney Conservatorium of Music</td>
<td>187</td>
<td>714</td>
<td>901</td>
</tr>
<tr>
<td>Veterinary Science</td>
<td>176</td>
<td>1082</td>
<td>1258</td>
</tr>
<tr>
<td><strong>Total enrolments</strong></td>
<td><strong>18,175</strong></td>
<td><strong>33,219</strong></td>
<td><strong>51,394</strong></td>
</tr>
</tbody>
</table>

* Special programs include enrolments in the Exchange Program, the Study Abroad Program and Summer School only.

Student enrolment, student load and human resource figures included in this publication are based on a reference date of 31 March 2013 for consistency.

Source: Planning and Information Office
ABORIGINAL AND TORRES STRAIT ISLANDER PARTICIPATION

In 2013, the University made positive progress towards targets set in its Wingara Mura – Bunga Barrabugu strategy which include student and staff recruitment and retention, Aboriginal and Torres Strait Islander research, cultural competence and community engagement.

Wingara Mura – Bunga Barrabugu (“thinking path to make tomorrow”) outlines 87 initiatives that take a whole-of-University approach to Aboriginal and Torres Strait Islander participation, engagement, education and research. The University intends to be recognised as Australia’s leading contributor in this area by 2016.

In line with the federal government’s principal performance indicators for student enrolments and completions and staff recruitment, the University is tracking strongly against progressive targets. In 2013, the University enrolled 346 Aboriginal and Torres Strait Islander students – exceeding the target of 320 – with representation across every faculty.

Total applications for the Cadigal Alternative Entry Program increased to 79 in 2013, up from 75 in 2012, with 32 students enrolling. Overall preferences among Aboriginal and Torres Strait Islander applicants for the University of Sydney increased to 277 in 2013 (up from 213 in 2012), with 104 listing the University as their first preference (up from 82 in 2012).

Ensuring students persist with study and participate in a University experience that delivers successful outcomes are core components of Wingara Mura – Bunga Barrabugu. The University’s newly expanded student services team works with professionals from across the Student Support Services portfolio – including scholarships, careers, accommodation, financial assistance, and counselling and psychological services – to enhance access, participation, retention and success for Aboriginal and Torres Strait Islander students.

Progress to date includes the following:

**Student engagement and recruitment**

The Pemulwuy Pathway was improved to enable students who previously would have been denied access to the University to enrol into a reduced-load entry. The University’s Breadwinners initiative – which will provide financial support to Aboriginal and Torres Strait Islander people who cannot afford to leave their jobs to attend university – received $5.7 million in federal government funding and is due to be launched in 2014.

As part of Reconciliation Week 2013, the University launched the ‘People Like Us’ campaign – a powerful video exhibition that challenges visitors to hear the thoughts, dreams and hopes for the role of higher education in the futures of Aboriginal and Torres Strait Islander communities. Fourteen Aboriginal and Torres Strait Islander students, staff and alumni took part in the campaign. sydney.edu.au/2016

**Student support**

Following the establishment of the new student services team, instances of contact with Aboriginal and Torres Strait Islander students increased from an estimated 700 in 2012 to more than 1870 in 2013 (excluding email contacts). In 2013, there was a 53 percent increase in students receiving tutoring support under the Indigenous Tutorial Assistance Scheme. Further academic support is provided to students through funding for faculty-specific academic advisers.

The University and the University of Sydney Union provided financial support towards the establishment of the Indigenous Student Collective, and for Aboriginal and Torres Strait Islander students to participate as a team at the National Indigenous Tertiary Student Games in September 2013.

**Student facilities**

In 2013, Indigenous Strategy and Services started the refurbishment the Koori Centre common room to provide facilities and space for use by Aboriginal and Torres Strait Islander students, staff and the community as a meeting place.

For more information on how the University enriches the experience of university life for students, see page 33.
Staff recruitment
The total number of Aboriginal and Torres Strait Islander staff employed at the University increased to 44 in 2013, following the employment of 12 new staff. The introduction of the Merit Appointment Scheme (MAS) in 2013 helped support 10 new and continuing appointments and will accelerate Aboriginal and Torres Strait Islander staff recruitment in 2014, with 15 additional MAS positions having been identified. The development of a human resources database aims to assist the University to identify, attract and retain outstanding Aboriginal and Torres Strait Islander staff as academic and professional colleagues.

Staff support
Expanding staff capability, support, mentoring and development are key priorities of the Wingara Mura – Bunga Barrabugu strategy. A number of ongoing initiatives are in place across the University to support and develop existing staff, including an Indigenous staff network and mentoring opportunities.

The University provided cultural competence workshops for staff designed to inspire participants to engage with the Wingara Mura – Bunga Barrabugu strategy and introduce participants to the concept of cultural competence. In 2013, 346 University staff members participated in the workshops, with feedback collected to support further evolution of the professional development modules.

For more information on the University’s strategies to provide enhanced learning opportunities for staff, see page 37.

National Centre for Cultural Competence
In 2013 the University secured more than $5 million in funding and approval for the establishment of a National Centre for Cultural Competence. Inspired by our partnership with Georgetown University in the United States, the centre’s strategic vision is to inform, shape and promote local, national and global cultural competence narratives, action and capability, and to establish best-practice data collection. The centre will further support and help coordinate the research and academic collaborations within, across and beyond faculties.

Cross-cultural collaboration
Research and cross-cultural collaboration were enhanced through international engagement with a focus on China, the US, New Zealand, Chile and Argentina. The University’s burgeoning relationship with China and specifically Minzu University in Beijing, chosen for its majority ethnic Chinese population, will include reciprocal visits to engage in academic discussions, cultural exchange, student activities, and a scholarship awarded by the University of Sydney Faculty of Arts and Social Sciences for a Minzu University student to study a Master of Public Policy or Master of Public Administration degree.

External promotion
In 2013, the University facilitated a workshop in Canberra for a range of federal government agencies highlighting the research being undertaken by the University either fully focused on Aboriginal and Torres Strait Islander communities, or where a broader study included an Aboriginal and Torres Strait Islander cohort. The workshop was a successful demonstration of completed and ongoing studies undertaken by academics at the University of Sydney.

Community engagement
In May the University held a successful program of public events for Reconciliation Week, with the Seymour Centre playing an integral role hosting a range of high-profile events.

The University continues to strengthen its relationships with neighbouring communities. The University worked with South Sydney Football Club and Souths Cares to encourage and support young Aboriginal and Torres Strait Islander people to focus on education, training and employment, with the ultimate aim of encouraging their engagement in higher education. In 2013 work included an increased focus on student placements and internships.

An agreement focusing on engagement with the Redfern community was signed with the Metropolitan Local Aboriginal Land Council which, with the University of Sydney, is working towards increasing the understanding of Aboriginal and Torres Strait Islander rights and culture.

For more information on Wingara Mura – Bunga Barrabgu, visit sydney.edu.au/strategy/wingara_mura
The list on page 21 describes a selection of overseas visits made by the Vice-Chancellor and members of the Senior Executive Group (SEG) in 2013. SEG members made 63 visits to 24 countries for teaching, research and development, recruitment and outreach activities.

As described on page 38, the University’s 2011–15 Strategic Plan prioritises the University’s international engagement activities on a regional basis. Highlights in 2013 included:

**China:** The Vice-Chancellor attended the 2013 Boao Forum in Hainan, China where he was the sole Australian representative on a panel to discuss education and employment. The Vice-Chancellor was also invited to discuss education issues at a dinner hosted by then prime minister Julia Gillard, and met with the Vice-Minister for Agriculture and the President of the Chinese Academy of Agricultural Sciences, Professor Li Jiayong. The Deputy Vice-Chancellor (Research) visited Xi’an Jiaotong University, and delegations from the Indigenous Strategy and Services portfolio visited Wuhan and Beijing. In 2013, memorandums of understanding (MoU) were signed with the Chinese Academy of Agricultural Science, Nanjing Agricultural University, Minzu University and South Central University for Nationalities.

**Southeast Asia:** The Sydney Southeast Asia Centre (SSEAC) welcomed incoming ambassadors and high commissioners to Brunei, Cambodia and ASEAN, parliamentary delegations from Myanmar and Lao PDR, and separate visits from the Lao Minister for Education, the Lao Vice-Minister for Foreign Affairs, the ASEAN Permanent Secretary from the Ministry of Foreign Affairs and Trade in Brunei and the Indonesian Ambassador to Australia. The centre also hosted meetings for the Southeast Asian Consuls-General to discuss potential areas of collaboration, and arranged delegations to Thailand and Lao PDR.

**India:** A delegation from the University of Delhi’s Miranda House visited the University for two weeks in April for a science education course. South Asia Regional Advisory Group Chair Professor Joseph Davis represented the University at an innovation conference, and Professor Luke Nottage from Sydney Law School took part in a conference at OP Jindal Global University. The International Portfolio represented the University at the Federation of Indian Chambers of Commerce and Industry higher education summit in Delhi.

**Latin America:** Faculty visits, public talks and joint partner university events took place in Argentina, Brazil and Chile involving the Sydney Medical School, Faculty of Health Sciences, the University of Sydney Business School, and the Faculty of Science. A delegation of the top 10 Brazilian federal research universities visited the University to discuss new partnerships with the faculties of Medicine, Health Sciences, Engineering and Information Technologies (IT), Science, and Agriculture and Environment.

**Middle East:** Following an Engineering and IT delegation in April, a series of teleconferences with Saudi industry groups resulted in four research proposals. A Health Sciences delegation in October led to a draft MoU with the Saudi Ministry of Health, and the recruitment of PhD students from Saudi Arabia and the United Arab Emirates. Collaborative links with the Discipline of Exercise and Sport Science and Aspetar, Qatar were also established.

**Regional advisory groups**

Eight regional advisory groups were formed in 2013, comprising faculty-nominated academic staff, approved by SEG, with expertise and active involvement in their regions. The groups have each met three times in 2013 to develop regional initiatives for 2014, in line with the University’s Strategic Plan.
OVERSEAS PROMOTIONAL VISITS IN 2013
BY THE VICE-CHANCELLOR

6–10 APRIL
China – Boao Forum
– Meetings with business and government officials, media
– Department of Foreign Affairs and Trade Premier’s Dinner

21–23 MAY
USA – World Universities Network (WUN) conference and AGM

26–29 MAY
France – Organisation for Economic Co-operation and Development (OECD), Paris
– Meetings with OECD and government representatives

6–8 DECEMBER
Hong Kong – Chinese University of Hong Kong 50th anniversary celebrations
– University presidents’ global forum
– Private meetings with Chinese university presidents

OVERSEAS PROMOTIONAL VISITS IN 2013
BY MEMBERS OF SEG

23 FEBRUARY – 3 MARCH
Europe – Deputy Vice-Chancellor (Research)
– World Health Organization meeting, Geneva

4–27 MAY
China – Deputy Vice-Chancellor (Research)
– Go8 executive leadership shadowing program visit to Xi’an Jiaotong University

5–8 MAY
China – Deputy Vice-Chancellor (Indigenous Strategy and Services)
– Indigenous delegation to Wuhan and Beijing
– Meetings with potential partners to discuss future projects

27–30 JUNE
Russia – Deputy Vice-Chancellor (Strategic Management)
– Association of Pacific Rim Universities Presidents’ meeting

24–25 OCTOBER
China – Deputy Vice-Chancellor (Indigenous Strategy and Services)
– Indigenous delegation visit to State Ethnic Affairs Commission and Southwest University for Nationalities

25–28 OCTOBER
Hong Kong – Dean of Sydney Law School
– Presentation of paper at Law Deans Summit on Legal Education

30 OCTOBER – 3 NOVEMBER
Japan – Provost
– Universities Global Strategy Symposium

13–14 NOVEMBER
India – Dean of Arts and Social Sciences and Director International
– Focused delegation and Federation of Indian Chambers of Commerce and Industry event
The University awarded the following honorary degrees in 2013.

**10 MAY**
Patricia Ritchie (conferred posthumously)
Contributor to, and crucial fundraiser for, the Faculty of Medicine’s Northern Clinical School
Honorary Fellow of the University

Emeritus Professor Ann Sefton AO
Former chair of the Academic Forum, fellow of Senate, pro-chancellor and deputy chancellor
Honorary Fellow of the University

**11 OCTOBER**
David Ewan Marr
Journalist, biographer and commentator on political and social issues
Doctor of Letters (honoris causa)

Professor Ross Gregory Garnaut AO
Policy adviser, diplomat and businessman
Doctor of Science in Economics (honoris causa)

**8 NOVEMBER**
Dr Henry Maurice Saxby AM
Influential figure in the fields of Australian children’s literature and writing
Doctor of Letters (honoris causa)

**27 NOVEMBER**
Daw Aung San Suu Kyi AC
Nobel Peace Prize Laureate
Doctor of Laws (honoris causa)

**29 NOVEMBER**
Marion Rose Scrymgour
First Indigenous woman elected to the Northern Territory Parliament and Australia’s first Indigenous female cabinet minister
Doctor of Health Science (honoris causa)

**13 DECEMBER**
Greg Poche AO
Visionary leader who has made a farsighted commitment to, and support of, Indigenous Australians
Doctor of Letters (honoris causa)

Reg J Richardson AM
Businessman and fundraiser involved with a number of philanthropic organisations
Honorary Fellow of the University

Associate Professor David Robert Hutchins OAM
Distinguished graduate and highly sought-after equine specialist
Doctor of Veterinary Science (honoris causa)

Dr John William Copland AO
Veterinary scientist who has played a key role in animal welfare
Doctor of Veterinary Science (honoris causa)
ACADEMIC PROMOTIONS

The following members of staff successfully applied for promotion to professor in 2013 (effective 1 January 2014). Their professorial title is listed in brackets.

FACULTY OF ARTS AND SOCIAL SCIENCES
Vanessa Smith (Professor of English)
Christopher Ross Hilliard (Professor of Modern British History)
Rodney Kenneth David Smith (Professor of Australian Politics)

FACULTY OF ENGINEERING AND INFORMATION TECHNOLOGIES
Qing Li (Professor)
Stefan Bernard Williams (Professor in Marine Robotics)
Hala Zreiqat (Professor of Biomedical Engineering)
Fariba Dehghani (Professor)

FACULTY OF HEALTH SCIENCES
Joshua Burns (Professor of Paediatric Neuromuscular Rehabilitation)

FACULTY OF PHARMACY
Alaina Ammit (Professor)

FACULTY OF SCIENCE
Philip Arthur McManus (Professor of Urban and Environmental Geography)

SYDNEY LAW SCHOOL
Gail Mason (Professor of Criminology)

SYDNEY MEDICAL SCHOOL
Frank Lovicu (Professor of Ocular Cell and Developmental Biology)
Jane Latimer (Professor)
Catherine Sherrington (Professor)
Christopher Jackson (Professor of Repair and Regeneration)
Susan Elizabeth Kurrle (Curran Professor in Health Care of Older People)
Tim Driscoll (Professor of Epidemiology and Occupational Medicine)
David Winlaw (Professor in Paediatric Cardiac Surgery)

THE UNIVERSITY OF SYDNEY BUSINESS SCHOOL
Richard Gerlach (Professor of Business Analytics)
Deborah Bunker (Professor of Business Information Systems)
The following members of staff successfully applied for promotion to professor in out-of-round applications in 2013.

FACULTY OF SCIENCE
David Reilly (Professor)
Timothy Schmidt (Professor)

Including these successful internal promotions to ‘Level E’ positions, the success rates for promotion to each level were as follows:

- Level B: 100 percent success rate male and female
- Level C: 79 percent overall success rate
  (women 86 percent, men 73 percent)
- Level D: 87 percent overall success rate
  (women 91 percent, men 83 percent)
- Level E: 71 percent overall success rate
  (women 90 percent, men 57 percent)

See page 53 for information on University initiatives to increase the number of women in senior academic positions.
The following pages provide information about the activities of the University’s governing body – the Senate – in 2013, as well as the supporting activities of the University’s senior management and Academic Board.

The chart opposite provides an overview of the University’s governance.

**UNIVERSITY GOVERNANCE**

The Senate is the governing authority of the University of Sydney and has functions conferred or imposed on it by or under the University of Sydney Act 1989 (as amended).

The Senate oversees all major decisions concerning the conduct of the University, including staff appointments and welfare, student welfare and discipline, financial matters and the University’s physical and academic development.

Composed of 22 Fellows and chaired by the Chancellor, the Senate awards all degrees and diplomas and is responsible to the Parliament of New South Wales. The Vice-Chancellor and Principal and the Chair of the Academic Board are both ex-officio members of the Senate.

For the 2013 Senate report, see pages 26 to 41.

### SENATE

**ACADEMIC BOARD**

The Academic Board, which reports to the Senate, is responsible for safeguarding the quality of the University’s academic activities. It is an elected body that includes staff and student representation from across the University’s academic communities.

The Academic Board provides advice to the Senate and the Vice-Chancellor on all academic matters, including their relation to the University’s strategic priorities and policies, the conditions of appointment and employment of academic staff, the approval of new and revised courses, and the maintenance of academic standards.

For more information on the Academic Board in 2013, see page 42.

### EXECUTIVE MANAGEMENT

The Vice-Chancellor is the principal administrative officer, or chief executive, of the University and has line-management responsibility for a number of deputy vice-chancellors who, with him, comprise the University’s executive team. Directors of strategic administrative areas within the University also report to the Vice-Chancellor.

The Vice-Chancellor chairs the Senior Executive Group (SEG), a management decision-making body that includes the faculty deans. SEG is representative of the diverse academic and administrative communities in the University and is accountable to Senate for the academic and financial health of the University.

For more information on University management in 2013, see pages 45 to 48.
The Fellows of the Senate of the University of Sydney present their report on the consolidated entity consisting of the University of Sydney and the entities it controlled at the end of, or during, the year ended 31 December 2013.

THE ROLE OF THE SENATE
The Senate is the governing authority of the University of Sydney and has the functions conferred or imposed on it by or under the University of Sydney Act 1989 (as amended). The Senate oversees all major decisions concerning the conduct of the University, including staff appointments and welfare, student welfare and discipline, financial matters and the physical and academic development of the University.

Composed of 22 Fellows and chaired by the Chancellor, the Senate awards all degrees and diplomas and is responsible to the Parliament of New South Wales. The Vice-Chancellor and Principal and the Chair of the Academic Board are both ex-officio members of the Senate.

FELLOWS OF SENATE
In 2013 the Senate comprised:

CHANCELLOR
Belinda J Hutchinson AM
BEC Sydney, FCA
Chancellor from 4 February 2013

ACTING CHANCELLOR
Mr Alan Cameron AO
BA LLM Sydney
(an external Fellow appointed by the Minister for Education and Training)
Acting Chancellor from 15 December 2012 to 4 February 2013

DEPUTY CHANCELLOR
Mr Alan Cameron AO
BA LLM Sydney
(an external Fellow appointed by the Minister for Education and Training)
Deputy Chancellor from 4 February 2008

PRO-CHANCELLORS
Mr Alec N Brennan AM
BSc (Food Technology) UNSW MBA City (UK)
(an external Fellow appointed by the Minister for Education and Training)
Pro-Chancellor from 27 June 2011

Dr Barry R Catchlove
MB BS Sydney, FRACP FRACMA FCHSE
(a Fellow elected by and from the graduates of the University)
Pro-Chancellor from 18 March 2013 to 30 November 2013

VICE-CHANCELLOR AND PRINCIPAL
Dr Michael Spence
BA LLB Sydney DPhil PGDipTheol Oxf
Fellow from 11 July 2008

CHAIR OF THE ACADEMIC BOARD
Associate Professor Peter McCallum
BMus Dunelm MMus Lond PhD Sydney, DSCM
Fellow from 12 December 2009
APPOINTED

Six external Fellows appointed by the Minister for Education and Training for four years:

**Mr Alec N Brennan AM**
BSc(Food Technology) UNSW MBA City(UK)
Fellow from 1 January 2006

**Mr Alan Cameron AO**
BA LLM Sydney
Fellow from 20 February 2004

**Mrs Dorothy J Hoddinott AO**
MA DipEd Sydney, FACE FACEL
Fellow from 1 January 2010

**Mr Kevin McCann AM**
BA LLM Sydney LLM Harv, FAICD
Fellow from 9 March 2010

**Mr David Mortimer AO**
BEc Sydney, FCPA
Fellow from 1 January 2010

**Ms Rachel Perkins**
Fellow from 1 August 2011 to 6 March 2013

One external Fellow appointed by Senate for four years to the end of February 2015:

**Mr Robert Leece AM RFD**
BE Sydney, MEngSc UNSW MBA Macquarie, FIEAust CPEng
Fellow from 1 March 2011

ELECTED

Four Fellows elected by and from the academic staff for two years:

**Professor Marian P Baird**
BSc DipEd PhD Sydney
Fellow from 1 June 2011

**Dr Gil Merom**
BSc Hebrew University MA PhD Cornell
Fellow from 1 June 2013

**Professor Chris R Murphy**
BSc Adelaide PhD Flinders DSc Sydney
Fellow from 1 June 2011

**Professor Robert van Krieken**
BA(Hons) PhD UNSW LLB Sydney
Fellow from 1 June 2013

**Professor Richard H (Dick) Bryan**
MEd Monash DPhil Sussex
Fellow from 1 June 2011 to 31 May 2013

**Associate Professor Ariadne Vromen**
BScScPhD UNSW MA Sydney
Fellow from 1 June 2011 to 31 May 2013

One Fellow elected by and from the non-academic staff for two years:

**Ms Jordi Austin**
BA(Hons) MPsyCh(Clin) UNSW, MAPS GAICD
Fellow from 31 May 2013

[Term of office (two years) completed during 2013]

**Ms Kim Wilson**
MA Macquarie
Fellow from 1 December 2001 to 31 May 2013

One Fellow elected by and from the undergraduate students of the University for two years:

**Mr Patrick H Massarani**
Fellow from 1 December 2012

One Fellow elected by and from the postgraduate students of the University for two years:

**Mr James P Flynn**
BCom (Liberal Studies) Sydney
Fellow from 1 December 2011

Five Fellows elected by and from the graduates of the University for four years:

**The Hon Verity Firth**
BA LLB Sydney
Fellow from 1 December 2013

**Mr Peter J FitzSimons AM**
BA Sydney
Fellow from 1 December 2009

**Ms Kate McClymont**
BA(Hons) Sydney
Fellow from 1 December 2013

**Dr Catriona Menzies-Pike**
BA(Hons) PhD Sydney
Fellow from 1 December 2013

**Mr Andrew West**
BA(Hons) Sydney MSc Columbia
Fellow from 1 December 2013

[Term of office (four years) completed during 2013]

**Dr Barry R Catchlove**
MB BS Sydney, FRACP FRACMA FCHSE
Fellow from 1 December 2009 to 30 November 2013

**Dr Michael C Copeman**
BA MB BS Sydney DPhil Oxf
Fellow from 1 December 1996 to 30 November 2001 and from 1 December 2005 to 30 November 2013

**Ms Jane F Spring**
BEd LLB MPA Sydney, ACIS CSA
Fellow from 1 December 2009 to 30 November 2013

**Mr David W Turner**
BArch MDesSc Sydney, FAIA
Fellow from 1 December 2009 to 30 November 2013
BUILDINGS AND ESTATES COMMITTEE
The committee’s role is to monitor and advise Senate on matters of planning, development and general oversight of the management of the University’s real property and physical infrastructure with particular reference to: major capital developments; infrastructure management; operating resource allocation; sustainability and ensuring effective risk management in the areas covered by the committee’s remit. Its membership comprises:

- The Chancellor
- The Deputy Chancellor
- The Vice-Chancellor and Principal

The committee chair, who is a Fellow of Senate (not a staff member or student) and is elected by Senate:

- Mr Robert Leece AM RFD

Two Fellows of Senate, appointed by Senate after consultation by the committee chair with the Chancellor and Vice-Chancellor:

- Vacancy
- Vacancy

Two external members with appropriate professional expertise and experience, appointed by Senate on the recommendation of the committee chair, following consultation with Fellows of Senate and others as appropriate:

- Mr Tony Sukkar
- Mr Lindsay Thomas

CHAIR APPOINTMENTS COMMITTEE
The committee’s role is: to approve offers of appointment at a professorial level; promotions to professor; the awarding of the title of professor; and proposals for the establishment of/change of name of named lectureships, senior lectureships, associate professorships and chairs. It also advises the Vice-Chancellor on appropriate procedures relating to senior academic appointments. Its membership comprises:

- The Chancellor (chair)
- The Deputy Chancellor
- The Vice-Chancellor and Principal
- The Chair of the Academic Board
- A deputy vice-chancellor on the nomination of the Vice-Chancellor: the Provost and Deputy Vice-Chancellor (Professor Stephen Garton)

Five Fellows of Senate elected by Senate:

- Mr Alec N Brennan AM
- Mrs Dorothy J Hoddinott AO
- Mr Patrick Massarani
- Professor Chris R Murphy
- Vacancy

FINANCE AND AUDIT COMMITTEE
The committee’s role is to monitor and advise Senate on issues relating to the financial performance and sustainability of the University of Sydney. It also monitors and advises Senate on matters relating to the University’s IT infrastructure, and has the responsibility of ensuring the effective management of financial risk across the University. Its membership comprises:

- The Chancellor
- The Deputy Chancellor
- The Vice-Chancellor and Principal
- The Chair of the Academic Board
- A deputy vice-chancellor on the nomination of the Vice-Chancellor (Professor Stephen Garton)

Two Fellows of Senate, appointed by Senate after consultation by the committee chair with the Chancellor and Vice-Chancellor:

- Mrs Dorothy J Hoddinott AO
- Mr Kevin McCann AM

Two external members with appropriate professional expertise and experience, appointed by Senate on the recommendation of the committee chair, following consultation with Fellows of Senate and others as appropriate:

- Mr Michael Cameron
- Ms Meredith Scott

HUMAN RESOURCES COMMITTEE
The committee’s role is: to monitor and advise Senate on matters relating to the University’s strategies and policies supporting the recruitment and management of its academic and non-academic staff; to review the performance of the Vice-Chancellor and determine his or her incentive payments, recommend to Senate the terms of employment of the Vice-Chancellor and review and approve the Vice-Chancellor’s travel plans; to review and approve the Vice-Chancellor’s recommendations regarding the remuneration, terms of employment and performance assessment of his or her direct reports; and to ensure the effective management of risk in areas within the committee’s remit. Its membership comprises:
Ex-officio:
– The Chancellor
– The Deputy Chancellor
– The Chair of the Finance and Audit Committee (chair)

One Fellow of Senate (not a staff member or student), appointed by Senate after appropriate consultation by the committee chair:
– Mrs Dorothy J Hoddinott AO

One external member with appropriate professional expertise and experience, appointed by Senate on the recommendation of the committee chair, following consultation with Fellows of Senate and others as appropriate:
– Ms Rilla Moore

INVESTMENT AND COMMERCIALISATION COMMITTEE
The committee’s role is to monitor and advise Senate on matters relating to the University’s investment portfolio and commercialisation activities with particular reference to: the appropriateness of policies and the success of investment and commercialisation strategies; sustainability and ensuring the effective management of risk in areas covered by the committee’s remit. The committee is authorised by Senate to receive recommendations as to the appointment and retirement, as appropriate, of consultants and external managers, and make such decisions subject to reporting to Senate. The committee has oversight of the management of the University’s long-term investment portfolio, known as the Future Fund, and in that role may consider and approve major capital expenditure projects and strategic initiatives which are funded entirely from the Future Fund and which have previously been approved by the Building and Estates Committee. The committee provides advice on the investment mandate for the Future Fund.

Its membership comprises:
Ex-officio:
– The Chancellor (chair)
– The Deputy Chancellor
– The Vice-Chancellor and Principal

Three Fellows of Senate who are external Fellows within the meaning of s9(9) of the University of Sydney Act 1989 and are appointed by Senate:
– Mr Kevin McCann AM
– Dr Barry Catchlove until November 2013
– Ms Jane Spring until November 2013

Two Fellows of Senate elected by Senate:
– Professor Marian P Baird
– Mr Alec N Brennan AM

A student Fellow appointed by Senate for the search process for the position of Chancellor, with which the committee was charged:
– Mr James P Flynn

Two external members with appropriate professional expertise and experience, appointed by Senate on the recommendation of the committee chair, following consultation with Fellows of Senate and others as appropriate:
– Mr Ian Macoun
– Mr Andrew Spence

NOMINATIONS AND APPOINTMENTS COMMITTEE
The committee’s role is as follows:
– as specified in Clause 46B of Chapter 4A of the University of Sydney By-Law 1999 with regard to appointed Fellows of Senate
– to consider suggestions for honorary degrees and honorary fellowships and submit a report to Senate
– to review and make recommendations to Senate as regards naming proposals, changes to existing names or the discontinuation of existing names in relation to: University buildings and other significant assets; scholarships and prizes; centres and institutes and foundations
– to monitor and advise Senate on governance issues generally as they relate to Senate and the University including induction and continuing education of Fellows, Senate performance reviews, committee structure and remits, and related matters
– to approve appointments to University-related entities subject to reporting to Senate after the event.

Its membership comprises:
Ex-officio:
– The Chancellor (chair)
– The Deputy Chancellor
– The Vice-Chancellor and Principal
– The Chair of the Academic Board

Three Fellows of Senate who are external Fellows within the meaning of s9(9) of the University of Sydney Act 1989 and are appointed by Senate:
– Mr Kevin McCann AM
– Dr Barry Catchlove until November 2013
– Ms Jane Spring until November 2013

Two Fellows of Senate elected by Senate:
– Professor Marian P Baird
– Mr Alec N Brennan AM

A student Fellow appointed by Senate for the search process for the position of Chancellor, with which the committee was charged:
– Mr James P Flynn
SAFETY AND RISK MANAGEMENT COMMITTEE
The committee’s role is to monitor and advise Senate on matters relating to the safety of staff, students and others who have occasion to be present on the University’s campuses and specifically to the maintenance of occupational health and safety standards and practices, and compliance with occupational health and safety laws and regulations as they apply to the University.

The committee regularly reviews occupational health and safety reports prepared by management and may request reports on specific matters as it sees fit. The committee also has responsibility for ensuring the effective management of risk in areas within its remit and for monitoring non-financial risk matters generally within the University unless they are dealt with by another committee of Senate.

Its membership comprises:

Ex-officio:
– The Chancellor
– The Deputy Chancellor
– The Vice-Chancellor and Principal

The committee chair, who is a Fellow of Senate (not a staff member or student) and is elected by Senate:
– Vacancy

Two Fellows of Senate appointed by Senate after consultation by the committee chair with the Chancellor and Vice-Chancellor:
– Ms Jordi Austin
– Mr James P Flynn

Two external members with appropriate professional expertise and experience in risk management and the occupational health and safety field appointed by Senate on the recommendation of the committee chair following consultation by the chair with Fellows of Senate and others as appropriate:
– Ms Ronwyn North
– Mr Hutch Ranck

SENATE NOMINEES/APPOINTEES TO OTHER UNIVERSITY-RELATED ORGANISATIONS
Fellows of Senate are also nominated or appointed by Senate to membership of other University-related organisations. In 2013 these nominations/appointments included:

Senate nominee on the Women’s College Council:
– Professor Marian P Baird

Fellow of Senate on the International House Council:
– Ms Jane F Spring (to 30 November 2013)

Senate representative on the Abercrombie Street Child Care Limited Council:
– Ms Kim Wilson

SENATE GOVERNANCE
In 2013, Senate:
– developed a statement of purpose
– authorised its Nominations and Appointments Committee to conduct a review of Senate governance in the first half of 2014.
## Attendance by Fellows at Senate and its committees in 2013

<table>
<thead>
<tr>
<th>NAME</th>
<th>SENATE</th>
<th>BEC</th>
<th>CAC</th>
<th>FAC</th>
<th>HRC</th>
<th>ICC</th>
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<td>Ms J Austin</td>
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<tr>
<td>Professor M Baird</td>
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<td>Mr A Brennan</td>
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<td>Mr A Cameron</td>
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<td>Dr B Catchlove</td>
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<td>Dr M Copeman</td>
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<td>Ms B Hutchinson</td>
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<td>Mr P Massarani</td>
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<td>Associate Professor P McCallum</td>
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<td>Dr C Menzies-Pike</td>
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<td>Dr G Merom</td>
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<td>Ms J Spring</td>
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<td>Mr D Turner</td>
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<td>Associate Professor A Vromen</td>
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<td>Mr A West</td>
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<td>Ms K Wilson</td>
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</tbody>
</table>

**KEY:**
A: Number of meetings held during the time the Fellow was a member of Senate/the committee (as appropriate)
B: Number of meetings attended

* Unable to attend the meeting as a result of the fact that the date of the meeting was changed.
** Acting Vice-Chancellor
PRINCIPAL ACTIVITIES
Under section 6 of the University of Sydney Act 1989 (as amended), the object of the University is the promotion, within the limits of the University’s resources, of scholarship, research, free enquiry, the interaction of research and teaching, and academic excellence.

The University has the following principal functions for the promotion of this object:
- the provision of facilities for education and research of university standard
- the encouragement of the dissemination, advancement, development and application of knowledge informed by free enquiry
- the provision of courses of study or instruction across a range of fields, and the carrying out of research, to meet the needs of the community
- the participation in public discourse
- the conferring of degrees, including those of bachelor, master and doctor, and the awarding of diplomas, certificates and other awards
- the provision of teaching and learning that engage with advanced knowledge and enquiry
- the development of governance, procedural rules, admission policies, financial arrangements and quality-assurance processes that are underpinned by the values and goals referred to in the functions set out in this subsection, and that are sufficient to ensure the integrity of the University’s academic programs.

The University has other functions, as follows.
- The University may exercise commercial functions comprising the commercial exploitation or development, for the University’s benefit, of any facility, resource or property of the University or in which the University has a right or interest (including, for example, study, research, knowledge and intellectual property and the practical application of study, research, knowledge and intellectual property), whether alone or with others.
- The University may develop and provide cultural, sporting, professional, technical and vocational services to the community.
- The University has such general and ancillary functions as may be necessary or convenient for enabling or assisting the University to promote the object and interests of the University, or as may complement or be incidental to the promotion of the object and interests of the University.
- The University has such other functions as are conferred or imposed on it by or under this Act or any other Act.
- The functions of the University may be exercised within or outside the state, including outside Australia.

NEW AND CEASED ACTIVITIES
The following new internal centres of the University were opened in 2013:
- Centre of Research Excellence in Optimising Early Interventions for Young People with Emerging Mood Disorder (NHMRC-funded centre announced by DVC Research 21 August 2013)
- NeuroSleep: the Centre for Translational Sleep and Circadian Neurobiology Centre for Research Excellence (NHMRC-funded centre announced by DVC Research 21 August 2013)

The following internal centres of the University were closed in 2013:
- Wildlife Health and Conservation Centre (closed 31 March 2013 under approval of the Provost and Deputy Vice-Chancellor)

The following internal foundations of the University were closed in 2013:
- Endocrinology and Diabetes Research Foundation (closed 22 April 2013 under approval by the Chancellor)
- Sydney Conservatorium of Music Foundation (closed 22 April 2013 under approval by the Chancellor)
- Save Sight Institute Foundation (closed 13 May 2013 under approval by the Chancellor)

2013 FINANCIAL SNAPSHOT
See page 68 for more details.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
<th>CHANGE</th>
<th>CHANGE</th>
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<tr>
<td>Operating revenue</td>
<td>$1,883.2</td>
<td>$1,736.5</td>
<td>$146.7</td>
<td>8.4%</td>
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<tr>
<td>Operating expenses</td>
<td>$1,634.7</td>
<td>$1,600.4</td>
<td>$34.3</td>
<td>2.1%</td>
</tr>
<tr>
<td>Operating result per financial statements (parent only)</td>
<td>$248.5</td>
<td>$136.1</td>
<td>$112.4</td>
<td>82.6%</td>
</tr>
<tr>
<td>Adjusted for:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Philanthropic funds</td>
<td>($158.2)</td>
<td>($78.0)</td>
<td>($80.2)</td>
<td>(102.8)%</td>
</tr>
<tr>
<td>Investment funds</td>
<td>($35.8)</td>
<td>($29.1)</td>
<td>($6.7)</td>
<td>(23.0)%</td>
</tr>
<tr>
<td>Capital grants</td>
<td>($9.6)</td>
<td>($5.9)</td>
<td>$3.7</td>
<td>62.2%</td>
</tr>
<tr>
<td>Specific purpose grants</td>
<td>($35.3)</td>
<td>($21.4)</td>
<td>($13.9)</td>
<td>(65.0)%</td>
</tr>
<tr>
<td>Net available operating margin</td>
<td>$9.8</td>
<td>($46.3)</td>
<td>$56.1</td>
<td>120.7%</td>
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</table>

1 For further information, see page 69.
2 For further information, see page 72.
3 Figures include internal rate of return and reflect net margin. Certain philanthropic and investment funds are restricted and unavailable for general use.
REVIEW OF OPERATIONS: 2013 STRATEGIC PLAN PROGRESS

Under its current strategic plan, covering the period from 2011 to 2015, the University is pursuing 17 headline strategies identified as vital to the University’s future during an extensive consultation process in 2009–10. The plan also underpins the University’s second full ‘mission-based compact’ funding agreement with the federal government covering the period from 2014 to the end of 2016.

The compact provides a strategic framework for the relationship between the federal government and the University and defines the University’s mission. It also explains how initiatives in the University’s current strategic plan align with the government’s goals for higher education, research, research training and innovation. sydney.edu.au/about/government/federal_government_compact.shtml

The following section provides a summary of progress towards these 17 strategies during 2013.

Implementation reports, along with the full strategic plan and an accompanying white paper that provides more information about the development and purpose of the strategic plan initiatives, is available at sydney.edu.au/strategy

STRATEGY ONE: REFINE OUR GOVERNANCE STRUCTURES

We have reformed our management decision-making structures through the formation of the Senior Executive Group (SEG) and its committees, to better represent the diverse academic and administrative communities in the University. In 2013, the University completed its third year of operations under its new management governance structure.

STRATEGY TWO: MANAGE MORE EFFECTIVELY THE SIZE AND SHAPE OF THE UNIVERSITY

Better use of information: The Strategic Information and Business Intelligence (SIBI) program was officially launched in September 2013. The program increases the usability of data available across the University to provide a foundation for strategic decision-making and improved performance reporting at institutional and faculty/school levels.

Improved course planning: Further work to improve the governance, transparency and timeliness of course planning information continued in 2013 (cf strategy 3). The program links curriculum review to the University’s strategic objectives, including from a student load, marketing and financial viability perspective. The Curriculum Renewal Group (CRG) was formally established as part of the Education Portfolio in 2013; it was formerly a working group of the Curriculum and Course Planning Committee.

STRATEGY THREE: INITIATE A UNIVERSITY-WIDE PROGRAM OF CURRICULUM RENEWAL

Rolling out curriculum review: Further work to implement a new strategy that links faculty-led curriculum review and renewal to the University’s strategic priorities continued in 2013. Four faculties – Engineering and Information Technologies, Pharmacy, Medicine, and the Sydney Conservatorium of Music – identified ways in which they can further embed the curriculum renewal principles into their curriculums. The faculties will be involved in the further rollout of the program in 2014, following on from the successful 2012 pilot in Arts and Social Sciences, Business, Science, and Nursing and Midwifery. Members of the Curriculum Renewal Group will work with each of the eight participating faculties during the rollout in 2014 and 2015.

STRATEGY FOUR: ENRICH THE EXPERIENCE OF UNIVERSITY LIFE FOR ALL OUR STUDENTS

Campus Improvement Program: At its December 2013 meeting, Senate approved the Campus Improvement Program 2014–20, the University’s first academically informed plan for the development of the Camperdown/Darlington Campus agreed with the faculties. The proposal provides a seven-year program to support the strategic direction of the University and delivery of its programs. It defines the location and purpose of new buildings and infrastructure across six campus precincts, as well as publicly accessible spaces, pedestrian and cycle paths, retail amenities and services, parking, heritage and conservation works, sustainability measures, and improved community access to University facilities. The proposal was prepared following an extensive consultation program involving relevant state and local government authorities, and the University’s faculties, schools and professional service units. In January 2014, the proposal was lodged with the NSW Government’s Planning and Infrastructure agency for consideration as a State Significant Development application.

Student accommodation: In 2013, the University made substantial progress developing student accommodation in line with its strategy for that service. The purchase of the Queen Mary building was finalised, with 800 beds due for Semester Two, 2015. In addition, 200 beds were approved at the Abercrombie Student Accommodation site and will be available in Semester Two, 2014. The University also established an agreement with the developers of the St Michael’s College site, giving the University first right of refusal on an additional 700 beds. In 2013, the University created Student Accommodation Services within the Student Support Services team, to facilitate links with student support services, align accommodation provision with University strategy, and ensure genuine engagement with students through thorough feedback and survey analysis.
Student experience: A total of $12.2 million in funding was distributed to student organisations and services under the 2013 Student Services and Amenities fee (SSA fee) allocation. The recipients included the Students’ Representative Council, Sydney University Postgraduate Representative Association, Cumberland Student Guild, Sydney Uni Sport & Fitness, University of Sydney Union and Student Support Services. A $2 million capital sinking fund established in 2012 remains in place. The University’s Student Support Services directed its funding to the development of employer-student focused events and career development skills sessions for international students. The initiative was in response to feedback from the 2011 and 2012 International Student Barometer, and further student engagement.

In 2013, the University ranked first in the National Union of Students’ (NUS) national league table rating universities’ implementation of the SSA fee for the second year running. This result was part of a report which includes an audit of student services and amenities funded by the SSA fee, as well as a survey of student organisations on how they rate their universities’ consultation and negotiation processes. The report found the University has the broadest range of student-controlled services.

Student wellbeing: Formed in June 2013, the Student Wellbeing Working Group draws together academic and professional staff, student representatives and senior academics to examine current wellbeing support. The early stages of the project focused on gathering data, including analysis of previous reviews of student wellbeing and consultations with student representatives and the directors of support services. In 2014, the group will conduct a comprehensive review of evidence and provide a set of draft recommendations to SEG. The University’s student wellbeing strategy is expected to be completed in 2014.

Support for staff and students with disabilities: Following significant stakeholder consultation, the University finalised and endorsed the 2013–18 Disability Action Plan (DAP). The DAP aims to establish the University as a leader in inclusive practice for all students and staff, and builds on the significant achievements in infrastructure remodelling, IT and resources accessibility, student support and staff scholarship programs to date. For more information on the DAP, see page 53.

Improving library services: Throughout 2013, the University continued its review of library services, which included interviews with staff about what it means to be a successful 21st-century research library. The work resulted in a draft change proposal, as part of wider changes to provide library services more in tune with the needs of today’s students and researchers.

Transition initiatives: The University created the Student Transition and Retention (STAR) team to provide oversight and guidance to the development of transition initiatives for students at the undergraduate and postgraduate levels, and for domestic and international students. In 2013, specialist transition activities and resources were developed for Cadigal students; Early Offer Year 12 (E12), mature-age and part-time candidates; and international students.

STRATEGY FIVE: EXPAND AND DIVERSIFY OPPORTUNITIES FOR STUDENTS TO DEVELOP AS GLOBAL CITIZENS

Exchange opportunities: The University signed 12 new student exchange agreements in 2013 with universities in the Americas, Asia and Europe. The University also renewed a number of existing agreements, and now has 346 active exchange and joint study abroad programs. There were 634 inbound exchange enrolments in 2013, and 657 students took advantage of outbound exchange opportunities for between one semester and one year. New agreements in 2013 included arrangements with two members of the Global Alliance in Management Education (CEMS), which is dedicated to connecting business schools across the world through the CEMS Masters in International Management. The newest members to the network are the Indian Institute of Management Calcutta and the Hong Kong University of Science and Technology.

Industry placement: The Business School further strengthened its China links with the extension of its Industry Placement Program. More than 40 students will work as interns with 12 multinational and local firms in China, including KPMG, PwC, and the China Energy Conservation and Environmental Protection Group. The decision to extend the program to China followed a successful pilot scheme which found internships for students in Shanghai and other major cities. The program also provides students with an opportunity to work in France and the United States.

STRATEGY SIX: DEVELOP OUR CAPACITY TO IDENTIFY AND SUPPORT RESEARCH EXCELLENCE

External recognition: The results of the Commonwealth Government’s Excellence in Research for Australia (ERA) 2012 evaluation, released in December 2012, rated all areas of the University’s research at or above world standard, with 75 percent above or well above world standard. Sydney’s 2012 ERA submission included approximately 34,000 research outputs from 4207 researchers accumulated over a six-year period. During 2013, preparations began for the 2015 ERA submission.
Research strategy and international rankings:
In December the University presented to Senate an integrated, data-informed suite of strategies and initiatives to enhance the University’s research performance and its position in key global university rankings; specifically in the Shanghai Jiao Tong University Academic Rankings of World Universities (ARWU), the QS World University Rankings (QS), and the Times Higher Education World University Rankings (THE). This integrated strategy builds upon initiatives, both underway and proposed. They include:

– compact agreements between the Deputy Vice-Chancellor (Research) and faculties
– development of multidisciplinary collaborative research and education networks. These networks are aligned with the recommendations of the Sydney Health and Medical Research Strategic Review report
– targeted investment in quality infrastructure within the ‘core research facilities’ model
– the diversification of income sources to reduce reliance on the major Commonwealth funding schemes
– strategies to identify, recruit, develop and retain the best researchers globally.

Enabling faculty research to support University-wide excellence: The compact discussions with faculties were established in 2011. Compact agreements deliver customised packages of additional targeted funding and services to help each faculty enhance its research strategy, using research performance data and analysis to better identify excellent research or the capacity to develop it. Each compact sets out key agreements for services and programs and details measurable outcomes sought in return for the investments. The compacts seek to fortify disciplines within the faculties, and develop platforms for strategic multi-faculty multidisciplinary collaborations.

In March 2013 the Deputy Vice-Chancellor (Research) and deans reviewed the outcomes of the 2012 compacts, and agreed further investment through the 2013 compacts to support faculty and divisional research strategies. From November to December the 2013 compacts were reviewed and 2014 compacts agreed. Starting in 2014, the compact negotiations are scheduled so that agreed investments can be considered in the context of the faculties’ wider research strategy and incorporated into the budget planning process for 2015.

Review of health and medical research: The Sydney Health and Medical Research Strategic Review reported in June 2013 with a set of recommendations aimed at ensuring the University retains and develops its already strong position in health and medical research. The review recommendations also aim to position the University to respond to opportunities presented by large-scale multidisciplinary collaborative initiatives such as the Charles Perkins Centre and Brain and Mind Research Institute, and the anticipated calls from state and Commonwealth governments for greater integration of university research and education into clinical settings (eg hubs and advanced health research centres).

SEG endorsed the final report of the review, and agreed to the establishment of a Steering Committee, with an independent chair, to oversee the implementation of the review recommendations in June. In November SEG adopted a high-level ‘roadmap’, integrating the recommendations of the health and medical research review with those of the Multi Faculty Research and Education paper prepared by the Chief Financial Officer. That roadmap will guide the framework for a consistent university strategy for managing multi-faculty collaborative research and education centres and networks. The initial focus will be on health and medical research, but with broad applications. A detailed project plan addressing the 80 action items identified in the roadmap will be considered at the first meeting of the Steering Committee, planned for late March 2014.

Facilitating collaboration: The University rolled out ‘Academic Profiles’, a web-based, publicly accessible, searchable database of research capability which enables potential collaborators, government, industry and the public to identify and contact researchers based on their research track record and stated interests.

Core research facilities: From 1 January 2014 six core research facilities (Cellular Imaging, Mass Spectrometry, Vibrational Spectroscopy, Advanced Cytometry, Research Computing and Preclinical (Small Animal) Imaging) will operate as sustainably funded professional service units, to be managed within the Research Portfolio. In August 2013 SEG approved a model for identifying, establishing, managing and governing whole-of-university core research facilities, aligned to the research strategy and delivered as platforms for collaboration. The adopted approach enables effective and efficient management of expensive, high-end and high-demand core research infrastructure facilities, associated skilled technical support and maintenance services. Core research facilities are to be managed as a centralised, shared capability, providing a focal point for research activity spanning multiple faculties and diverse disciplines, while affording a means to monitor and control infrastructure spend.

Support for emerging multidisciplinary research: Six new Sydney Research Network Scheme (SyReNS) projects started in 2013 (covering neuroscience; bodies, organs and tissues; intellectual history; smart engineering and rehabilitation technologies; space research; and physical activity), joining the six projects awarded under the inaugural round starting in 2012. SyReNS projects receive funding and networking support for two years. That time period allows them to prove their capacity to evolve into substantial and sustainable externally funded programs that deliver high-quality multidisciplinary solutions to pressing societal issues.
Australian Institute for Nanoscience: Initiative 6(f) of the Strategic Plan is supported by the construction of a new facility to support this institute. The construction project is supported by funding from the federal government’s Education Investment Fund. In the first half of 2013 preparatory works continued and the contractor was engaged. Senator the Hon. Kim Carr, then federal Minister for Innovation, Industry, Science and Research and Minister for Higher Education, launched the construction of the institute facility at a ground-breaking ceremony in July 2013. The facility is scheduled to be ready for researchers and students in mid-2015.

STRATEGY SEVEN: DEVELOP OUR CAPACITY TO IDENTIFY AND PROMULGATE EXCELLENCE IN TEACHING

Improving our infrastructure: At its December 2013 meeting, Senate approved the Campus Infrastructure Program (CIP), the University’s first academically informed plan for the development of the Camperdown/Darlington Campus agreed with the faculties (cf strategy 4). The CIP outlines how, over the next seven years, the University’s main campus will evolve to create innovative workspaces and teaching facilities.

Access to high-performance technology: In 2013, the University increased access to high-performance computing, tools and data storage. Data storage capacity increased by 45 percent and the University’s centrally managed high-performance computing capacity increased by 12 percent. The University commenced procurement of infrastructure for a fully provisioned University-wide, high-performance computing service.

Wireless and building network upgrades: An additional 800 wireless access points were commissioned in 2013, providing significantly broader wireless coverage to staff and students. The University also implemented a fully operational 40GB network service to the new Charles Perkins Centre building. Its building network program saw 15 buildings upgraded onto the new network infrastructure; 13 partial building upgrades; the retirement of three legacy phone systems; and 3700 new voice upgrades; the retirement of three legacy phone systems; and 3700 new voice networking. The University and faculties will source training resources for the program.

STRATEGY EIGHT: DEVELOP A SMALL NUMBER OF MAJOR CROSS-DISCIPLINARY INITIATIVES IN RESEARCH AND EDUCATION

Multi-faculty research and education: In 2013 the University adopted a high-level roadmap to guide the framework for a consistent strategy for managing multi-faculty collaborative research and education centres and networks (cf strategy 6).

Charles Perkins Centre research and education hub: Work on the Charles Perkins Centre research and education hub building progressed ahead of time and on budget in 2013. External building work was completed by the end of the year, with the completion of internal spaces the focus of activity in December. The 49,500 square metre state-of-the-art building is designed to support collaboration and new ways of thinking. The federal government’s Education Investment Fund supported its construction. The hub will play a key role in fostering collaboration and multidisciplinary research, creating a research and education precinct with links to nearby affiliated medical research institutes and Royal Prince Alfred Hospital.

Centre for Carbon, Water and Food: In 2013 then prime minister Julia Gillard launched Australia’s first multidisciplinary research centre dedicated to tackling the nation’s and region’s biggest food security and environmental challenges through the integrated study of carbon, food and water. The University’s new Centre for Carbon, Water and Food will investigate and map connections between energy, water, carbon, climate, agriculture, ecosystems, the economy and society. The centre will aim to ensure Australia’s future food security and its ability to remain resilient in the face of future climate volatility, while investigating its potential to act as a regional leader in food production and land management. The University and the federal government invested more than $20 million in the purpose-built facility, which draws upon the University’s already established world-class expertise in areas such as soil science, ecology, ecophysiology, and plant breeding.

The Marie Bashir Institute for Infectious Diseases and Biosecurity: The Marie Bashir Institute for Infectious Diseases and Biosecurity was officially opened in December 2013. The institute is committed to meeting the challenge of emerging and re-emerging infectious diseases, and increasing the capacity to detect and respond to infectious disease outbreaks. Formerly known as the Sydney Emerging Infections and Biosecurity Institute, the institute was established in response to the risk posed to humans and animals by emerging and re-emerging infectious diseases, including HIV, avian and H1N1 influenza, SARS, Hendra virus, drug-resistant tuberculosis and other drug-resistant infections.

STRATEGY NINE: AGREE COORDINATED STRATEGIES FOR IDENTIFYING, DEVELOPING AND SUPPORTING RESEARCH TALENT FROM UNDERGRADUATE STUDENTS TO RESEARCH LEADERS

PhD reforms: In June, the University rolled out its reforms to provide PhD candidates with training to better prepare them for future employment. The rollout followed the successful 2012 trial in the faculties of Engineering and Information Technologies and Arts and Social Sciences. A training needs analysis tool was developed to help research supervisors work with their students to identify areas where training might be required. Annual assessments will monitor a candidate’s progress. The program provides training in communication, research integrity, professional responsibility, commercialisation, project management, career development and networking. The University and faculties will source training resources for the program.
Peer mentoring: In 2013, the University created a 450-strong team of trained and resourced peer mentors through intensive training of senior students. The program aims to facilitate formal and informal student-to-student support networks.

STRATEGY TEN: PROMOTE INDIGENOUS PARTICIPATION, ENGAGEMENT, EDUCATION AND RESEARCH

Building partnerships: The University’s Wingara Mura – Bunga Barrabugu strategy was recognised in 2013 by the awarding of more than $11 million in out-of-round federal government funding.

Increasing participation: The University increased the number of enrolled Aboriginal and Torres Strait Islander students in 2013, and an additional 10 Aboriginal and Torres Strait Islander staff were appointed under the Merit Appointment Scheme. Overall, there was a 14 percent increase in the number of Aboriginal staff employed at the University.

Implement faculty-designed local plans: Local Implementation Plans (LIPs) were agreed with all faculties and priority professional service units in 2013. The plans provided a commitment in support of Wingara Mura and included staffing, student, curriculum and community engagement initiatives.

Student support: Student support services for Aboriginal and Torres Strait Islander students was reorganised and expanded in 2013, with the unit providing direct services and facilitating access to other services as required. The Pemulwuy Pathway was enhanced and the University’s Breadwinners initiative received federal government funding.

Discovery Indigenous grants: The University attracted more funding for Aboriginal and Torres Strait Islander research than any other university in the November 2013 round of Australian Research Council funding, receiving three Discovery Indigenous grants to pursue transformative research in gender and cultural studies, education and science. Funding for projects under the Discovery Indigenous Scheme will benefit research in the faculties of Arts and Social Sciences, Education and Social Work, and Science.

For more information on Aboriginal and Torres Strait Islander student participation, see pages 18 and 19.

Attracting the most promising students: The University made firm offers after the release of ATAR results. The E12 program does not rely solely on the ATAR as a measure of potential, but also on students’ other skills and achievements, and their motivation and enthusiasm for particular subject areas.

Transition initiatives: In 2013, the Student Transition and Retention (STAR) team to provide oversight and guidance to the development of transition initiatives for incoming students at the undergraduate and postgraduate levels, and for domestic and international students. Specialist transition activities and resources were developed for Cadigal students; E12, mature-age and part-time candidates; and international students.

Track and Connect: The Track and Connect program was successfully piloted during 2013, resulting in endorsement by the Senior Executive Group Education Committee of further expansion of the program in 2014. Track and Connect is an early identification and linkage program for students studying in their first year at the University of Sydney.

Peer mentoring programs: In 2013, the University established a well-equipped and resourced peer mentoring structure through intensive training of more than 450 senior students to facilitate formal and informal student-to-student support networks. The programs link new undergraduate students with senior colleagues who provide advice, assistance and guidance on the transition to university studies.

Sidekicks program: Developed in 2013, this program helps students identify and support friends and colleagues with mental health and wellbeing challenges and aims to better equip students to make timely referrals to support services.

Equitable access to scholarships: Each year the University distributes more than $8 million in undergraduate scholarships and $1.8 million in bursaries and loans. In 2013, more than 1600 students applied for support through the Access Scholarship program, which provides $6000 per year for the duration of their degree to students who have experienced social, personal or financial hardship. The bursary and loan scheme provides critical financial assistance to local and international students to meet urgent study and living expenses.
STRATEGY TWELVE: PROVIDE ENHANCED LEARNING OPPORTUNITIES FOR ALL OUR STAFF

Supporting frameworks for staff development:

Work continued across 2013 as we supported academics in the first year of the new Academic Performance and Development program. A high percentage of academics engaged with this process, and continue to provide feedback that will allow us to further refine the systems that support this program. A reference group of academics is actively involved in continuous improvements that best support them and their access to personal and professional development and mentoring. We also undertook further investigation into including student feedback, and work on a progressive approach will continue in 2014.

In 2013 a review of the system to support professional staff began, however the University has deferred implementation. This deferral will allow the University to best leverage the knowledge gained from revisions to the policy and processes for academic staff, and apply those learnings to a new system for professional staff.

Enhanced systems to support these development processes will be a focus of 2014. These systems will include career development and succession planning frameworks.

Learning programs and solutions for staff: The University provides training for staff on a range of technical and behavioural skills to support their growth and development. Throughout 2013, the University provided courses to help academics to improve their skills in areas such as early career research programs. A range of courses was also provided for both academic and professional staff, covering areas such as performance management and skills development, managing change, and other professional skills such as project management, personal effectiveness and communication. These programs supported development of capability in the various faculty and unit strategic priorities. The learning and development function within the University has been restructured to include organisational development responsibilities and strategies to meet capability development needs. In 2014, this unit will focus on building capability in areas identified as gaps in the 2013 staff engagement survey.

Staff support: The University and the Deputy Vice-Chancellor (Indigenous Strategy and Services) established a support mechanism to run face-to-face workshops to improve staff cultural capability. The workshops were designed to inspire participants to engage with the Wingara Mura – Bunga Barrabugu strategy and to introduce participants to the concept of cultural competence. In 2013, 346 University staff members participated in the workshop. The University also established a new Aboriginal and Torres Strait Islander staff network to contribute to an improved sense of community and to increase professional and academic engagement among these staff. For more information on Aboriginal and Torres Strait Islander participation, see pages 18 and 19.

New staff intranet: The University launched a new staff intranet in April 2013. In response to staff feedback, the new site is designed to improve their access to University-wide information for important, day-to-day administrative tasks. The project also included the review and reorganisation of staff-focused content previously located on the University’s main website. The new intranet is part of wider efforts, underpinned by the University’s strategic plan, to make the delivery of administrative and professional services more effective, coordinated and efficient.

Staff engagement: The University’s second staff engagement survey was conducted in September 2013. The results, both strengths and weaknesses, were broadly reflective of sector trends when benchmarked against other Go8 and Australian universities. More detailed analysis and strategies to address areas of challenge will be presented to Senate in 2014, and discussed with University and faculty leadership. See page 49 for more information.

Opportunities for general staff: Under the general staff travelling scholarship scheme, scholarships awarded in 2013 enabled staff members to visit other institutions for professional development opportunities that provided new knowledge that can benefit the whole University.

STRATEGY THIRTEEN: PRIORITISE INTERNATIONAL ENGAGEMENT ON A REGIONAL BASIS TO SUPPORT THE EFFECTIVE DEVELOPMENT OF UNIVERSITY-WIDE PARTNERSHIPS AND NETWORKS

Raising our profile: Throughout 2013, the University worked with target countries and regions to develop new partnerships, open up exchange and other opportunities for staff and students, and raise the University’s profile in these regions. The International Portfolio coordinated 12 faculty-level delegations and executive visits during the year, including visits to China, the Gulf, India and Latin America. A University-wide delegation travelled to Beijing in October for a graduate recognition ceremony, an academic symposium, an alumni reception and recruitment events. In April the Vice-Chancellor attended the Boao Forum in China, and in May he led the University delegation to the Organisation for Economic Cooperation and Development in Paris.

Building new links: The University is a founding partner in the new Australia-Indonesia Centre opened by Prime Minister Tony Abbott and the Vice-President of Indonesia, Professor Dr Boediono in 2013. The centre will foster and further grow Australia’s business, cultural, education, research and community links with Indonesia. The federal government has committed $15 million over four years to support the centre. The University has 85 academics in 12 faculties engaged in research in and with Indonesia.

The University’s Sydney Medical School and the University of Public Health in Myanmar launched a joint Institute of Maternal and Child Health in 2013, to be based in Yangon. Maternal and child health are key issues for the Myanmar Government, and the new institute has strong support from the Myanmar Ministry of Health.
**Sydney-based events:** The University’s third Sydney China Business Forum was attended by more than 300 Australian and Chinese business leaders, state ministers, City of Sydney officials and academics. Held at Sydney Town Hall in October on the theme ‘Australia and China: building a sustainable future together’ the forum provided a unique opportunity for Australia and China to discuss ways to create partnerships to help solve complex sustainability issues.

**Review of regional groups:** The University reviewed the regional planning process and recommended the formation of eight Regional Advisory Groups (RAGs) to replace the existing Regional Expert Groups. The RAGs were formed in 2013 and comprised faculty-nominated academic staff with expertise and active involvement in the regions. SEG approved these new groups.

**Enhancing the International Portfolio:** The University successfully incorporated the International Portfolio into the Office of the Vice-Chancellor and Principal in 2013. In line with the University Strategic Plan, the International Portfolio was mandated to implement the University-wide international strategy in collaboration with the China Studies Centre and the Sydney Southeast Asia Centre, and in accordance with initiatives put forward by Regional Advisory Groups.

The University reviewed the International Program Development Fund and the University’s participation in international networks in 2013, to ensure consistency of strategic intent across faculties, divisions and central portfolios. A new finance model was implemented in response to feedback from faculties, and is now fully funded by the International Portfolio. For more information on international promotion, see page 20.

**STRATEGY FOURTEEN: DEVELOP AND IMPLEMENT A COORDINATED UNIVERSITY-WIDE FRAMEWORK FOR LOCAL AND RURAL COMMUNITY ENGAGEMENT**

**Research and education in western Sydney:** The University expanded its most innovative and visionary multidisciplinary research and education centre to western Sydney in 2013. The Charles Perkins Centre Nepean, based at Sydney Medical School’s Nepean Clinical School, will work to find real-world solutions to some of the most pressing health issues in the region: obesity, diabetes and cardiovascular disease. The centre brings together internationally recognised health and medical researchers with experts from fields as diverse as architecture, social sciences and engineering. It will work with the western Sydney community and the Nepean Blue Mountains Local Health District to develop research programs, collaborate on new research partnerships, develop cross-disciplinary teaching programs, and inspire and train the next generation of researchers and practitioners.

**Attract and support promising students:** The University further cemented its close relationship with the Broken Hill community in 2013 through Broken Hill Learning Week. The innovative program provides education for teachers, and encourages students to consider taking on university studies. Approximately 30 teachers and more than 200 students took part in the program.

The University launched the Compass Awards in December to recognise primary and secondary school students it identified as resilient and engaged. Award categories include the Compass Achievement Award and the University-Ready Award. The University’s Compass program seeks to address the under-representation in higher education of students from low socio-economic backgrounds, Aboriginal and Torres Strait Islander students and regional students. It is a partnership between the University of Sydney, the NSW Department of Education and Communities, and selected secondary and primary schools in Sydney and regional NSW. Since the program started in 2009, the University has had more than 30,000 engagements with students, teachers and parents; and established strong relationships with more than 30 schools.

**Opening the campus:** The Sydney Ideas public lecture program continues to grow each year, in both number of events and audience attendance. In 2013, 113 events featured 143 Sydney and 50 international academics hosting or participating in talks, forums and conversations. These activities attracted more than 15,300 total attendees, a 19 percent increase on 2012. Notable participants in the 2013 program included Nobel Prize winner Professor Brian Schmidt, leading environmentalist David Suzuki, and former New Zealand prime minister Helen Clark.

The University of Sydney’s museums attracted more than 100,000 visitors in 2013, a 5 percent increase on 2012 figures. More than 23,000 visitors enjoyed talks, lectures and special events, and the museums’ school education programs catered to 9850 students in curricula-based learning. In 2013, the Seymour Centre’s education program presented 13 different seasons of performances and workshops, engaging more than 20,000 primary and high school students in syllabus-based arts activities.

**Engaging the community:** The University actively engaged with Sydney’s cultural and intellectual life through sponsorship and involvement with some of the city’s biggest festivals: the Sydney Festival, TEDxSydney, TEDxYouth, Vivid Sydney, the Sydney Writers’ Festival, and the Sydney Film Festival.
Maximising community engagement opportunities:
The University’s new marketing and communications unit (cf strategy 15) is responsible for developing and delivering marketing, communications and stakeholder engagement plans for major University-wide projects, including the Campus Improvement Plan and the Charles Perkins Centre. Targeting the University’s key stakeholders, the unit includes specialist teams delivering media, marketing, communications, digital and creative services support for the University as a whole and for faculties on a divisional basis.

STRATEGY FIFTEEN: DEEPEN OUR ENGAGEMENT WITH A SUPPORTIVE NETWORK OF ALUMNI AND FRIENDS

Philanthropic success: In 2013, the University raised $82.5 million from more than 12,000 donors, a new national record for donors in a single year. The University also publicly launched INSPIRED – the Campaign to Support the University of Sydney. Spanning 2008 to 2017, INSPIRED is the University’s first comprehensive campaign, with a $600 million goal, and the largest in Australian education history. As at 31 December 2013, more than $330 million had been secured, and 75 percent of the target participation goal of 40,000 donors had been reached.

Understanding the University’s stakeholders:
During 2013, the University undertook research to track its ‘brand health’ among key stakeholders, including current and future students, staff, alumni and donors. The results were compared with previous research conducted in 2011, and further work was done to refine the University’s marketing strategy for various stakeholder groups. The research will be repeated in 2015 to measure changes in perceptions of the University, and to guide future marketing and communications activities.

Maximising the impact of marketing and communications:
The University established a single, centralised whole-of-University marketing and communications unit in 2013 following a comprehensive consultation period. Targeting the University’s key stakeholders – alumni, students, industry, government, and the community – the unit operates on a distributed services model with specialist teams delivering media, marketing, communications, digital and creative services support for the University as a whole and faculties on a divisional basis.

Campaigns to engage the community, attract postgraduate students, and encourage fundraising won the University three prestigious Council for Advancement and Support of Education (CASE) Circle of Excellence Awards in June 2013. From a large pool of international universities, the University earned gold, silver and bronze CASE Circle of Excellence awards, more awards than any other Australian university, and was one of only four Australian universities recognised. Two of the CASE winners, and a campaign to promote the University’s Master of Business Administration (MBA), were also recognised at the Australian Marketing Institute NSW Awards for Marketing Excellence announced in 2013.

STRATEGY SIXTEEN: REFINE AND APPLY THE NEW UNIVERSITY ECONOMIC MODEL TO ENSURE GREATER TRANSPARENCY IN RESOURCE AND COST ALLOCATION AND SUPPORT STRATEGIC DECISION-MAKING

Improved financial transparency: In its third year of operation, the University Economic Model continued to provide faculties and central portfolios with a clearer understanding of the University’s true financial position, and a better appreciation of the effect of decision-making on its interrelated entities and activities. While the consolidated University financial forecast is consistent with the targets set in the Strategic Plan, four faculties continue to forecast that the first round of strategies will not enable them to reach financial sustainability until approximately 2018. In 2014, the University will complete an assessment of strategic options for faculties that cannot attain financial sustainability within the original planning period, and seek to agree and approve financial support that would be required beyond 2015.

Governance, funding and administration: A paper on the governance, funding and administration of Multi-Faculty Research and Education Centres (MFRECs), endorsed by SEG in October 2013, outlined an approach for the institutional structures and associated administrative processes required to give MFRECs form and efficient operational management. The approach provided for long-term, sustainable incentives for faculties, while ensuring the appropriate allocation of revenue, responsibilities and costs. As a first step, a specific-purpose program levy is being established within the University Economic Model to provide administrative support for SEG-endorsed strategic collaborative networks and centres, the first being the Charles Perkins Centre.

STRATEGY SEVENTEEN: SYSTEMATICALLY REVIEW ARRANGEMENTS FOR THE PROVISION OF ADMINISTRATIVE AND PROFESSIONAL SERVICES

Marketing and communications: By the end of 2013, the new structure was in place and operational, with only three roles to be filled. The unit was well progressed in working with faculties and other professional service units to develop and agree marketing and communications operational plans and priorities (cf strategy 15).

Student recruitment and admissions: The University’s new Student Recruitment, Admissions and International Services units were operational by the end of 2013, with close to 90 percent of roles filled. The project to reorganise the service was in the final wave of expression of interest and hiring activities in December 2013.

Student administration services: As part of the work of the Administrative Services Reform Program, significant progress was made with the development of the Student Administration conceptual target operating model, with design workshops complete. Work also continued on the new Future Student Contact Centre. The Customer and Contact Centre, the final piece in the new structure, will also be formalised in 2014.
Student administration systems: The replacement of the University’s student administration system continued in 2013. The Sydney Student Program is focused on the online and seamless delivery of a range of student administration processes, provided from the time a student enrolls through to graduation. The program underwent substantial transformation following extensive external reviews. It was rescoped, and the overall governance structure was overhauled and aligned with the Administrative Services Reform process. Release 1, which provided enhancements to the Sydney Recruitment and Admission modules, went live in September 2013. Considerable progress was also made on Release 2 and Release 3, due in 2014.

Human resources review: The services provided by the Human Resources unit were reviewed. The organisational structure was refined and subject matter experts were brought on board to lead key focus areas including strategy, talent, organisational development, and remuneration. Transactional HR operations were centralised within the HR Service Centre, which underwent an optimisation program to review and improve organisation, processes, systems and capability. A targeted development program was designed and launched within the HR Relationship Group to strengthen capability in consulting, facilitation, relationship building and change management.

Improving our systems: The Peoplesoft financial system upgrade met the milestones for 2013, including the agreement of detailed designs and scope, and the appointment of relevant resources. The upgrade will provide significant new functionality to support workflow-enabled online procurement and provide the platform for improvement in process efficiency. Several additional administration and infrastructure systems were upgraded or replaced, including the alumni and donor management system, and campus infrastructure and security systems.

Shared services IT model: More than 5000 staff members migrated from faculty-specific systems to standard platforms in 2013 and 2500 transitions from old email systems were finalised. Approximately 93 percent of all University staff are now supported by Information and Communications Technology.

SIGNIFICANT CHANGES IN THE STATE OF AFFAIRS
There were no significant changes in the state of affairs of the University of Sydney in 2013.

MATTERS SUBSEQUENT TO THE END OF THE FINANCIAL YEAR
None as at 17 March 2014.

LIKELY DEVELOPMENTS AND EXPECTED RESULTS OF OPERATIONS
As discussed in the review of operations on pages 33 to 41, work to implement the major initiatives in the University’s 2011–15 Strategic Plan will continue throughout 2014. These include progress towards the opening of the Charles Perkins Centre research and education hub (see page 36). A major consequence of the opening of this new building will be the freeing up of as much as 17,000 square metres of space across campus that will be reinvigorated as fit-for-purpose teaching, research and office space.

ENVIRONMENTAL REGULATION
The University’s legislative compliance framework tracks the following pieces of environmental legislation:

- Energy and Utilities Administration Act 1987 (NSW)
- Environmental Planning and Assessment Act 1979 (NSW)
- Environmentally Hazardous Chemicals Act 1985 (NSW) and related 2008 regulations
- Heritage Act 1977 (NSW)
- National Greenhouse and Energy Reporting Act 2007 (Cth)
- Protection of the Environment Operations Act 1997 (NSW) and related regulations

INSURANCE OF OFFICERS
The University maintains a comprehensive insurance program to protect itself against the financial effects of insurable risks. This program extends to its subsidiaries and controlled entities, and also includes the Senate and Senate subcommittee members, the University’s officers, employees, volunteers and students. The University’s insurance program is renewed annually at the end of October.

This report is made in accordance with a resolution of the Senate on 17 March 2014.

Belinda Hutchinson AM
Chancellor
ACADEMIC BOARD

The principal responsibility of the Academic Board is to safeguard the academic freedom of the University and maintain the highest standards of teaching, scholarship and research.

An elected body, the Academic Board reports to Senate and provides advice to Senate and the Vice-Chancellor on all academic matters, including their relation to the University’s strategic priorities and policies, the conditions of appointment and employment of academic staff, and the maintenance of academic standards.

The Academic Board is supported by committees in specialised areas to ensure that ongoing consideration is given to key issues. These committees are the Academic Standards and Policy Committee, the Admissions Committee, the Graduate Studies Committee and the Undergraduate Studies Committee. Each committee is made up of faculty representatives appointed by the Academic Board. People with expertise in the focus areas of the committee are also invited to participate.

Much of the Academic Board’s work in 2013 is reflected in the review of operations across the University reported in the Senate Report on pages 33 to 41. Other highlights are recorded below.

COURSE CHANGES

In 2013, the Academic Board approved two new undergraduate courses, 15 new postgraduate courses and six new combined-degree programs. A wide range of courses was revised and 21 were discontinued. There was more activity in the postgraduate curriculum area in 2013 as faculties engaged with the Australian Qualifications Framework (AQF), and the Academic Board deemed 26 existing postgraduate courses as being AQF-compliant with their existing volumes of learning.

POLICIES

The Academic Board continued its focus on ensuring the University is on target to meet compliance with the revised AQF by the beginning of 2015 and, in conjunction with the Graduate Studies Office, continued a major review of all policies related to higher degrees by research. This review resulted in the introduction of the Supervision of Higher Degree by Research Students Policy in 2013. The board also continued to work with the Sydney Student project to align the processes used by the University’s new student information system with academic policies. As a result of this collaboration, the University has revised its schedule of grades to use amended codes and to provide more detailed guidelines on their use.

ACADEMIC QUALITY

The Academic Board oversees a review process of faculties which aims to encourage an academic culture that:

– values scholarship, free enquiry and intellectual rigour and honesty
– supports the development and maintenance of high standards of teaching, scholarship and research.

In 2013 the Academic Board commenced a series of joint reviews of faculties with the senior executive of the University (via the Office of the Provost). This collaboration between the University’s academic and management leadership will provide an opportunity to align this cycle of reviews with the current focus on quality and standards in the higher education sector.

You can find more information about the membership, terms of reference and activities of the Academic Board at sydney.edu.au/ab
UNIVERSITY OFFICERS

CHANCELLOR
Belinda Hutchinson AM
BSc Sydney, FCA

CHANCELLOR (ACTING)
Alan Cameron AO
BA LLM Sydney
Acting Chancellor from
15 December 2012 to 4 February 2013

DEPUTY CHANCELLOR
Alan Cameron AO
BA LLM Sydney

VICE-CHANCELLOR
And Principal
Dr Michael Spence
BA LLB Sydney

PROVOST AND DEPUTY
VICE-CHANCELLOR
Professor Stephen Garton
BA Sydney PhD UNSW, FAHA FASSA FRAHS

REGISTRAR (ACTING)
David Pacey
BBus GradCertMgmt GradDipBus CSU

DEPUTY VICE-CHANCELLOR
(EDUCATION)
Vacant

DEPUTY VICE-CHANCELLOR
(INDIGENOUS STRATEGY
AND SERVICES)
Professor Shane Houston
PhD Curtin

DEPUTY VICE-CHANCELLOR
(RESEARCH)
Professor Jill Trewella
MSc UNSW PhD Sydney, Dist FRSN
FLANL FAAAS FNSSA

DEPUTY VICE-CHANCELLOR
(STRATEGIC MANAGEMENT)
Professor Ann Brewer
BA Macquarie MCom PhD UNSW

CHAIR OF THE ACADEMIC
BOARD
Associate Professor Peter McCallum
BMus Dunelm MMus Lond PhD Sydney,
DScM

GENERAL COUNSEL
Richard Fisher AM
MEc UNE LLB Sydney

DIVISION OF ARCHITECTURE
AND CREATIVE ARTS
Chair: Professor Colin Rhodes

FACULTY OF ARCHITECTURE,
DESIGN AND PLANNING
Professor John Redmond
BA CSAD MA(RCA) RCA DiplID(Eng)
CSAD, FRSA AADM FDIA

SYDNEY COLLEGE OF THE ARTS
Professor Colin Rhodes
BA Lond MA PhD Essex

SYDNEY CONSERVATORIUM
OF MUSIC
Dr Karl Kramer
BME Temple MM Yale DMA MSM

DIVISION OF BUSINESS
Chair: Professor Kathryn Refshauge
THE UNIVERSITY OF SYDNEY
BUSINESS SCHOOL
Professor Tyrone Carlin (Co-Dean)
BCom UNSW LLB (Hons) Sydney
MCom (Hons) UNSW LLM Sydney
PhD Macquarie Grad Dip Fin SIA, CA
FCPA, FFIn

Professor David Grant (Co-Dean)
BA Essex MSc PhD London

DIVISION OF ENGINEERING
AND INFORMATION TECHNOLOGIES
Chair: Professor Tyron Carlin
FACULTY OF ENGINEERING
AND INFORMATION TECHNOLOGIES
Professor Archie Johnston
PhD H-W, FTSE FIEAust EngExec
FICE FAICD

DIVISION OF HEALTH SCIENCES
Chair: Professor Archie Johnston
FACULTY OF HEALTH SCIENCES
Professor Kathryn Refshauge
MBiomedE PhD UNSW DipPhy
GradDipManipTher Cumb

DIVISION OF HUMANITIES
AND SOCIAL SCIENCES
Chair: Professor Duncan Ivison
FACULTY OF ARTS AND
SOCIAL SCIENCES
Professor Duncan Ivison
BA McGill MSc PhD LSE

FACULTY OF EDUCATION
AND SOCIAL WORK
Associate Professor Fra Waugh
(acting)
BSW UNSW PhD GradCertHighE Sydney

FACULTY OF LAW
Professor Joellen Riley
BA MA LLB PhD Sydney BCL Oxf

DIVISION OF MEDICINE,
DENTISTRY, NURSING
AND PHARMACY
Chair: Professor Bruce Robinson
FACULTY OF DENTISTRY
Professor Chris Peck
MScDent Sydney PhD BrCol
GradDipScMed (Pain) Sydney, GAIC

FACULTY OF MEDICINE
Professor Bruce Robinson AM
MD BS MSc Sydney, FRACP

FACULTY OF NURSING
AND MIDWIFERY
Professor Jill White AM
BEd SCAE MEd Sydney PhD Adelaide
AssDipNEd Cumb, RN RM

FACULTY OF PHARMACY
Professor Iqbal Ramzan
MSc PhD Sydney DipPharm CIT(NZ),
MPS

DIVISION OF NATURAL SCIENCES
Chair: Professor Trevor Hambley
FACULTY OF AGRICULTURE
AND ENVIRONMENT
Professor Mark Adams
BSc PhD Melbourne

FACULTY OF SCIENCE
Professor Trevor Hambley
BSc UWA PhD Adelaide, FRACI CChem

FACULTY OF VETERINARY SCIENCE
Professor Rosanne Taylor
BVSc DipVetClinStu PhD
GradCertHighE Sydney
<table>
<thead>
<tr>
<th>Senate</th>
<th>Vice-Chancellor and Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provost and Deputy Vice-Chancellor</td>
</tr>
</tbody>
</table>
|        | Faculties
|        | Libraries, museums and theatres
|        | Marketing and Communications
|        | Planning and Information Office
|        | Summer and Winter School
|        | Sydney Student Program
|        | University-wide centres
|        | (China Studies Centre; John Grill Centre for Project Leadership; Sydney Southeast Asia Centre; United States Studies Centre)
|        | Deputy Vice-Chancellor (Education) and Registrar
|        | Graduate studies
|        | Learning and teaching
|        | Secretariat
|        | Social inclusion
|        | Student affairs
|        | Student recruitment and admissions
|        | Student support services
|        | Deputy Vice-Chancellor (Indigenous Strategy and Services)
|        | Wingara Mura – Bunga Barrabugu Strategy
|        | Koori Centre
|        | National Centre for Cultural Competency
|        | Deputy Vice-Chancellor (Research)
|        | Commercial development and industry partnerships/Sydnovate
|        | Research development and collaboration
|        | Research grants and contracts
|        | Research integrity and ethics administration
|        | Research reporting, analysis, data and systems
|        | Research strategy and policy framework
|        | University-wide research centres (Australian Centre for Microscopy and Microanalysis; Brain and Mind Research Institute; Charles Perkins Centre)
|        | Deputy Vice-Chancellor (Strategic Management)
|        | Work slate
|        | Project coordination
|        | Quality assurance
|        | Strategic risk management framework
|        | Continuing education (Centre for Continuing Education; Law Extension Committee; Sydney Learning)
| Admin  | Campus Infrastructure and Services
|        | Development and Alumni Relations
|        | Finance
|        | Human Resources
|        | Information and Communications Technology
|        | Office of General Counsel
| International | Confucius Institute
|        | International development
|        | International programs
|        | International services
| VC’s office | Secretary to Senate
|        | Government relations
|        | Policy analysis and communication

As at 31 December 2015
The University is a diverse community that values the views and opinions of its members. It is strengthened and enhanced by a management decision-making and governance system that reflects this diversity.

The Vice-Chancellor is the principal administrative officer, or chief executive, of the University. In this role, he brings together the views of faculty and administration and ensures that all decisions are made in the light of faculty needs using sound business expertise and decision-making. The performance of the Vice-Chancellor is managed by Senate’s Human Resources Committee, as explained further in the section on executive performance on page 47.

The Vice-Chancellor has line management responsibility for a number of Deputy Vice-Chancellors who, with him, comprise the University’s executive team. Directors of strategic administrative areas within the University also report to the Vice-Chancellor. In addition, the Vice-Chancellor is supported in his performance of statutory and customary duties by a team of staff who take responsibility for several specific areas of activity assigned by tradition or regulation to the Vice-Chancellor. These staff also work closely with other members of the senior executive in support of their portfolio responsibilities. For more detail, see the management organisation chart on page 44.

For further information about senior management, see sydney.edu.au/about/leadership

SENIOR EXECUTIVE GROUP
The authority vested by the statutes of the University in the person of the Vice-Chancellor is exercised through the University’s Senior Executive Group (SEG). Operating within a context set by the Senate, the Senate’s rules and in particular its delegations of decision-making authority to officers of the University, SEG’s terms of reference are to:

- oversee the implementation of the University’s strategic plan
- account to Senate for the financial and academic viability and sustainability of the University
- protect and enhance the position and reputation of the University
- oversee performance monitoring and improvement, regulatory compliance and quality assurance processes
- maintain the University’s risk register and ensure appropriate risk mitigation within the context of the overall risk framework
- oversee the University’s curriculum, teaching, research and research training, in conjunction with the Academic Board
- oversee the University’s human resources management and capability planning
- review the University’s budget prior to its presentation for Senate approval
- prioritise digital and physical infrastructure projects
- oversee, in conjunction with the Academic Board, the programs of faculty reviews conducted jointly by the Curriculum Committee and the Academic Board
- review and approve SEG committee and divisional board recommendations regarding policies, procedures, programs and initiatives
- negotiate compacts with divisions regarding their research and teaching excellence strategies.

SEG met fortnightly in 2013. Its membership comprised the Vice-Chancellor (chair), all Deputy Vice-Chancellors, the Chair of the Academic Board, proportional representation of each of the seven academic divisions (including the dean of each of the University’s 16 faculties), the Director of Human Resources, Director, International and the Chief Financial Officer. A number of senior members of staff routinely attended SEG meetings to assist it in the conduct of its business and with the communication and implementation of its decisions.

SEG’s decision-making is underpinned by several committees and divisional boards that undertake detailed analysis and planning in particular areas of expertise and interest. The work of these committees and divisional boards intersects at many points.

The review of operations on pages 33 to 40 provides an overview of the University’s progress towards its strategic objectives in 2013.
SEG COMMITTEES
The SEG committees focus on key University-wide themes, such as education and research training, finance and infrastructure, and curriculum and course planning. They provide expert, high-level strategic advice to SEG, and engage SEG members, along with other experts, in the detailed preparation of matters for SEG consideration. The committees were reviewed in 2013 (see below).
As of December 2013, there were 15 SEG committees:
- Aboriginal and Torres Strait Islander Strategy and Services Committee
- Administrative Services Governance Committee
- Alumni, Development and Marketing Committee
- Charles Perkins Centre Governing Committee
- Colleges Consultative Committee
- Cultural Resources Committee
- Curriculum and Course Planning Committee
- Disability Action Plan Committee
- Education Committee
- Finance and Infrastructure Committee
- Human Resources and Equity Committee
- International Committee
- Research Committee
- Research Training Committee
- Work Health and Safety Committee.

DIVISIONAL BOARDS
The SEG divisional boards are charged with detailed strategic planning, portfolio analysis, and educational and research reform for groups of cognate faculties. Their focus is not on University-wide strategies, but on the particularities of diverse educational and research communities.
As of December 2013, the divisional boards were composed as follows:
- Division of Architecture and Creative Arts (Faculty of Architecture, Design and Planning, Sydney College of the Arts, Sydney Conservatorium of Music)
- Division of Business (The University of Sydney Business School)
- Division of Engineering and Information Technologies (Faculty of Engineering and Information Technologies)
- Division of Health Sciences (Faculty of Health Sciences)
- Division of Humanities and Social Sciences (Faculty of Arts and Social Sciences, Faculty of Education and Social Work, Faculty of Law)
- Division of Medicine, Dentistry, Nursing and Pharmacy (Faculty of Dentistry, Faculty of Nursing and Midwifery, Faculty of Pharmacy, Sydney Medical School)
- Division of Natural Sciences (Faculty of Agriculture and Environment, Faculty of Science, Faculty of Veterinary Science).

More information about the membership and terms of reference of SEG and its committees is available at sydney.edu.au/senior_executive_group
INTERNAL REVIEWS
The University has in place a range of review and internal audit systems to facilitate the achievement of its strategic plan and to protect it from unnecessary risk.

The Academic Board oversees a review process of faculties’ academic activities (see page 42), while the Audit and Risk Management (ARM) unit conducts audits that have a financial and administrative focus, and that assess compliance with rules, procedures and controls.

In 2013, ARM completed audit reports for audits of 16 University faculties, schools and centres.
ARM also finalised 16 control audits of University systems, 12 reviews of process efficiency and effectiveness and six information system audits. ARM reports to the Finance and Audit Committee of Senate in respect to its audit activities. As appropriate, audit reports include recommendations designed to improve identified control and process weaknesses. ARM conducts follow-up processes to ensure that management takes appropriate action to implement key recommendations.

Following the extensive 2012 Review of SEG committees, in 2013 the terms of reference for some committees were refined and the composition of three of the committees changed to better reflect the key university communities relevant to developing strategies in these areas.

Several strategies were implemented to address the recommendations with respect to improved communications, including an improved SharePoint site that was developed for SEG and its committees, and a SEG decision log which was developed to document clearly the work undertaken throughout the year.

A decision was also made to create a joint divisional board for the health faculties (Medicine, Dentistry, Nursing and Pharmacy and Health Sciences) to better coordinate faculty strategies in this vital area.

EXECUTIVE PERFORMANCE
The University’s management is led by an executive team, comprising the Vice-Chancellor and Deputy Vice-Chancellors. The Senate’s Human Resources Committee reviews the performance and determines the remuneration of the Vice-Chancellor, and also reviews and approves the Vice-Chancellor’s recommendations in relation to the remuneration, terms of employment and performance assessment of his direct reports, which include the Deputy Vice-Chancellors.

The following section summarises the performance of the executive team as at 31 December 2013, drawing on material submitted to and approved by the Senate Human Resources Committee. It includes a report of bonus payments made in recognition of executive performance in 2013. More information about the matters referred to below is provided in the review of operations on pages 33 to 41.

VICE-CHANCELLOR AND PRINCIPAL
Dr Michael Spence
BA LLB Sydney DPhil PGDipTheol Oxf

Remuneration: $828,339 Performance bonus: $186,376
This remuneration figure includes use of a residence owned by the University. The residence is required to be available and is used regularly for official University functions and promotional activities.

Under Dr Spence’s leadership, the University is in an increasingly strong position, both academically and financially. In the second Excellence in Research Australia (ERA) evaluation exercise, released in 2013, all areas of research at the University were rated at or above world standard, with the vast majority (75 percent) above or well above world standard.

Dr Spence has also overseen a range of financial and administrative reforms that have enabled the University to post excellent financial results for 2013 despite the challenging environment for higher education. This has been supported by the launch of the University’s first comprehensive fundraising campaign, and another year as the leading university in securing philanthropic gifts to further its teaching and research strengths.

The new Campus Improvement Plan, developed in 2013, is the first academically informed plan for the development of the University’s Camperdown/Darlington campus and is the roadmap for future capital development on the main campus. In 2013, the University demonstrated its ability to deliver major new capital works with the flagship Charles Perkins Centre being delivered early and under budget. The student accommodation strategy progressed with the purchase of the Queen Mary building from the NSW Government and will provide 800 beds for semester 2 2015, and a further 200 beds were approved for the Abercrombie Student Accommodation site, to be available in semester 2 2014. Work on the new Business School adjacent to Abercrombie Street and the Australian Institute of Nanoscience building behind the Physics building all progressed to plan and are both scheduled to be opened in early 2015.
It has been a particularly successful year for the University in several other ways that advanced its strategic goals, with many of the initiatives, such as the ‘one university’ strategy and the Wingara Mura – Bunga Barrabugu having an impact across the whole University. Significantly, the University continues to deliver sector-leading conditions, including salaries for staff, following the conclusion of negotiations for the University’s new Enterprise Agreement in October and the staff ballot on 13 November.

DEPUTY VICE-CHANCELLOR (STRATEGIC MANAGEMENT)
Professor Ann Brewer
BA Macquarie MCom PhD UNSW
Remuneration: $456,596  Performance bonus: $62,440
Professor Brewer had another successful year in 2013, with the highlight being leading the negotiation of the University’s new enterprise agreement. The new agreement contains a wide range of initiatives of benefit to staff and management, and was endorsed by 94 percent of those who voted in the ballot. As in previous years, Professor Brewer provided strong support for change across many areas of the University. In addition, her leadership of the Centre for Continuing Education has put it on a much sounder footing and this will underpin its success in coming years.

PROVOST AND DEPUTY VICE-CHANCELLOR
Professor Stephen Garton
BA PhD UNSW, FAHA FASSA FRAHS
Remuneration: $556,482  Performance bonus: $85,613
In 2013 Professor Garton became the steward of the Sydney Student Program, a critical project for the University. He has overseen the reform of the program’s governance and has worked with the project team in putting in place a range of measures to engage the faculties more effectively. Despite the very substantial workload associated with this, he also continued to oversee the work of the Deans and their faculties and undertook a range of other activities, such as finalising the outcomes of the Senior Executive Group Review and the transfer of Agricultural Economics from the Faculty of Agriculture, Food and Natural Resources to the Faculty of Arts and Social Sciences.

DEPUTY VICE-CHANCELLOR (INDIGENOUS STRATEGY AND SERVICES)
Professor Shane Houston
PhD Curtin
Remuneration: $411,600  Performance bonus: $56,287
Professor Houston had a successful year both in terms of the development of Local Implementation Plans for the University’s Indigenous strategy, Wingara Mura – Bunga Barrabugu, and in attracting support for the University’s Indigenous programs from government. Of particular note was the establishment of the National Centre for Cultural Competence which, among other things, involved securing funding, developing international partnerships, commencing curriculum work and conducting research to inform its work. The portfolio’s successful Summer Program achieved high visibility and brand recognition and engaged about 200 staff and students. The Pemulwuy pathway was reformed and is now better linked to retention and success strategies. This program of work has helped to achieve a strong increase in student preferences and offers, and increasing reach into and engagement with the University community.

DEPUTY VICE-CHANCELLOR (RESEARCH)
Professor Jill Trewhella
MSc UNSW PhD Sydney, Dist FRSN FLANL FAAAS FNSSA
Remuneration: $469,533  Performance bonus: $72,236
Professor Trewhella had a strong year in 2013 building on her work in creating excellent systems for data management and research support. The Charles Perkins Centre (CPC) research and education hub was completed on schedule and is attracting high praise. Professor Trewhella also successfully negotiated a multi-year affiliation and occupancy agreement with the Heart Research Institute to support strategic collaborations with the CPC. There was also progress towards the implementation of a University governance and management framework for multidisciplinary, multifaculty entities such as the CPC. The Wills Review final report was delivered in June and it will inform the University’s Health and Medical Research Strategy. Professor Trewhella effectively oversaw the planning associated with the implementation of the recommendations arising from the review, including the systems work connected with it.
INDUSTRIAL RELATIONS POLICIES AND PRACTICES
The University of Sydney Enterprise Agreement 2013–17 was endorsed by staff and lodged with the Fair Work Commission for approval on 28 November 2013. The Fair Work Commission approved the agreement on 9 January 2014, and it commenced on 16 January 2014.

The new agreement includes salaries and conditions that equal or exceed those offered by other Group of Eight universities.

HUMAN RESOURCES POLICIES AND PRACTICES
Policy
The main focus of HR policy work in 2013 related to improved processes in recruitment and selection, redeployment (preparing for the new Enterprise Agreement), external interests (improved declaration processes) and workplace bullying (response to legislative changes). Minor amendments were made to the Harassment and Discrimination Prevention Policy and Resolution Procedure, the Flexible Working Arrangements Policy and the Parental Leave Guidelines.

Performance management and development
The University continued implementation of the new performance management and development framework in line with the new Performance Management and Development policy that came into effect in 2012. The framework enables and supports personal and professional development, mentoring, and career and succession planning. Several training courses were conducted on the performance management and development process for both academic and professional staff in 2013. A review of the system to support professional staff was commenced, but implementation was deferred to ensure the University leverages the knowledge gained from the implementation of the policy and processes for academic staff.

Managing conflicts of interest
The online external interests declaration process was implemented in 2013 to support the External Interests policy, following the development of self-help resources to help staff understand their obligations. The initial rollout was 70 percent complete by year-end and will continue in 2014.

Other human resources initiatives in 2013 to support the University’s strategic objectives and encourage greater staff engagement included:

Staff engagement survey
The University’s second staff engagement survey was conducted in September 2013. All University staff have now had an opportunity to share their opinions about a range of matters, including leadership, job satisfaction, career opportunities, equity and work management, since the first survey was run in November 2012. The survey results showed strong organisational commitment and a desire for greater staff involvement and cross-unit collaboration, and identified areas where further work is required. The results were benchmarked against other Group of Eight Universities, and action plans are being developed to address issues identified in the survey. See page 38 for more information on staff support and services.

Staffing change processes
The University continues to closely examine its capabilities and future needs in relation to student recruitment and admissions administrative services to ensure that it is well placed to meet the substantial competitive pressure within the tertiary education sector in Australia and internationally.

In 2013 the University continued the review of its professional services units, including the centralisation of the marketing and communications function, to enable efficiency and consistency of services across the University. For more information, see page 40.

Career transition support
The University provided support to staff impacted by staffing changes, including staff members who sought redeployment into suitable alternative positions. More than 90 percent of staff who elected to access redeployment training were able to find new positions at the University.

Improved staff lifecycle management
The Human Resources (HR) Service Centre underwent an optimisation program to improve the delivery of staff lifecycle management services to the University’s management and staff. The optimisation program reviewed the organisation, resourcing, systems and processes of the HR Service Centre in supporting the management of the recruit-to-retire lifecycle. A new contact centre model was implemented along with a query management system to track and manage the flow of work. The optimisation program will continue in 2014 with further systems and process improvements.

EQUAL EMPLOYMENT OPPORTUNITY
See pages 53 to 55.

SAFETY HEALTH AND WELLBEING
See pages 58 and 59.
**STAFF STATISTICS**  
**AS AT 31 MARCH 2013**

### Staff level and salary ranges – academic staff

<table>
<thead>
<tr>
<th>Level</th>
<th>Salary Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level E &amp; above</td>
<td>$168,002+</td>
</tr>
<tr>
<td>Level D</td>
<td>$150,422 – $143,680</td>
</tr>
<tr>
<td>Level C</td>
<td>$108,318 – $124,898</td>
</tr>
<tr>
<td>Level B</td>
<td>$88,426 – $105,004</td>
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<tr>
<td>Level A</td>
<td>$61,898 – $83,998</td>
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### Staff level and salary ranges – general staff

<table>
<thead>
<tr>
<th>Level</th>
<th>Salary Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEO 10 &amp; above</td>
<td>$108,437+</td>
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<tr>
<td>HEO 9</td>
<td>$101,444 – $107,039</td>
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<tr>
<td>HEO 8</td>
<td>$87,474 – $88,651</td>
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<tr>
<td>HEO 7</td>
<td>$76,152 – $85,142</td>
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<td>HEO 6</td>
<td>$71,163 – $76,752</td>
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<tr>
<td>HEO 5</td>
<td>$61,645 – $69,298</td>
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<tr>
<td>HEO 4</td>
<td>$57,186 – $60,447</td>
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<td>HEO 3</td>
<td>$50,197 – $55,787</td>
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<td>HEO 2</td>
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<td>HEO 1 &amp; below</td>
<td>≤$46,468</td>
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### Combined totals of academic and general staff positions 2013 by appointment term and gender (shown as a percentage)

<table>
<thead>
<tr>
<th>APPOINTMENT TERM</th>
<th>WOMEN(%)</th>
<th>MEN(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing</td>
<td>53</td>
<td>47</td>
</tr>
<tr>
<td>Fixed Term</td>
<td>57</td>
<td>43</td>
</tr>
<tr>
<td>All staff</td>
<td>55</td>
<td>45</td>
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</tbody>
</table>

### General staff positions 2013 by appointment term, level and gender (shown as a percentage)

<table>
<thead>
<tr>
<th>APPOINTMENT TERM</th>
<th>WOMEN(%)</th>
<th>MEN(%)</th>
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</thead>
<tbody>
<tr>
<td>Continuing</td>
<td>53</td>
<td>47</td>
</tr>
<tr>
<td>Fixed Term</td>
<td>55</td>
<td>45</td>
</tr>
</tbody>
</table>

### Academic staff positions 2013 by appointment term, level and gender (shown as a percentage)

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<thead>
<tr>
<th>APPOINTMENT TERM</th>
<th>WOMEN(%)</th>
<th>MEN(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing</td>
<td>24</td>
<td>76</td>
</tr>
<tr>
<td>Level C</td>
<td>46</td>
<td>54</td>
</tr>
<tr>
<td>Level B</td>
<td>54</td>
<td>46</td>
</tr>
<tr>
<td>Level A</td>
<td>52</td>
<td>48</td>
</tr>
<tr>
<td>All continuing academic staff</td>
<td>41</td>
<td>59</td>
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</table>

<table>
<thead>
<tr>
<th>APPOINTMENT TERM</th>
<th>WOMEN(%)</th>
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<tr>
<td>Fixed Term</td>
<td>23</td>
<td>77</td>
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<tr>
<td>Level C</td>
<td>44</td>
<td>56</td>
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<tr>
<td>Level B</td>
<td>55</td>
<td>45</td>
</tr>
<tr>
<td>Level A</td>
<td>49</td>
<td>51</td>
</tr>
<tr>
<td>All fixed-term academic staff</td>
<td>47</td>
<td>53</td>
</tr>
<tr>
<td>All academic staff</td>
<td>44</td>
<td>56</td>
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</table>
### Combined totals of academic and general staff positions 2010–13 by appointment term and gender

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td></td>
<td>Women</td>
<td>Men</td>
<td>Total</td>
<td>Women</td>
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<tr>
<td><strong>Continuing</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Women</td>
<td>2023</td>
<td>1793</td>
<td>3816</td>
<td>1989</td>
</tr>
<tr>
<td>Men</td>
<td>1894</td>
<td>1536</td>
<td>3230</td>
<td>1853</td>
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<tr>
<td><strong>Total</strong></td>
<td>3917</td>
<td>3129</td>
<td>7046</td>
<td>3842</td>
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<tr>
<td><strong>Fixed-term</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women</td>
<td>2023</td>
<td>1793</td>
<td>3816</td>
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<td>3917</td>
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<td>3842</td>
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### Academic staff positions 2010–13 by appointment term, level and gender

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<th>2010</th>
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<th>2012</th>
<th>2013</th>
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<tbody>
<tr>
<td></td>
<td>Women</td>
<td>Men</td>
<td>Total</td>
<td>Women</td>
</tr>
<tr>
<td><strong>Continuing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Level E &amp; above</td>
<td>65</td>
<td>202</td>
<td>267</td>
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<tr>
<td>Level D</td>
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<td>Level B</td>
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<td>Level A</td>
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<tr>
<td><strong>Subtotal</strong></td>
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<td>855</td>
<td>1482</td>
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<tr>
<td><strong>Fixed-term</strong></td>
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<tr>
<td>Level E &amp; above</td>
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<td>162</td>
<td>199</td>
<td>40</td>
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<tr>
<td>Level D</td>
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<td>50</td>
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<td>Level C</td>
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<td>108</td>
<td>222</td>
<td>114</td>
</tr>
<tr>
<td>Level B</td>
<td>234</td>
<td>215</td>
<td>449</td>
<td>244</td>
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<tr>
<td>Level A</td>
<td>337</td>
<td>258</td>
<td>595</td>
<td>303</td>
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<tr>
<td><strong>Subtotal</strong></td>
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<td>817</td>
<td>1585</td>
<td>751</td>
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<td><strong>Total</strong></td>
<td>1397</td>
<td>1670</td>
<td>3067</td>
<td>1381</td>
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</tbody>
</table>
### General staff positions 2010–13 by appointment term, level and gender

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
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<th>2012</th>
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<tbody>
<tr>
<td></td>
<td>Women</td>
<td>Men</td>
<td>Total</td>
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<td>Total</td>
<td>Women</td>
<td>Men</td>
</tr>
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Note: Data is for full-time and fractional full-time staff (staff on leave without pay and casualties are excluded). "Staff positions" refers to the number of appointments as some fractional full-time staff may occupy more than one position.

Student enrolment, student load and human resources figures included in this publication are based on a reference date of 31 March 2013 for consistency.

Source: Planning and Information Office
The University has a number of initiatives that seek to translate objectives from the Strategic Plan into operational strategies that support its commitment to equal employment opportunity (EEO). These strategies include removing barriers to employment and supporting equitable participation of target groups through policy development, affirmative action programs, training, and monitoring and reporting on outcomes.

Reflecting the University’s shift to a more strategic, best-practice approach to supporting and utilising diversity, the Staff and Student Equal Opportunity Unit became the Equity and Diversity Strategy Centre in September 2013. A selection of the many initiatives the University supported in 2013 is included here.

2013 ACTIVITIES AND DEVELOPMENTS
SUPPORTING WOMEN IN THE WORKPLACE
The University is committed to supporting equal opportunity in the workplace and has been recognised for 10 consecutive years as an ‘Employer of Choice’ by the federal government’s Workplace Gender Equality Agency (formerly known as the Equal Opportunity for Women in the Workplace Agency). University initiatives that aim to attract, develop and retain female staff and foster a supportive workplace culture include:

– Training programs: The University organised targeted career development programs for female staff. The Developing Women Leaders Program offered training for different cohorts of professional and academic staff. These programs foster the professional development of women who already hold or aspire to taking on leadership or management roles at the University. Staff participants also attended training sessions in negotiation and influencing skills.

– The University, through the Wingara Mura – Bunga Barrabugu strategy, consulted with senior female Aboriginal staff as a prelude to the commencement of a pilot leadership development program in 2014.

– The Sydney Nursing School established and awarded the first inaugural Skellern PhD Scholarship. This scholarship supports mid-career nurses and midwives to undertake a PhD, and offers them the flexibility to maintain family life around their research. Rebekah Olgilvie was the inaugural recipient, commencing in Semester Two, 2013.

– The Faculty of Science continued developing and conducting its Women in Science program and in 2013 celebrated 125 years of female graduates. Key events included the Diana Temple Lecture by Professor Elspeth McLachlan and the establishment of the Strategic Promotions Advice and Mentoring working group. It encourages and supports women to apply for promotion to roles in the senior ranks of academic staff (including Level E), where they remain significantly underrepresented.

SUPPORTING EQUITY TARGET GROUPS
In 2013, the University awarded nine Equity fellowships to academic staff. These included:

– five Thompson fellowships – which aim to promote and enhance the careers of academic women at senior lecturer and associate professor level

– three Brown fellowships – open to researchers whose careers have been interrupted by sustained primary caring duties

– one Laffan fellowship – open to university researchers who have, or have experienced, a significant disability.

Equity fellowships help recipients to re-establish or enhance their academic research credentials. Recipients came from the faculties of Agriculture and Environment, Arts and Social Sciences, Health Sciences, Pharmacy and Science, Sydney Medical School and the Sydney Conservatorium of Music. Following a review of the scheme, in 2013 Equity fellowship recipients were also offered training in time management and priorities; communication; negotiation and assertiveness; and managing people.

SUPPORTING PEOPLE WITH A DISABILITY
– Following significant stakeholder consultation, the University finalised and endorsed the 2013–18 Disability Action Plan (DAP) in 2013. The plan aims to establish the University as a leader in inclusive practice for all staff and students. The third DAP for the University builds upon the considerable achievements to date in infrastructure remodelling, IT and resources accessibility, student support, and staff scholarship programs. A DAP Consultative Committee (consisting of a wide range of staff and student representatives) will be meeting twice regularly to provide feedback to the Senior Executive Group’s DAP sub-committee on the implementation of the plan.
More than 1800 individual students registered with the University's Disability Service in 2013. Depending on requirements, students were able to access online lecture notes, lecture recordings, adjustments to assignment and assessment timetables, assistive technology, orientation tours and personalised academic plans. They could also use parking access, secure and personal on-campus transport, and participate in specialised and focused transition seminars and workshops.

The University launched an orientation and welcome program for students with visual impairments in 2013. Operated in collaboration with the Guide Dogs Association, the program enabled students and their carers to familiarise themselves with the campus, resources and available support. The University also held an information day for school students with vision impairment, in partnership with Vision Australia.

The University became a gold member of the Australian Network on Disability in 2013. The Equity and Diversity Strategy unit organised bi-monthly meetings with the network to develop and share best practice in supporting people with disabilities at universities. The network also provided training to the University's Redeployment Unit in how to effectively support staff with a disability during times of change.

In 2013, the University's Reasonable Accommodation Fund provided specialised software, equipment and carer funding for a staff member attending a conference.

INCREASING REPRESENTATION OF EEO GROUPS AND PROMOTING POSITIVE ATTITUDES

In 2013, the University's Learning Solutions unit delivered cultural competence workshops to more than 400 staff. In keeping with the University’s Wingara Mura – Bunga Barrabugu strategy, the workshops were designed to build awareness of Aboriginal and Torres Strait Islander culture and to introduce participants to the concept of cultural competence. Forty staff also participated in a trial of the Courageous Conversations about Race program operated by Learning Solutions. The program raises the questions of race, power and privilege and provides a framework to deal with workplace conflict.

The Parents' Network, supported by the Equity and Diversity Strategy unit, is designed for staff with caring roles. The network meets regularly to share information and support in a friendly, informal environment. The network hosted several lunchtime sessions in 2013 where expert presenters shared their knowledge with the group. Participants heard from university researchers who are experts in their respective fields, including nutrition, child psychology and homework/education. The network also held a relaxed, informal session during which staff discussed the everyday challenges of balancing work and family.

PREVENTING HARASSMENT AND DISCRIMINATION

The University continued its proactive approach to preventing harassment and discrimination by supporting staff training sessions to promote a positive workplace, and prevent and address harassment and discrimination. In addition to open sessions, targeted sessions were also held for student organisations, faculty staff and staff within professional services units.

The use of EOOnline, an interactive professional development program that includes material on harassment and discrimination prevention, and other aspects of positive equal opportunity practice, continued in 2013.

EQUAL EMPLOYMENT OPPORTUNITY IN 2014

Following a consultation process in 2013 with senior female Aboriginal staff, a pilot leadership development program will start in 2014.

Individual DAP implementation plans will be developed by each faculty and major professional service units responding to each initiative detailed above.

The University will implement a project to design a comprehensive approach to reducing the incidence of, and managing more effectively, workplace conflicts where race/culture is a primary factor.

The University will collaborate with the Equity Practitioners in Higher Education Australasia group to inform further development of EOOnline modules.

See page 56 for details on the University’s achievements and plans in relation to its linguistically and culturally diverse staff.

See page 18 for details on Aboriginal and Torres Strait Islander participation at the University.
### TRENDS IN THE REPRESENTATION OF EEO GROUPS – ACADEMIC STAFF

#### EEO TARGET GROUP

<table>
<thead>
<tr>
<th>ACADEMIC STAFF</th>
<th>PERCENTAGE OF TOTAL ACADEMIC STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BENCHMARK OR TARGET 2010 (%) 2011 (%) 2012 (%) 2013 (%)</td>
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<tr>
<td>Women</td>
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<tr>
<td>Aboriginal and Torres Strait Islander people</td>
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<tr>
<td>People whose first language was not English</td>
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<tr>
<td>People with a disability</td>
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<tr>
<td>People with a disability requiring work-related adjustment***</td>
<td>1.1 (2011) 1.3 (2012) 1.5 (2013) 0.2 0.2 0.2 &lt;1</td>
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</table>

#### TRENDS IN THE REPRESENTATION OF EEO GROUPS – GENERAL STAFF

#### EEO TARGET GROUP

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<tr>
<th>GENERAL STAFF</th>
<th>PERCENTAGE OF TOTAL ACADEMIC STAFF</th>
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<td></td>
<td>BENCHMARK OR TARGET 2010 (%) 2011 (%) 2012 (%) 2013 (%)</td>
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<tr>
<td>Women</td>
<td>50 63 63 64 64</td>
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<tr>
<td>Aboriginal and Torres Strait Islander people</td>
<td>2* 1 0.7 0.6 1</td>
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<tr>
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<td>19 6 6 5 5</td>
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<tr>
<td>People with a disability</td>
<td>** 2 2 2 2</td>
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<tr>
<td>People with a disability requiring work-related adjustment***</td>
<td>1.1 (2011) 1.3 (2012) 1.5 (2013) 0 0.2 0.1 &lt;1</td>
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</tbody>
</table>

Notes:
* Minimum target by 2015
** Percent employment levels are reported but a benchmark level has not been set
*** Minimum annual incremental target

### TRENDS IN THE DISTRIBUTION OF EEO GROUPS – ACADEMIC STAFF

#### EEO TARGET GROUP

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<thead>
<tr>
<th>ACADEMIC STAFF</th>
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<tr>
<td>People whose first language was not English</td>
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<tr>
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<td>People with a disability requiring work-related adjustment</td>
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#### TRENDS IN THE DISTRIBUTION OF EEO GROUPS – GENERAL STAFF

#### EEO TARGET GROUP

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Notes:
Data as at 31 March 2013
These tables exclude casual staff.
n/c distribution index not calculable due to the small number of staff in the indicated EEO group
* A distribution index of 100 indicates that the centre of the distribution of the EEO group across salary levels is equivalent to that of other staff. Values of less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency, the lower the index. Values of greater than 100 indicate that the EEO group is less concentrated at lower salary levels.
MULTICULTURAL POLICIES AND SERVICES

The statement of purpose at the heart of the University’s 2011–15 Strategic Plan aims to “create and sustain a university in which, for the benefit of both Australia and the wider world, the brightest researchers and the most promising students, whatever their social or cultural background, can thrive and realise their full potential”.

The University is committed to supporting and fully engaging all members of its culturally, linguistically and religiously diverse staff, student and alumni communities.

Relevant initiatives include:

– taking action to increase support for and improve the experience of international students (strategy 4)
– attracting and supporting promising students from diverse social and cultural backgrounds, and ensuring appropriate support for the retention and achievement of students from underrepresented groups (strategy 11)
– expanding and diversifying opportunities for students to develop as global citizens through greater exchange opportunities, and through attracting overseas students and academics (strategy 5)
– prioritising international engagement to support the effective development of University-wide partnerships and networks, including with alumni and other friends (strategies 13, 15).

These initiatives, together with measures such as the 2011–15 Equal Employment Opportunity/Affirmative Action Management Plan and the University’s Enterprise Agreement, encapsulate the University’s commitment to the principles of multiculturalism in the NSW Community Relations Commission and Principles of Multiculturalism Act 2002.

2013 ACTIVITIES AND DEVELOPMENTS

The following section covers progress at an institutional level to support multiculturalism at the University. Throughout the year faculties continued to deliver research and teaching programs that support this objective, for example, through working with local communities or carrying out international research. Some of these initiatives were reported on the University’s website at sydney.edu.au/news

ENCOURAGING AND SUPPORTING MULTICULTURAL DIVERSITY IN TEACHING, LEARNING AND RESEARCH

Student recruitment: More than 10,000 international students from almost 130 countries comprised more than 20 percent of student enrolments in 2013. The international student recruitment team was active in more than 40 countries in 2013 as it conducted interviews, trained offshore agents, visited local schools and universities, and recruited students. For more information on international promotion, see page 20.

Student exchange: To enhance the multicultural dimension of the University’s student body, the University signed 12 new student exchange agreements in 2013 with universities in the Americas, Asia and Europe. See page 34 for more information.

Teaching students from diverse backgrounds: As part of the Widening Participation Grant program, the Faculty of Health Sciences launched a project that will improve the capacity of university academics to teach low socio-economic status students from non-English speaking backgrounds in an inclusive way.

Outreach to families from diverse backgrounds: In 2013, the University’s Compass program worked with 10 secondary schools, two Intensive English Centres and 13 primary schools across Sydney. Many people in these communities speak a first language other than English. Compass hosted a series of campus visits from parents that involved interpreters accompanying parent groups on campus.

Building partnerships with Asia: The University’s Sydney Southeast Asia Centre and China Studies Centre enhanced their contribution to Australia’s understanding of these regions in 2013. Through its international promotion work (see page 20), the University continued to build partnerships in Asia and other regions of the world. The Business School launched a new Australia China business research network that focuses on corporate and business strategy and applies academic research to sustainable business strategies with China. The network will work closely with the China Studies Centre. In October, the University signed a new five-year agreement with the Confucius Institute headquarters to continue its active role in cultivating a better understanding of Chinese culture in Australia. The Innovation and Enterprise Ventures program designed a program to build entrepreneurial skills for women in small-to-medium enterprises (SMEs) in ASEAN countries. The aim of the AusAID-funded program is to create and launch locally tailored training programs for those women to develop their entrepreneurial and business skills.
SUPPORT FOR PEOPLE OF ALL BACKGROUNDS

Support for international students: In 2013, more than 700 international students attended arrival information sessions in the weeks preceding the start of semesters one and two. Students met colleagues and were provided with information about safety, campus resources, orientation to life in Sydney and additional facilities and accommodation. The University continued to build and expand the March orientation and transition activities for international students. More than 1500 students participated in the program, which partnered with student organisations to provide two days of student-focused academic and social activities. The Faculty of Engineering and Information Technologies delivered a seminar to a faculty-wide audience promoting awareness of the challenges faced by international students and discussed how the faculty could better meet their needs. The faculty also piloted a subject for international students – Communication in Professional Engineering – which was constructed in partnership with the Centre for English Teaching and involved the Centre for Teaching and Learning. The program takes place in Winter School and students receive six credit points as a free elective.

Targeted training courses: The University’s Learning Centre provides free support for all enrolled students through a number of strategies including an extensive workshop program and individual consultations covering areas such as academic reading and writing, oral presentation, grammar, engaging in tutorial discussions, and research writing. More than 2500 students registered for the program in 2013, 65 percent of whom recorded that English was not their first language, and 38 percent were international students. Faculty-specific programs reached more than 2000 students in 12 faculties. In 2013, a widening participation grant assisted the Learning Centre to provide extensive curriculum support, resource development, and professional development support for tutors to enable students to better address the requirements of critical-reflective report writing in a large, core first-year Education unit of study.

Support for religious diversity: The Multifaith Chaplaincy continued to provide spiritual support and pastoral care for students and staff on campus. Chaplains represent a diverse group of faiths including Muslim, Buddhist, Jewish and several Christian denominations, including Anglican, Uniting, Assemblies of God, Salvation Army, Roman Catholic, Greek and Coptic Orthodox spanning the breadth of faiths and enabling cultural expression on campus. In 2013, in recognition of the human cost of Typhoon Haiyan in the Philippines, chaplains provided support and succour to staff and students at an open, multifaith service and fundraiser event.

COMMUNITY ENGAGEMENT

International alumni engagement: The University supported its 30,000+ strong international alumni community through country-specific social networking sites, international alumni groups and related events throughout 2013.

Opening the campus: The University’s campuses are open to all, but a number of activities were organised in 2013 in conjunction with local communities. The Macleay Museum hosted its annual children’s day as part of Sydney’s Chinese New Year celebrations, and the Nicholson Museum hosted several children’s activities for the 2013 Sydney Greek Festival. The University’s museums also conducted numerous English-as-a-second-language classes around the museum and on heritage tours. In 2013, the Seymour Centre began to work more actively with student groups representing the diverse cultures on campus, including two events with the Chinese Students Association and a major production by Cathay Playhouse, performed in Cantonese. The University’s museums and art gallery also improved the experience of international students and students with a diversity of social and cultural backgrounds by encouraging participation in our volunteer program. In 2013, the program attracted students from Mexico, Canada, China and Portugal.

KEY MULTICULTURAL STRATEGIES FOR 2014

In 2014 the University will continue working towards initiatives in its 2011–15 Strategic Plan that support multiculturalism. In addition, it plans to:

– encourage and support contributions from culturally and linguistically diverse staff in decision-making at all levels
– monitor University agreements, policies and practice to support and further staff and student diversity
– chart and promote career progression and student progression respectively for staff and students from culturally and linguistically diverse backgrounds
– consult with staff from international backgrounds to better understand how the University can further support them.
In 2013, the University undertook a range of strategies to support its goal of maintaining a safe and healthy workplace. The University’s Work Health and Safety (WHS) and Injury Management Services units were combined into a larger department known as Safety Health and Wellbeing under the appointment of Director, Julia Cohen. The department has been strengthened by the addition of four client-focused WHS advisers. The merger capitalises on synergies between the two services, delivering end-to-end WHS and prevention and injury services to the University and drive a stronger and more prevention-focused safety culture. The University promotes direct dialogue between managers and workers as the most effective means of consultation regarding health and safety.

Work health and safety governance
Work health and safety remained a priority for the University in 2013. The Safety and Risk Management Committee (SRMC) of Senate, chaired by Senate fellow Dr Barry Catchlove, met regularly to monitor WHS governance and provide senior-level support to improved performance and proactive safety practice. Dr Catchlove retired from the position of chair of the committee in December 2013.

Management
The Senior Executive Group (SEG) WHS Committee continued to meet and monitor University-wide WHS performance and issues. The committee is chaired by the Director, Human Resources, and attended by four deans and the Provost as well as divisional health and safety representatives of student and staff bodies, and WHS and injury management experts.

PERFORMANCE MONITORING
Audit program
Following the biennial WHS management system audit in 2012, work groups that scored below 50 percent were re-audited in 2013. The re-audit process aimed to engage the performers who needed extra support and to improve safety management into the future. The biennial high-risk audit was conducted in 2013. No incidents of major hazardous risks were found. Some divisions were found to have risks that require further support, and this is a priority in 2014.

Radiation safety
Radiation safety continued to be administered University-wide from the safety department. The Radiation Safety Officer supported the activities of the Radiation Safety Committee in implementing all relevant aspects of the Radiation Control Act. The major changes were:
– introduction of the radiation management licence University wide
– radiation training for 60 new research staff
– support for the Charles Perkins Centre and the Brain and Mind Research Institute for storage of ionising radiation and radiation lab safety and management of imaging facilities.

Training
In 2013, 2097 staff and new employees completed the University’s online WHS induction training. The University also provided specialist WHS training programs to staff and research students working in key risk areas, including working safely with chemicals, ionising radiation and biological hazards and safety, as well as manual handling, first aid, cardiopulmonary resuscitation (CPR), emergency management, and WHS management for managers and supervisors.

Student safety
Safety Health and Wellbeing continued to train students in chemical safety and radiation safety and promoted uptake of the University safety induction for higher degree research students. The University promoted top 10 tips for student safety at the beginning of each semester.
Health and wellbeing
More than 560 participants in 81 teams across all faculties participated in the Global Corporate Challenge in 2013, a pedometer challenge which targeted awareness of health benefits from moving more and sitting less. Several internal competitions were held during the challenge, including best team photo, most improved and most steps taken.

The University conducted a flu vaccination program in 2013, with more than 2000 staff taking up the opportunity. Workplace mental health awareness training was provided for key work groups. About 300 staff attended training sessions in complex personalities at work, practical resilience and developing resilience in others. The University also maintained its Employee Assistance program through service provider PPC Worldwide.

Safety Health and Wellbeing supported two separate Healthy Sydney University research initiatives in 2013: a research study of the effectiveness of the Global Corporate Challenge, and a study of the effectiveness of sit/stand desks in assisting sedentary workers at the University to stand more. The latter initiative aims to alleviate the potential health impacts of sitting for long periods while working.

WORK HEALTH AND SAFETY INCIDENTS
There were 1047 reports of incidents and hazards during 2013 made via RiskWare. Of these, 68 percent involved employees and 25 percent involved students. Of these total reported incidents, 990 reports were of injuries to staff, students or affiliates.

WORKERS’ COMPENSATION
Claims cost and frequency
In 2013, 285 notifications of potential staff injuries were made to the University’s workers’ compensation insurer. Of these, 86 were injury claims with incurred costs (as compared with 151 in 2012). At 31 December 2013, 108 injury claims remained active, with 42 having occurred during 2013.

As the table below shows, the University’s workers’ compensation performance has improved year on year.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2012</th>
<th>CHANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total cost of claims</td>
<td>$224,301</td>
<td>$451,542</td>
<td>- 50.3%</td>
</tr>
<tr>
<td>Average cost of claim</td>
<td>$2980</td>
<td>$4129</td>
<td>- 27.9%</td>
</tr>
<tr>
<td>Average time lost due to work-related injury</td>
<td>1.04 days</td>
<td>1.95 days</td>
<td>- 46%</td>
</tr>
</tbody>
</table>

One of the most important and positive outcomes for 2013 in the University’s workers’ compensation area was the reduction in psychological injury claims. As shown in the table below, the frequency and costs of these injuries have decreased dramatically, indicating that mental health and wellbeing initiatives across the University are having a positive impact.

<table>
<thead>
<tr>
<th>Psychological injuries</th>
<th>2013</th>
<th>2012</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of notifications</td>
<td>12</td>
<td>34</td>
<td>- 64.7%</td>
</tr>
<tr>
<td>Number of claims</td>
<td>2</td>
<td>4</td>
<td>- 50%</td>
</tr>
<tr>
<td>Average cost of psychological claim</td>
<td>$3552.00</td>
<td>$15,022.25</td>
<td>- 76%</td>
</tr>
</tbody>
</table>

Insurance arrangements
The University has been in the NSW Retro Paid Loss Workers’ Compensation Scheme for two years and has achieved outstanding outcomes. Claims in 2013 are sitting at a total cost of $684,111. Total claims cost for both exposed years are below the minimum premium ($1.29 million) for the scheme.

Regulatory action – WorkCover
There was only one report to WorkCover NSW where a contractor fell through a roof at the Faculty of Health Sciences, Cumberland. While this was a reportable incident, the person conducting a business or undertaking responsible was the contracting firm, and no action was taken by WorkCover NSW against the University.

WorkCover issued no Performance Improvement Notices in 2013.

Office of Gene Technology Regulator
A spot audit of the University’s gene dealings was conducted in 2013. Two non-conformances were found, and each of these has been rectified with regulator support.
NEW LEGISLATION AND CHANGES TO LEGISLATION

AMENDMENTS TO THE FAIR WORK ACT 2009

Fair Work Act 2009
The Fair Work Amendment Act 2013 resulted in a number of amendments to the Fair Work Act 2009 (Cth).

Amendments included expanding access to the statutory right to request flexible working arrangements to a broader range of employees. Previously, this right only applied to employees who had responsibility for the care of a child under school age or a child with a disability younger than 18. However, that right was extended to employees with caring responsibilities, employees with disabilities, older employees and victims of domestic violence. Under the Act, an employer can refuse a request for a change in working arrangements on ‘reasonable business grounds’, and the Act now contains a non-exhaustive list of what may constitute reasonable business grounds. The legislation also includes a definition of ‘bullying’, which does not extend to management action carried out in a reasonable manner. It also addresses matters concerned with how complaints are dealt with by the Fair Work Commission.

Appropriate amendments were made to the University’s policies to reflect these legislative changes, including the introduction of a new jurisdiction in which a worker who reasonably believes they have been bullied at work can apply to the Fair Work Commission for an order.

The University has also undertaken a review of its bullying policy and procedures, and will be rolling out a range of training modules to ensure compliance.

Sex Discrimination Act 1984 (Cth)
Amendments to the Sex Discrimination Act 1984 have resulted in sexual orientation, gender identity and intersex status being added as new grounds of discrimination in certain areas of public life under federal legislation. The amendments also resulted in the ground of ‘marital status’ being extended to ‘marital or relationship status’.

Appropriate amendments have been made to the University’s policies to reflect these legislative changes.

DEFENCE TRADE CONTROLS ACT 2012

The Defence Trade Controls Act 2012 commenced in November 2012, with the purpose of strengthening Australia’s intangible export control regime.

Relevant to the higher education and research sectors, the controls on intangible supplies of technology and publications (sections 10, 11, 14A and 58(1) of the Act) do not commence until 16 May 2015, or by proclamation (section 11 of the Act).

In 2013, as part of a two-year transition period, a steering committee was established (chaired by the Chief Scientist of Australia) to pilot and investigate amendments to the Act. The University has continued to actively support the work of the Steering Committee, and it established a legal sub-group to assist the work of the steering committee.

As a consequence of the findings of the pilot programs undertaken to date, the Steering Committee is testing the following alternative approaches to the existing legislated regime (among other matters):

– applying the offence provision for publication (and other dissemination) of Defence Strategic Goods List (DSGL) technologies only to Part 1 of the DSGL (munitions items (military goods and non-military lethal goods) and not broader dual-use technologies. However, if this approach were progressed, it is anticipated that there will also be a ministerial prohibition power for rare cases where the Australian Government wishes to prevent a specific publication that releases Part 2 (dual-use) DSGL technology

– not applying the section 10 ‘supply’ of DSGL technologies offence to ‘verbal’ transfers of DSGL technologies (for example, phone calls from Australia to overseas collaborators), but only control email transfers and ‘access’ to DSGL technologies (for example, sharing data through centralised servers on computer networks) person to person from inside Australia to overseas

– introduction of an ‘open licence’ regime akin to the system used in the United Kingdom (and to an extent the United States), for example, phone calls from Australia to overseas

– the use of ‘Fields of Research’ classification codes to assist efforts to focus researchers’ attention on areas of research within universities that are most likely to involve controlled technology.
These alternative approaches will continue to be tested by participating universities and research organisations as part of the pilot program during 2014. At this stage, there are grounds for optimism that changes to the Act will be made, which will substantially reduce the regulatory burden initially anticipated by the education sector when the Defence Trade Control Bill was first introduced to Parliament.

**LAW REFORM**

**COPYRIGHT ACT 1968**

On 5 June 2013 the Australian Law Review Commission (ALRC) released a discussion paper relating to its review of the Copyright Act 1968. The terms of reference for the review require the ALRC to consider whether the existing exceptions to infringement in the Copyright Act promote growth in Australia’s digital economy, and whether further exceptions are needed. The discussion paper contains more than 40 proposals to reform the Copyright Act, many of which are relevant to the education sector.

The University and Universities Australia each made submissions to the Commission outlining broad support for the ALRC’s proposed reforms. The University’s submission included the following proposals:

(a) to introduce a US-style ‘fair use’ exception and repeal the existing fair dealing exceptions and the education statutory licences

(b) in the event that fair use is not recommended to replace the specific exceptions with more general exceptions based on a purpose test

(c) to introduce a solution, such as a statutory licence or a defence to infringement, that enables use of orphan works after a “diligent search” has been undertaken to locate the copyright owner.


**RISK MANAGEMENT**

The University has set up a risk management framework that includes local risk registers at the faculty and administrative portfolio levels and a University Register of Consolidated Risks. The Register of Consolidated Risks is linked to the Strategic Plan and the Tertiary Education Quality Standards Agency (TEQSA) risk categories. It contains all significant risks to University operations and details existing controls and mitigation plans (as required) for each identified risk.

The register is subject to formal revision twice per year with other updates occurring as appropriate. The formal revisions are subject to the scrutiny of the Senior Management Group Finance and Infrastructure Committee, which is responsible for reviewing and endorsing the revised risks and mitigation strategies to ensure they are appropriate and effective.

The Senate Safety and Risk Management Committee also reviews and endorses the formal revisions on behalf of the Senate. In addition to the formal revision process, risk-related reports are provided regularly to the Senate Safety and Risk Management and Finance and Audit committees and the Senior Executive Group Finance and Infrastructure committees. In 2014 it is planned to extend risk reporting to all Senate committees and all Senior Executive Group committees.

**PUBLIC INTEREST DISCLOSURES**

The Public Interest Disclosures Act 1994 (the Act) sets in place a system to encourage public officials to report serious wrongdoing. Under section 6D of the Act, public authorities are required to have a policy and procedures for receiving, assessing and dealing with reports of wrongdoing. The University of Sydney is a NSW public authority and its Reporting Wrongdoing Policy 2012 satisfies this requirement.

Public authorities are required to report annually to Parliament on their obligations under Section 31 of the Act. The calendar year 2013 was the second year for this requirement. Accordingly, the following is the University’s report for 2013.

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of public officials who made PIDs</td>
<td>3</td>
</tr>
<tr>
<td>Public Interest Disclosures (PIDs) to the University</td>
<td>3</td>
</tr>
<tr>
<td>Number of PIDs received by the University</td>
<td>3</td>
</tr>
<tr>
<td>Of PIDs received by the University, number primarily about:</td>
<td></td>
</tr>
<tr>
<td>Corrupt conduct</td>
<td>3</td>
</tr>
<tr>
<td>Maladministration</td>
<td>N/A</td>
</tr>
<tr>
<td>Serious and substantial waste</td>
<td>N/A</td>
</tr>
<tr>
<td>Government information contravention</td>
<td>N/A</td>
</tr>
<tr>
<td>Number of PIDs finalised</td>
<td>3</td>
</tr>
</tbody>
</table>
The Annual Reports (Statutory Bodies) Regulation 2010 requires the University to report on the actions it has taken to comply with the NSW Privacy and Personal Information Protection Act 1998 (the Act) and to provide statistical details of any review conducted by or on its behalf.

To promote privacy in 2013 the University undertook the following strategic actions:

– development of a new University Privacy Policy 2013
– update and publication of the University’s Privacy Management Plan
– ongoing reporting of privacy matters to the University’s Serious Complaints Committee and to the Senate Safety and Risk Management Committee
– voluntarily notifying the NSW Privacy Commissioner of privacy-related matters that do not result in or involve an application for review of conduct (which would be required to be notified to the Commissioner), and of the University’s responses to those matters.

At an operational level the University continued to promote privacy through liaison and communication with staff to:

– facilitate privacy notices on electronic and hard-copy forms used to collect personal information
– implement a new web privacy statement on the University’s website
– include consideration of privacy issues in the development of University systems, policies, procedures and guidelines, with particular emphasis on the development and implementation of the Sydney Student system
– deliver extensively across the organisation an awareness and training program in the University’s revised privacy policy and Privacy Management Plan and related matters
– provide accurate and timely advice on privacy matters to members of the University community.

REVIEWS CONDUCTED UNDER PART 5 OF THE ACT

Eighteen reviews were conducted under Part 5 of the Act during 2013. In addition the University identified three other privacy issues that were investigated, and remedial or mitigating actions were initiated.

The matters dealt with during the reporting year concerned the inadvertent disclosure of personal information. A cluster of these occurred through research activity, with the remainder being disclosures to finite groups of staff and students. Two disclosures also occurred where a window of access was enabled into the University’s IT systems.

Generally, the breaches arose when staff or students accidentally disclosed the identities of participants in research, or used contact details for purposes other than those for which they were originally collected.

It appears there is an increase in risk and occurrence of privacy breaches, unauthorised access or accidental disclosure, which is directly related to the increased use of information technology and the resultant concentration of personal information.

Actions taken by the University in response to the matters include:

– undertaking detailed investigations into each privacy issue
– apologising
– reviewing and changing processes
– amending agreements
– responding to identified training gaps
– providing additional training.

No privacy matters were decided by the Administrative Decisions Tribunal or were investigated by the NSW Privacy Commissioner.
1. Release of information

The Government Information (Public Access) Act 2009 requires the University to review, at least annually, its program for the release of information that is in the public interest to be made publicly available without imposing unreasonable additional costs on the agency. The Government Information (Public Access) Regulation 2010 requires that details of this review be included in the University’s annual report.

It is routine for University initiatives or changes, such as new buildings, units, staff appointments or events, to be accompanied by a website providing information to the public about each initiative, along with contact details for further information. The website updates are also generally accompanied by media releases that result in wider public coverage of the University’s activities.

In the development of new systems, or the revision of existing ones, the University is constantly making more information available to the general public or to individuals, within the constraints of privacy and other considerations that may weigh against the public disclosure of particular kinds of information.

A major initiative in 2013 was the launch of a new staff intranet to improve access to University-wide information (available at intranet.sydney.edu.au). The project included the review and reorganisation of staff-focused information previously located on the University’s main website.

Total number of access applications

There have been 14 applications from 1 January to 31 December 2013.

Applications refused under Schedule 1 of the Act

The University must report the total number of access applications it refused during the reporting year, either wholly or partly, because the applications were for the disclosure of information referred to in Schedule 1 to the Act (information for which there is conclusive presumption of overriding public interest against disclosure). There were four such applications in 2013 (see also Table D).
### Table A: Number of applications by type of applicant and outcome*

<table>
<thead>
<tr>
<th>Category</th>
<th>Access granted in full</th>
<th>Access granted in part</th>
<th>Access refused in full</th>
<th>Information not held</th>
<th>Information already available</th>
<th>Refuse to deal with application</th>
<th>Refuse to confirm/deny whether information is held</th>
<th>Application withdrawn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Members of Parliament</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Private sector businesses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Not-for-profit organisations or community groups</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Members of the public (application by legal representative)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Members of the public (other)</td>
<td>3</td>
<td>9</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* More than one decision can be made in respect of a particular access application. If so, a recording must be made in relation to each such decision. This also applies to Table B.

### Table B: Number of applications by type of application and outcome

<table>
<thead>
<tr>
<th>Category</th>
<th>Access granted in full</th>
<th>Access granted in part</th>
<th>Access refused in full</th>
<th>Information not held</th>
<th>Information already available</th>
<th>Refuse to deal with application</th>
<th>Refuse to confirm/deny whether information is held</th>
<th>Application withdrawn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal information applications</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Access applications (other than personal information applications)</td>
<td>1</td>
<td>6</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Access applications that are partly personal information applications and partly other applications</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* A personal information application is an access application for personal information (as defined in clause 4 of Schedule 4 to the Act) about the applicant (the applicant being an individual).
### Table C: Invalid applications

<table>
<thead>
<tr>
<th>REASON FOR INVALIDITY</th>
<th>NO OF APPLICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application does not comply with formal requirements (section 41 of the Act)</td>
<td>0</td>
</tr>
<tr>
<td>Application is for excluded information of the agency (section 43 of the Act)</td>
<td>0</td>
</tr>
<tr>
<td>Application contravenes restraint order (section 110 of the Act)</td>
<td>0</td>
</tr>
<tr>
<td>Total number of invalid applications received</td>
<td>0</td>
</tr>
<tr>
<td>Invalid applications that subsequently became valid applications</td>
<td>0</td>
</tr>
</tbody>
</table>

### Table D: Conclusive presumption of overriding public interest against disclosure: matters listed in Schedule 1 to Act

<table>
<thead>
<tr>
<th>NUMBER OF TIMES CONSIDERATION USED*</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overriding secrecy laws</td>
<td>0</td>
</tr>
<tr>
<td>Cabinet information</td>
<td>0</td>
</tr>
<tr>
<td>Executive Council information</td>
<td>0</td>
</tr>
<tr>
<td>Contempt</td>
<td>0</td>
</tr>
<tr>
<td>Legal professional privilege</td>
<td>4</td>
</tr>
<tr>
<td>Excluded information</td>
<td>0</td>
</tr>
<tr>
<td>Documents affecting law enforcement and public safety</td>
<td>0</td>
</tr>
<tr>
<td>Transport safety</td>
<td>0</td>
</tr>
<tr>
<td>Adoption</td>
<td>0</td>
</tr>
<tr>
<td>Care and protection of children</td>
<td>0</td>
</tr>
<tr>
<td>Ministerial code of conduct</td>
<td>0</td>
</tr>
<tr>
<td>Aboriginal and environmental heritage</td>
<td>0</td>
</tr>
</tbody>
</table>

* More than one public interest consideration may apply in relation to a particular access application and, if so, each such consideration is to be recorded (but only once per application). This also applies in relation to Table E.

### Table E: Other public interest considerations against disclosure: matters listed in table to section 14 of Act

<table>
<thead>
<tr>
<th>NUMBER OF OCCASIONS WHEN APPLICATION NOT SUCCESSFUL</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsible and effective government</td>
<td>3</td>
</tr>
<tr>
<td>Law enforcement and security</td>
<td>1</td>
</tr>
<tr>
<td>Individual rights, judicial processes and natural justice</td>
<td>6</td>
</tr>
<tr>
<td>Business interests of agencies and other persons</td>
<td>1</td>
</tr>
<tr>
<td>Environment, culture, economy and general matters</td>
<td>0</td>
</tr>
<tr>
<td>Secrecy provisions</td>
<td>0</td>
</tr>
<tr>
<td>Exempt documents under interstate Freedom of Information legislation</td>
<td>0</td>
</tr>
</tbody>
</table>

### Table F: Timeliness

<table>
<thead>
<tr>
<th>NO OF APPLICATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decided within the statutory timeframe (20 days plus any extensions)</td>
</tr>
<tr>
<td>Decided after 35 days (by agreement with applicant)</td>
</tr>
<tr>
<td>Not decided within time (deemed refusal)</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

### Table G: Number of applications reviewed under Part 5 of the Act (by type of review and outcome)

<table>
<thead>
<tr>
<th>DECISION VARIED</th>
<th>DECISION UPHELD</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal review</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Review by Information Commissioner *</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Internal review following recommendation under section 53 of Act</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Review by ADT</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* The Information Commissioner does not have the authority to vary decisions, but can make recommendations to the original decision-maker. The data in this case indicates that a recommendation to vary or uphold the original decision has been made by the Information Commissioner.

### Table H: Applications for review under Part 5 of the Act (by type of applicant)

| NO OF APPLICATIONS FOR REVIEW |
|-----------------------------|-----------------------------|
| Applications by access applicants | 0                           |
| Applications by persons to whom information the subject of access application relates (see section 54 of the Act) | 0 |
GENERAL WASTE
In 2013, the University produced a little more than 3112 tonnes of general waste (3300 tonnes in 2012), made up of mixed waste and paper waste. About 70 percent was recovered and recycled through specialist waste processing and resource recovery facilities.

Mixed waste was diverted to the Advanced Resource Recovery facility at Kemps Creek, where 40 to 60 percent by weight can be recovered. Wet organic waste components were aerobically composted in enclosed tunnels to produce compost. A limited amount of residual waste was sent to landfill. Paper waste was sent to the Visy Materials Recovery facility at Botany for pulping and processing into paper and cardboard products.

ELECTRONIC WASTE
The University sent more than 67 tonnes (up from 24 tonnes in 2012) of redundant electronic equipment (e-waste) to Reverse E-Waste in 2013, to minimise the amount of waste sent to landfill. Reverse E-Waste dismantles electronic machines to recover useful material. About 97 percent by weight of electronic waste is recovered.

The charts below summarise the recycling and waste data for the University’s office and general campus waste streams.

HAZARDOUS WASTE
The total volume of chemical and clinical/biological waste generated during 2013 was 88 tonnes, a 16 percent increase from 2012. There were increased volumes of both chemical and clinical/biological waste. Hazardous waste volumes vary each year depending on the University’s activities, but in general are increasing due to improved compliance with the University’s hazardous waste procedures and the progressive disposal of legacy chemical storage. The substantial increase during 2013 is primarily attributed to the shutdown of the Camden incinerator and the associated diversion of clean animal anatomical waste from onsite incineration to offsite high-temperature incineration.

The University’s largest chemical waste stream, flammable solvents, is mixed with similar waste from other organisations and reused as an alternative fuel source for industrial cement kilns. Increasingly, other chemical waste streams, such as batteries, oils and chemical packaging, are being diverted to resource-recovery processes.

Further hazardous waste is disposed of by other means, such as bulk liquid waste disposal and incineration.
SUSTAINABILITY INITIATIVES

As part of its Sustainable Campus initiative, the University is committed to a healthy and sustainable campus environment. We are implementing strategies to reduce the University’s environmental footprint and improve the sustainability of our campuses.

In 2013, the University took several steps to improve energy efficiency and reduce its use of electricity, gas and water.

- The University supported a NSW Government initiative to reduce peak electricity demand. Over the 2013 summer period, the University reduced its peak load by up to 40 percent in a number of buildings with no interruption to business activities.
- Under the NSW Energy Savings Certificate Scheme, the University raised more than $120,000 in certificates that will be reinvested into future sustainability projects.
- The University developed a web-based platform to capture and record utility data to report on the University’s carbon emissions and sustainability performance.
- The University implemented an advanced utilities monitoring system in a majority of buildings on its main campus that enables monitoring and detailed analysis of energy use.
- Work began to procure a campus-wide solar project that will reduce carbon intensity of the University’s energy supply.
- A sustainability framework for new building projects was adopted that assesses and rates the environmental performance of new buildings and major refurbishment projects.

The University continued to engage with students and staff on sustainability issues throughout 2013.

- The University engaged students in a feasibility study of renewable energy generation at Camden Campus, and an Environmental Impact Assessment case study at the University’s site at Badgerys Creek.
- In late 2013, the University conducted a sustainability survey to ascertain staff opinions about environmental initiatives. The results will help identify opportunities and shape future environmental campaigns and communications.
- An Orientation Week stall provided students with information on sustainability initiatives at the University, and advice on how they can reduce their own environmental impact.
- ‘Ride2Work Day’ in October brought staff and students together to share breakfast and information on cycle routes, safety and bike maintenance. An interactive map was also created to show cyclists where to start a journey.