

Faculty Review and Planning Report 2005-2006

Faculty of Informatics

[17 February 2006]

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Part 1 Planning Context

1.1 UOW Environment

The University is travelling through a period of significant change both internally and externally. The major factors driving that change are cited below.

UOW Directions

UOW's major strategic directions over 2005-2007 are as follows:

- *Stabilise growth in student numbers and focus on quality of outcomes across all areas.*
- *Build on research strengths and opportunities*
- *Ensure a quality education and UOW student experience*
- *Selectively strengthen strategic partnerships that benefit the University*
- *Enhance and differentiate the University's national and international profile*
- *Stimulate regional development*
- *Increase income opportunities through funding diversification*
- *Advance the successful adoption of effective and prudent management processes*

Two major, potentially transforming developments – the Innovation Campus and the Graduate Medical School – will begin to take shape in 2006 and impact on activities across the faculties.

Learning and Teaching

Key external influences:

- Government initiatives under "Backing Australia's Ability":
 - A Learning and Teaching Performance Fund with funding of around \$54 million increasing to \$82 million in 2007 and \$109 million in 2008. The Fund, to be implemented in 2006, will reward those institutions that best demonstrate excellence in learning and teaching
 - The Carrick Institute for Learning and Teaching in Higher Education, a national focus for the enhancement of learning and teaching and acknowledging excellence.
 - From 2006, the Australian Awards for University Teaching (AAUT) will be enhanced. The number of rewards to teachers who demonstrate excellence in teaching will be increased; an additional \$8 million over 2006 to 2008 will be provided.
- Increased competition for enrolments in the sector
- Growing demand from students (employers and governments) for quality outcomes and effective business performance by universities
- Likely impact of VSU legislation on student experience and support mechanisms
- Demographics of aging population, and skills shortages in the workforce

Core Function Priorities:

- Attraction and retention of more students from equity groups
- A new Student Equity Plan
- Improved access to statistical data to assist faculties in their planning and reviews
- Improved teaching development, particularly for casual academic staff through new course and induction offerings and requirements

Student Numbers as at September 2005 (1/09/04 to 31/08/05 reporting year):

- 22,574 student enrolments
- 7,267 postgraduates (1,186 in research and 6,081 in coursework)
- 14,498 undergraduates (and over 800 non award students).
- 8,672 international enrolments, on and off shore (3,048 enrolled off-shore: over 2,370 at UOW Dubai and 678 in off-shore programs in Hong Kong, Singapore, Malaysia and the USA)
- 19,028 enrolled in programs on-shore: 17,497 at the Wollongong campus; 271 at the Shoalhaven Campus and 1,224 at the Education Centres at Batemans Bay, Bega, Moss Vale, Loftus and Sydney.

Research

Key external influences (from federal government reform agenda):

- The Research Quality Framework as the basis for an improved assessment of the quality and impact of publicly funded research
- Redevelopment of an Illawarra Health and Medical Research hub
- Incentives for increased collaboration between universities, publicly funded research agencies (eg, CSIRO, ANSTO) and other organisations
- Greater focus on commercialisation of research

Core Function Priorities:

- Research quality and impact data (see Research Quality Framework)
- The new dual funding model and associated practices (especially in relation to HDR students, the development of new strategic initiatives and a process for recognition of excellence outside areas of strength)
- Further training in research grant submissions and post-award grant management
- Review and improvement of resources for HDR students at the faculty level
- The new commercialisation framework, including the new partnership and associated internal policy changes and staff recruitment

Internationalisation

Key external influences:

- Federal government demand for professional, accountable management of the business of international education (see extended role for AUQA in auditing off-shore activities)
- Fluctuations in level of demand for places in Australian universities with current drop in demand leading to more aggressive competition in the sector
- The need for an increasingly diversified intake into a wider range of fields of study

Core Function Priorities:

- Targeted International Links Grants aligned with UOW's research objectives
- Major review of UOW's strategic alliances
- UOW's international scholarship program aligned to its internationalisation objectives
- Review of faculty offshore management
- Examples of good practice for integrating cross-cultural issues and perspectives into the curriculum

Community Engagement

Key external influences:

- The Commonwealth Higher Education Support Act 2003:
 - a special regional loading for regional universities (including Wollongong)

- emphasis on the need for a university to be accountable, via transparent processes and good governance, to its community stakeholders.
- The knowledge-based economy and its demands for advanced technologies, creative industries and lifelong learning
- Ecological degradation

Core Function Priorities:

- Improved monitoring and review of community strategies across all relevant plans, faculties and units
- Enhanced community interaction through partnerships, especially to facilitate the productive ties between University research and scholarship and community development
- Collaboration with communities to improve educational opportunities
- Raised awareness, support and reward for outstanding community engagement projects
- Community communication and engagement in major UOW developments: the Innovation Campus, (iC), the Graduate Medical School; the Shoalhaven Marine & Freshwater Centre
- Recognised role for Office of Community & Partnerships as a co-ordinating point for contact and collaboration between community members and faculties and units

1.2 Faculty Environment

1.2.1 Faculty Planning Context

Briefly describe the faculty's own current and projected planning context, including:

- *Internal faculty profile – strengths and challenges*
- *National and international trends and challenges for relevant disciplines*

The Faculty of Informatics leads the focus in the Information and Communication Technology (ICT) arena with its unique mix of schools and research centres positioning it at the forefront of innovation in its area. It enjoys an excellent standing within the University of Wollongong in terms of research and international student numbers. Domestic student numbers have been dropping in line with the downward trend in the overall sector, but the Faculty has grown its share of this declining sector. Up until the start of 2006, international student numbers for the Faculty have been holding firm at a time of considerable decline within the Australian international education sector ICT disciplines. This sustained growth is now also showing signs of decline in 2006.

Faculty Load in EFTSL as at September 2005 (1/09/04 to 31/08/05 reporting year):

- 2,242 (domestic: 1072; international: 1170)
- 1,072 Domestic (955 undergraduate; 118 postgraduate: 95 research and 23 coursework)
- 1,170 International
 - 771 International on-shore (340 undergraduate; 432 postgraduate: 42 research and 390 coursework)
 - 399 International off-shore (376 undergraduate; 23 postgraduate, all coursework)

The Faculty's undergraduate programs are work-place focused and its teaching at postgraduate level is research-driven. These foci result in graduates who are in high demand and attain concomitant high salaries. Recognising its student-centred focus, the Faculty supports initiatives such as the centralised Student Enquiry Centre, a dedicated International Unit supporting international students, the Peer Assisted Student Support program, the Personal Academic Mentoring program, use of the Centre for Learning Development, and supporting and fostering its Student Representatives.

Faculty activities such as the Early Entry, Enrichment Program, Year 12 Maths Prize, SITACS and SECTE Trade Shows, requires interaction with the local community. Extended community involvement through activities such as Dr Yu's work the Warrigal Aged Care, Dr Garcia's work with Wollongong "dotNet and Dynamic Lab, Mr Saffioti's Smith's Hill High School Computing Project, and Dr Ward's RoboCup Junior for Education Experience Australia focuses efforts on expanding community interaction.

1.2.2 Future Directions and Priorities

Outline the faculty's planned future directions and list priorities for the next one-to-two years and beyond

The Faculty is still in a consolidation period, particularly in the area of new staff, having consolidated its leadership and off-shore partnerships through the previous planning cycle.

Building on the progress achieved last year, the Faculty will continue to strive towards higher levels of teaching excellence through analysis of student data, and through identified effective strategies to improve student performance, retention and pass rates.

The Faculty will continue also its major review of all undergraduate and postgraduate courses on offer to ensure differentiation in the market place and further rationalisation across all of its offerings.

Emphasis on marketing forms strategies within this Plan to attract high quality domestic and international students, particularly in a very competitive and declining market. The Faculty will strive to maintain its growth in market share of students into all of its courses at both the domestic and international levels.

Research capacity-building remains a major focus whereby the Faculty is continuing its efforts to further improve its research performance in terms of quality and impact with a view to positioning the Faculty as a leading national player within the current Quality Research Framework.

Addressing staff development, particularly in relation to early career members of staff and relevant EEO groups remains one requiring significant levels of Faculty effort.

1.3 Faculty Report Communication Strategy

Briefly outline (dot points):

- a. *The consultation process undertaken in developing this Report*
- b. *How the Report will be communicated to staff and students*

The Faculty held a full Planning Conference, involving the entire Faculty, in the previous planning cycle which developed the Faculty Plan for 2005–06.

At this time, the Faculty Plan was formulated in such a way that each of the academic, research and administrative units had well-articulated strategies and key performance indicators (KPIs) within integrated Faculty-wide objectives. These objectives were mapped to the University's objectives. This approach made it easier to report and track performance since individual responsibilities were clearly identified on the basis of well-defined milestones.

This Plan was revised for the new planning cycle, 2006-07, at a Planning Day held in December, 2005, with academic representatives, and general and technical staff representatives from all Schools, along with the Dean, Sub-Dean, and Associated Dean (Research). Progress against existing objectives and strategies were considered and either completed, or retained into the new planning cycle, some with revised strategies and KPIs. Individual Schools had held a planning session prior to the Day.

Once revisions were complete, the new Plan was discussed with the Advisory Committee before being presented at the first Faculty meeting for the year at which Student representatives were present, and feedback sought and incorporated.

The Plan is available for download from the Informatics home page, and this has been communicated to Faculty Staff and Student members.

Part 2 Planning and Review – Core Activities

This Part is divided into four sections:

- 2.1 Learning & Teaching/ Internationalisation
- 2.2 Research/ Internationalisation
- 2.3 Community Engagement
- 2.4 Student Equity and Diversity

2.1 Learning and Teaching/ Internationalisation

Form 1 Learning & Teaching/ Internationalisation Objectives

Relevant objectives in UOW's Learning & Teaching and Internationalisation Strategic Plans are set out below.

UOW Learning & Teaching Strategic Objectives	UOW Performance Indicators
1. Cultivate within our students the attributes of a Wollongong Graduate	<ul style="list-style-type: none"> ▪ Student participation in overseas study opportunities ▪ Completion of International Minor strand ▪ Information Literacy Participation ▪ Subject Evaluation Survey outcomes
2. Support student learning	<ul style="list-style-type: none"> ▪ Student satisfaction ▪ Commencing and total student success and attrition (including equity groups)
3. Offer quality teaching programs	<ul style="list-style-type: none"> ▪ Graduate employment rates ▪ Further study after graduation ▪ Outcomes of CEQ and Subject Evaluation Survey ▪ Comparable student performance across all UOW teaching locations ▪ Integration of online learning aspects in subjects ▪ Student satisfaction with teaching resources
4. Support quality teaching and professionalism	<ul style="list-style-type: none"> ▪ Graduate employment rates ▪ Staff participation in teaching-related development ▪ Outstanding Teaching Award applications ▪ Applicants and recipients for external teaching awards
UOW Internationalisation Strategic Objectives	Relevant UOW Performance Indicators
1. Identify and develop key international alliances	<ul style="list-style-type: none"> ▪ Active international agreements with targeted institutions ▪ Number of new or revised teaching programs developed and taught collaboratively with an international partner
2. Prepare students for roles in an international multicultural context	<ul style="list-style-type: none"> ▪ UOW student participation in overseas study opportunities ▪ Completion of International Minor strand
3. Enhance cultural sensitivity and understanding among staff and students	<ul style="list-style-type: none"> ▪ CEQ rating for "my university experience encouraged me to value perspectives other than my own" ▪ International student satisfaction ▪ Staff completion of cross-cultural development programs
4. Support diversification of student profile	<ul style="list-style-type: none"> ▪ International student profile

5. Equip international students with the skills and knowledge to engage fully in the UOW student experience	<ul style="list-style-type: none"> ▪ International student satisfaction ▪ International student success and attrition
6. Enhance the University's capacity to compete in the international market	<ul style="list-style-type: none"> ▪ [No institutional PIs relevant to faculty activities]

Form 2 Faculty Planning Sheet – Learning & Teaching/ Internationalisation

The Tables in this Form have two components:

1. Report on progress in 2005 – Columns 1 & 2 (shaded)*

2. Faculty Forward Plan 2007-2008 – Columns 3 & 4 (unshaded)

* After completing the report on progress, complete the Learning & Teaching Evaluation Report (Form 3).

1. Graduate Attributes

UOW L&T Objective 1 UOW Int Objective 2		- Cultivate within our students the attributes of a Wollongong Graduate - Prepare students for roles in an international, multicultural context	
Faculty Strategies 2005-2006	Progress in 2005 (including key outcomes)	Revised Faculty Strategies 2006-2007	Constraints/Challenges
(For strategy to integrate academic and information literacy into curricula, see "Student Support" Point 4)			
Implementation plan of integrating academic and information literacy, language and learning support into curricula (detailed steps outlined in point 4 below)	<ul style="list-style-type: none"> ▪ Interim mapping of identified subjects presented at August FEC meeting with progress presented at October meeting. ▪ Stage 2 of developing a staged implementation plan commenced. 	Strategy and KPIs to continue into the new planning cycle. Timeline edited to end 2006 for some strategies and 2007 for others, not 2005 as originally stated (see point 4 below).	

2. Student Support

UOW L&T Objective 2 UOW Int Objective 5		- Support student learning - Equip international students with skills and knowledge to engage fully in the UOW student experience	
Faculty Strategies 2005-2006	Progress in 2005 (including key outcomes)	Revised Faculty Strategies 2006-2007	Constraints/Challenges
Objective 4.1.1: Provide an effective educational experience for all our students that will produce quality graduates.			
1. Improve pass rates in first year subjects with high failure rates by: <ul style="list-style-type: none"> - Identifying one subject per session with recent failure rates above 25% within each School - Identifying reasons for problems and areas for improvement - Developing applications for funding to support implementation of changes (e.g. FSA, ESDF) 	<ul style="list-style-type: none"> ▪ Reviews completed on Autumn session subjects ▪ Spring subject identified ▪ Evaluation reports provided for MATH131, MATH121, CSC1103, CSC1114, CSC1124. ▪ STAT131 and MATH142 to be completed over summer. ▪ Change evaluation developed to include reflection on core/pre-requisite subjects in order to gather data on success of 	FEC's Quality 101 Working Party will build on its good work within the past planning cycle into the new. Completion of Summertime Maths CDRom KPI adjusted to summer 2006/07.	Time and resources.

<ul style="list-style-type: none"> - Mentoring lecturers regarding implementation of improvements - Implementing follow-up evaluation 	<p>subjects in preparing students for follow-on subjects.</p> <ul style="list-style-type: none"> ▪ Two unsuccessful grant submissions developed and lodged; One ARC submission pending ▪ CSCI114 changes implemented in Autumn 05 further changes in Spring 05. ▪ Development of MATH141 resources continuing, to be implemented in Autumn 2006. ▪ Developing Summer session math CDROM project targeting pre-undergraduate students with ESDF application completed to support initiative. ▪ CSCI114 failure rate fell from 34.5% to 29%; further development of lab in Spring 05. ESDF application to be developed to support continuation of this initiative. ▪ CSCI124 changes instituted to re-introduce modular system; ESDF application to be completed to support initiative. ▪ Assessment timing in STAT131 to be re-assessed. <p>Summary: The FEC Quality 101 working party's efforts have continued on the success of last year and are paying dividends. This work will continue into the next planning cycle.</p>		
<p>2. Reinstate mentoring scheme for "at risk" first-year UG SITACS students. Identified "at risk" students to meet with mentors at least once per academic year</p>	<ul style="list-style-type: none"> ▪ D/base created and using Aut 2005 failures as baseline. ▪ Identified "At risk" students attended two forums held (18/8/05 & 15/9/05) both of which received positive feedback. ▪ Result of above saw all students passing at least three-quarters of their subject load. ▪ Another forum scheduled for end 	<p>Redefine KPI as "Group Mentoring" of students at risk.</p>	

	<p>November after release of Spring session results.</p> <ul style="list-style-type: none"> ▪ Identified students provided with email address as contact for individual mentoring. <p>Summary: Significant progress towards this strategy has been achieved and will continue. Results at year's end will be evaluated to build on the progress achieved and to determine if adjustments in strategy required.</p>		
3. Update TAFE and domestic private provider articulation arrangements by organising meetings with TAFE and private providers	No progress to report.	This strategy to remain into the new planning cycle, however in a reconsidered format focusing on select courses.	
4. Integrate academic and information literacy, language and learning support into curricula by identifying appropriate subjects and developing staged plan for implementation, with assistance of Learning Development and Library Services	<ul style="list-style-type: none"> ▪ In progress: <ul style="list-style-type: none"> ➢ Interim mapping of subjects presented at August 25 FEC meeting and further progress presented at the October FEC meeting. ➢ This is the first step towards identifying appropriate subjects and the production of a staged implementation plan expected to be in place by December 2005. ➢ SECTE Education Committee identified ECTE171 for academic literacy support in 2006. ➢ SITACS and SMAS yet to review collated data. <p>Summary: FEC is working steadily at this objective which will continue into the new planning cycle.</p>	Timeline for integration of information literacy, language and learning support into key first year subjects edited to be end 2006, and for other key subjects to be end 2007.	

3. Teaching Programs

<p>UOW L&T Objective 3 - Offer quality teaching programs UOW Int Objectives 1&6 - Identify and develop key international alliances - Enhance the University's capacity to compete in the international market</p>			
Faculty Strategies 2005-2006	Progress in 2005 (including key outcomes)	Revised Faculty Strategies 2006-2007	Constraints/Challenges
Course and subject reviews			
<p>Objective 4.1.2: Review course and subject offerings in line with the University Quality Review Framework with a clear focus on key national and (where appropriate) international industry and social sector needs.</p>			
<p>1. Develop and implement five-year plan for review of course and subject offerings in line with UOW Quality Review Framework, with a clear focus on key national and (where appropriate) international industry and social sector needs</p>	<ul style="list-style-type: none"> ▪ Framework and template for reviews presented at October FEC meeting. Feedback to be collated and developed into a Faculty-wide template. ▪ Review of BIST recommended for 2006. ▪ Schools yet to provide their definite review schedule. ▪ Key aspects of QRF and associated strategic plan objectives are standing items on FEC agenda. <p>Summary: The FEC has achieved progress on this important objective and will continue this work into the new planning cycle.</p>	<p>FEC to continue its work on this strategy into the new planning cycle. Add to strategy: Parties external to Faculty to conduct audit of assessment procedures in each school.</p>	
<p>2. Review all SITACS subject offerings (both undergraduate and postgraduate) with a view to rationalisation</p>	<ul style="list-style-type: none"> ▪ Review commenced for BCompSc with the content of 3 core subjects (CSCI124, CSCI204, CSCI212) streamlined and redefined. ▪ Multi Media and Game Development major in BCompSc introduced in 2006. ▪ PG subjects rationalised. ▪ The introduction of Advanced degrees assists in refocussing offerings into identifiable areas. <p>Summary: Progress has been achieved; the review document is on target for an end Autumn 2006 delivery.</p>	<p>Strategy to remain in place for new planning cycle.</p>	
<p>3. Review market demand for Software Engineering and develop new syllabus,</p>	<ul style="list-style-type: none"> ▪ Preliminary survey completed but results were inconclusive. ▪ Liaising with 	<p>Strategy to remain in place for new planning cycle with changes to KPIs: 1. Potential outsourcing</p>	

<p>benchmarked with top international offerings</p>	<p>UniAdvice to define survey criteria and possibility of outsourcing the survey.</p> <ul style="list-style-type: none"> ▪ A team, including SECTE staff, to be formed to champion the SE curriculum. ▪ Software Engineering Committee formed and draft reports generated. ▪ Focus groups for above conducted, involving industry partners, with results yet to be released. <p>Summary: This objective will continue into the next planning cycle with a revised strategy.</p>	<p>of market survey with assistance from UniAdvice.</p> <p>2. Formation of a team to champion the SE curriculum.</p>	
<p>4. Review structure of all eight SITACS coursework Masters Degrees, with a view to rationalising current content and possibly designing a two-year Masters program</p>	<ul style="list-style-type: none"> ▪ PG MICT, MCompSc Advanced degrees introduced and new majors introduced for each degree. ▪ Strategy has been changed to introduce these new degrees (and majors) and not retire eight masters until the new ones show promise. <p>Summary: Progress has identified the need to redefine this strategy into the new planning cycle.</p>	<p>This strategy is now complete</p>	
<p>5. Conduct reviews of all SMAS degrees over the next five years commencing with the first year's operation of the MMathFin</p>	<ul style="list-style-type: none"> ▪ Accreditation requirements for the BMathFin degree determined with three different organisations with accreditation having been received from the Australasian Institute of Banking and Finance. ▪ Accreditation also received from the same institution for the MMathFin. ▪ Evaluating revising MMathFin into a 72 credit point course expected to be finalised for 2007 intake. ▪ Accreditation for all SMAS degree offerings being sought from the Australian Mathematical Society and the Statistical Society of Australia. 	<p>This strategy will continue into the new planning cycle along the lines identified in the <i>Progress in 2005</i> column along with revised KPI of: Forming a small group to consider immediate changes to MMathFin (first year) to be in place for 2006.</p>	

	<ul style="list-style-type: none"> ▪ Articulation from BMathFin into MActuarial Stats at ANU negotiated, one year of which gives students the same qualifications as from a regular Actuarial degree. <p>Summary: SMAS achieving towards this objective this year. Work will be ongoing into the new planning cycle.</p>		
6. Working party of SEC to review and restructure SECTE undergraduate and postgraduate courses in consultation with School (via forum), students and industry	<ul style="list-style-type: none"> ▪ New ug course structures agreed with the School: <ul style="list-style-type: none"> ➢ Year 1 commenced 2005. ➢ Year 2 approved for 2006. ➢ Year 3 almost finalised; majors almost defined; sub-Committees established to finalise final year offerings. ▪ Historical pg data assessed and initial review completed August 2005; trial in 2006 of different delivery method for MEngStud subjects to be implemented with full review to follow. <p>Summary: review of ug course almost complete; full review of pg courses to be undertaken in new planning cycle.</p>	To continue into the new planning cycle along the lines identified in the <i>Progress in 2005</i> column with additional KPIs of: <ul style="list-style-type: none"> ➢ Complete the implementation of fourth year of BE degree; ➢ Explore opportunities for new degrees: Multimedia, Software Engineering (with SITACS), Cotutelle. 	
7. Review delivery mechanism for SITACS first year subjects.	<ul style="list-style-type: none"> ▪ Proposed BCompSc degree restructure fast tracked through approval process. ▪ CSC1124, CSC1204, CSC1212, CSC1214 reviewed with the result that structured labs and tutes to be introduced in 2006 with lecture time to be reduced from 4 to 3 hours. 	To continue into the new planning cycle with KPIs as identified in the <i>Progress in 2005</i> column.	
8. Ensure SMAS service teaching meets customer needs through increased involvement of client units	<ul style="list-style-type: none"> ▪ Meetings held with Faculties of Engineering and Health & Behavioural Science with good collaboration achieved with Engineering in a Masters subject. ▪ In light of discussions 	Further work is required on this strategy, which will be progressed in the new planning cycle, with new KPIs of: <ol style="list-style-type: none"> 1. Conduct annual reviews of the subjects offered with client units; 	

	<p>held with SITACS, changes to MATH121 to relate material to programming in a more effective way.</p> <ul style="list-style-type: none"> ▪ Progress of MATH010 (Enabling Maths) reviewed; ongoing support to be provided to these students in 2006. ▪ Engineering Stats for Engineering Faculty successful to continue into 2006. 	<ol style="list-style-type: none"> 2. Course reviews to include this specific objective, with two areas selected in the first year for immediate consideration; 3. Meet with clients at the completion of each subject to ensure satisfaction but also to explore closer client involvement, eg guest lectures; 4. Seeking further opportunities for Finance-related Masters in conjunction with the Commerce Faculty by organising discussions with Commerce about new postgraduate degrees which combine Mathematics, Finance and Economics. 	
<p>9. Evaluate undergraduate and postgraduate programs to meet the needs of international students and industry by:</p> <ul style="list-style-type: none"> - Benchmarking offshore and onshore programs - Monitoring academic progress of offshore and onshore students <ol style="list-style-type: none"> 1. Benchmarking offshore and onshore programs 2. Monitoring academic progress of offshore and onshore students <p><i>(NB: 8 and 9 originally one strategy – now split into two strategies, one relating to evaluation and the other awareness raising/communication)</i></p>	<ul style="list-style-type: none"> ▪ Benchmarking commenced in August 2005 for International Student Support Services and Marketing. ▪ Process for monitoring academic progress of offshore and onshore students yet to be established. 	To continue into the new planning cycle.	
<p>10. Raise awareness of quality assurance processes pertaining to international students by:</p> <ul style="list-style-type: none"> - Establishing a formal reporting process between International unit and schools - Providing annual QA reports to Heads of School 	<ul style="list-style-type: none"> ▪ Formal reporting process established in September 2005, meeting with each School Head third week of each month for one hour. ▪ Reporting commenced August 2005 for SITACS in the offshore regions of Singapore, Malaysia, Hong Kong and 	To continue into the new planning cycle.	

	Indonesia ; Reporting commenced for SECTE in the offshore region of China (Zhengzhou University).		
Objective: Develop Dean's Scholars program across Faculty degrees.			
Develop Dean's Scholars program across Faculty degrees	<ul style="list-style-type: none"> ▪ Courses in SITACS modified to enhance quality and competitiveness and fast tracked. ▪ Review of the degrees offered in SECTE is continuing. 	Framework to be developed by early 2006 (to be reviewed in February); FEC to consider offshore programs.	
Objective: Consolidate all offshore partnerships			
1. Ensure consistency of delivery at offshore locations via thorough annual reviews of all programs	<ul style="list-style-type: none"> ▪ Work in Progress for SIM in Singapore, INTI in Malaysia and Indonesia; Dubai in UAE; ABRS in Hong Kong. ▪ Not yet commenced for new partner in Hong Kong (HKUST). 	To continue into the new planning cycle and include new partnership with Zhengzhou University in China.	
2. Identify a cohort of academic staff with ability to teach relevant subjects in a suitable, intensive delivery mode	<ul style="list-style-type: none"> ▪ Offshore Teaching schedule is now completed in direct consultation with the relevant head of school to ensure that the most suitable staff member is sent offshore to teach the subject. ▪ Process of selection of staff is to be reviewed for 2006. 	Complete	
3. Benchmark offshore programs in areas of student support services and student fees to ensure optimum competitiveness as against domestic and international universities competing in the same market space	<ul style="list-style-type: none"> ▪ Work in progress for benchmarking of offshore programs in Malaysia, Indonesia, Singapore, and Hong Kong. 	To continue into the new planning cycle.	
4. Gain ACS accreditation of all relevant programs	<ul style="list-style-type: none"> ▪ International Unit to assist with providing details of offshore partners for the application by mid August 2005 with completion targeted for July 2006. 	Domestically completed. To continue into the new planning cycle for offshore programs including incorporating SECTE programs in terms of IE Aust accreditation.	
5. Develop clearly defined managerial and operational lines with each partner with clear briefings to faculty staff	<ul style="list-style-type: none"> ▪ International Unit working in conjunction with the HoS & Dean to finalise responsibilities and expectations for the Academic Program Directors. Expected to 	Complete	

	be in place my mid September 2005.		
6. Develop strategic government and industry linkages and contacts in all locations to support faculty programs	<ul style="list-style-type: none"> ▪ Ongoing development of industry / government contacts in Singapore, Malaysia, Hong Kong and Indonesia with particular emphasis on ITC industry and government departments. 	To continue into the new planning cycle.	
7. Establish an active faculty alumni that liaises closely with each partner institution	<ul style="list-style-type: none"> ▪ Alumni function scheduled for Singapore in late October to include all past Harbridge/IDP students and to be held at Singapore Institute of Management. ▪ Date for Alumni function at INTI in Malaysia and ABRS in Hong Kong is yet to be scheduled. 	To continue into the new planning cycle.	

4. Quality Teaching and Professionalism

<i>UOW L&T Objective 4</i>		<i>- Support quality teaching and professionalism</i>	
<i>UOW Int Objective 3</i>		<i>- Enhance cultural sensitivity & understanding among staff & students</i>	
Faculty Strategies 2005-2006	Progress in 2005 (including key outcomes)	Revised Faculty Strategies 2006-2007	Constraints/ Challenges
Objective 4.1.3: Review teaching allocation.			
1. Review teaching allocations within SITACS to: <ul style="list-style-type: none"> 1.1 Involve senior staff in first-year teaching 1.2 Support lecturers teaching large classes 1.3 Appoint proactive first-year coordinator(s) 	1.2 Staff with large classes given tutoring assistance during workloads negotiations. <ul style="list-style-type: none"> 1.3 i) Five of eight 1st year coordinators involved in review of CSC1124, CSC1204, CSC1212 ii) QUAL101 to be implemented within CSC1114. iii) ESDF grant to further improve CSC1114's learning outcomes. 	1.1 Redefine to read: "Senior staff / appropriately experienced staff . . ." to more closely reflect the guiding principle used for 2006 allocations. <ul style="list-style-type: none"> 1.2/3 To continue into the new planning cycle. 	
2. Encourage teaching collaboration within SMAS by developing subjects suitable for team teaching (possibly across areas)	Established. STAT304 to involve industry expert to teach for four weeks; INFO411 taught cooperatively across all three schools.	Monitoring to continue into the new planning cycle with strategy KPI to be: SEC to consider subjects suitable for team teaching possibly across areas.	

Objective 4.1.4: Further enhancing teaching quality

		FEC to develop processes to enhance Faculty student satisfaction as measured through Student Satisfaction Surveys by achieving a closer correlation to the UoW score spectrum.	
		FEC to develop processes to encourage and assist academic staff to apply for competitive grants in the area of quality teaching and learning as measured by: 1. the number of applications submitted, and 2. the success rate of these applications.	

Form 3 Learning and Teaching/ Internationalisation Evaluation Report

3.1 Overview of Performance

Include achievements and milestones, awards, challenges and constraints.

- Faculty's Power Quality and Reliability group successful in attracting the IEEE's ICHQP conference to the campus in 2008 expected to realise around 200 leading researchers and practitioners from around the world.
- Above group received two awards:
 - The Conway prize awarded by the EESA's prize for the best paper at their annual conference (recipients include: Vic Gosbell, Sean Elphick, Sarath Perera and Neil Browne)
 - The Joint API/ACPE research project award (recipient Scott Abbott and his supervisors within the power quality and reliability group)
- SECTE student, Shengrong BU, received best student paper award at the 3rd International IEEE Conference on Industrial Informatics, held in Perth.
- Appointment of Ray Chambers as Professor of Statistical Methodology funded by the Australian Bureau of Statistics (ABS).
- Maths Student, Paul James White attended a nine-week program working on solving a fluid animation problem for Pixar Studios which included a scholarship that covered transport, accommodation and living expenses.
- SECTE Head of School, Professor Salim Bouzerdoum, awarded the Chester Sall Award for the best paper in the IEEE Transaction of Consumer Electronics (2004), a highly prestigious award with a presentation to take place early in 2006 at the Las Vegas Convention Centre.
- Successful Australia Computer Society (ACS) accreditation of all SITACS degrees (both undergraduate and postgraduate).
- Success accreditation of SMAS undergraduate and postgraduate Mathematics and Finance Degrees by the Australasian Institute of Banking and Finance.
- Continued IEAust. accreditation of SECTE degrees.
- Faculty successfully held the *Illawarra Schools Maths Competition* attracting 72 students from years 7 –11. Awards to be presented in December.
- Revised the Year10 Maths Prize into a Year 12 Scholarship which ran for the first time successfully attracting approx 20 students.
- Both SITACS and SECTE held successful student Trade Shows in October.
- Successful in attracting Maths in Industry Study Group (MISG) to be based in Wollongong for three years from 2007.

3.2 Evaluation of effectiveness of strategies in achieving UOW objectives

Refer to the Performance Indicators (Form 1), Data Collection and record of progress (Form 2).

- Detailed Diversification Strategy tabled by International Manager at University Wide UIC Marketing Sub-Committee to now act as a template for all Faculties at UOW.
- Two new courses approved: Master Computer Science (Advanced) and Master Information Technology and Communication (Advanced) along with a multimedia and games development major approved for the Bachelor Computer Science course.
- Prof Bouzerdoum presented a Plenary Lecture at the University of Mostaganem in Algeria.
- Faculty achieved a higher than UoW average HD student performance.

3.3 Evaluation of effectiveness of strategies in achieving faculty objectives

Refer to the Performance Indicators (Form 1), Data Collection and record of progress (Form 2).

- Faculty achieved 84% average satisfaction rate in Subject Evaluation Survey.
- Faculty's international on-campus student load is 45% of total providing both international and domestic students with cross-cultural experiences and communication.
- Of students available for full-time employment in 2004 (no 2005 figures yet available), Informatics achieved a 100% Electrical Engineering graduate employment rate (as against a national average of 79.1%), for Computer Science, 95% as against a national average of 70%, and for Mathematics 100% as against a national average of 65%.
- Overall CEQ student satisfaction level increased to 72.5% in 2004 as against 67.7% in 2003 (latest available figures).
- Overall Student Satisfaction Survey satisfaction level increased to 81.4% in 2004 as against 71.1% in 2003. and the highest level since recorded data collection in 1998.
- Faculty has a 54% proportion of subject integrating WebCT online learning aspects, as against the UoW average of 42%.
- Faculty has a higher percentage of HD student performance than UoW average, but also a higher F than UoW average. It is to address this fact that the Quality 101 working party of the FEC was established.
- Faculty has a higher overall student completion rate than UoW average and a lower attrition rate.
- Presented MATH010 (Enabling Math) to approx 30 students for Faculty of Engineering. Results to be evaluated; may look to extending to Faculty of Informatics students.

3.4 General comments (optional)

- PhD student, Catherine Todd awarded the Judy Gordon Memorial Award.
- PhD student, Chung Le Tran, granted Alexander von Humboldt Research Fellowship to work with Prof Alfred Mertins in Germany.
- Prof Bouzardoum invited and accepted invitation to join the Editorial Board of International Journal of Computational Intelligence and Applications (IJCIA).
- A/Prof Wysocki appointed an Associate Editor of the IEEE Transactions on Microwave Theory and Techniques.
- Prof Bouzardoum winner of the 2004 Chester Sall Award for best paper in the IEEE Transaction of Consumer Electronics.
- Recent graduate, Scott Abbott, recipient of the inaugural Joint API/ACPE Project Award.

2.2 Research/ Internationalisation

[Faculties have already completed their reviews for 2005 and updated their forward plans as part of the URC Mid-Term Research Review, July-August 2005.]

2.3 Community Engagement

Form 1 Community Engagement Objectives

Relevant objectives in UOW's Community Engagement Strategic Plan are set out below.

UOW Community Engagement Strategic Objectives	Relevant UOW Performance Indicators
1. Promote the sharing of knowledge between the University and its communities	<ul style="list-style-type: none"> ▪ Number of awards, grants or other forms of recognition received for community engagement activities ▪ UOW staff representation on external/ community/ professional boards and forums ▪ Community representation on UOW committees ▪ UOW students on accredited internships/ service learning/ volunteer work in community ▪ Number of courses with embedded practical work experience/ contextualised learning component ▪ Public lectures/ community-focused forums/ conferences conducted by UOW
2. Contribute to sustainable economic and environmental management	<ul style="list-style-type: none"> ▪ Level of external recognition for environmental activities and improvements ▪ Number of projects for improved economic and environmental management
3. Strengthen incentives and resources for educational growth and development	<ul style="list-style-type: none"> ▪ Community focussed forums/conferences held at UOW ▪ Number of schools visited to provide: (1) careers assistance; (2) learning activities; and (3) other ▪ Number of other community outreach and enrichment programs and activities ▪ Enrolments by course at Shoalhaven Campus and Education Centres ▪ Enrolments in access and equity programs <i>[Central data not available]</i> ▪ Joint programs and initiatives with schools and other education providers
4. Take an active role in community social and cultural development and well-being	<ul style="list-style-type: none"> ▪ Participation in arts and cultural programs ▪ Participation in sports and recreation programs and events ▪ Programs and initiatives that promote diversity and appreciation of Indigenous cultures ▪ Projects and initiatives that promote community health, fitness and well-being

Form 2 Faculty Planning Sheet – Community Engagement

The Tables in this Form have two components:

1. Report on progress in 2005 – Columns 1 & 2 (shaded)*
2. Faculty Forward Plan 2007-2008 – Columns 3 & 4 (unshaded)

* After completing the report on progress, complete the Community Engagement Evaluation Report (Form 3).

1. Sharing Knowledge

UOW CE Objective 1 - Promote the sharing of knowledge between the University and its communities			
Faculty Strategies 2005-2006	Progress in 2005 (including key outcomes)	Revised Faculty Strategies 2006-2007	Constraints/ Challenges
Objective 5(a): Quarterly Research Seminars and/or mini-workshops for local industry.			
1. Conduct quarterly research seminars and/or mini-workshops on a quarterly basis targeted at local industry with a view to fostering engagement	<ul style="list-style-type: none"> ▪ Faculty presented a research capability seminar to a major ICT Telematics delegation from Taiwan as well as the NSW Telematics business cluster (Prof Philip Ogunbona provided the main presentation with assistance from Prof Rei Safavi Naini and Prof. Joe Chicharo). ▪ TITR hosted a major visit from CSIRO wherein seminars / presentations were delivered by both sides with a view to exploring research collaboration. ▪ Faculty took part in joint discussions with TAFE Illawarra with a view to exploring partnership opportunities for a multimedia presence in the Innovation Campus. This process is now well underway. 	To continue into the new planning cycle.	
Objective 5(b): Provide the ICT leadership focus in terms of the development of the Wollongong Innovation Campus (WIC).			
Collaborate with the UOW development team to develop Innovation Campus (eg by identifying potential participants and contributing to specific presentations/ events)	<ul style="list-style-type: none"> ▪ Craig Peden appointed 15 August 2005 ▪ Engaged one prospective partner for WIC involvement (The Distillery). ▪ First step is to engage in some joint research activity (ARC Linkage) with view to tenancy options being discussed early to mid 2006. Other partners to be scoped and considered in concert 	To continue into the new planning cycle. Additional new strategy for MICD to maximise the Faculty's research and commercialisation revenues by: <ul style="list-style-type: none"> ▪ negotiating executed research contracts with a total value of \$150k or more; ▪ negotiating executed a least one external commercial licence agreement (excluding with an associated 	

	with David Fuller and other relevant UoW executive.	startup) with a minimum up-front payment of \$15k.	
		<p>MICD to:</p> <ul style="list-style-type: none"> ▪ investigate feasibility of combining SITACS and SECTE annual Trade Shows and source suitable venue. ▪ explore commercial opportunities that may result. 	
		<p>MICD to identify, evaluate prioritise and progress high potential projects for the future by:</p> <ul style="list-style-type: none"> ▪ preparing groundwork for potentially valuable projects in future years; ▪ filing three provisional patent applications; ▪ filing four discoveries into the UniQuest Techcomm process; ▪ effectively managing a project portfolio, including the identification and approach to at least three potential licencees or investors for each technology for which a patent is granted or under prosecution; ▪ leading and conducting strategic research in areas of interest including market research, technology research, competitor research and patent analysis and research; ▪ managing or co-managing at least two projects; ▪ for the above projects and other projects as requested, making presentations and funding applications. 	
		<p>MICD to assist with the management of startups as appropriate by:</p> <ul style="list-style-type: none"> ▪ assisting with UOW/UniQuest representative on company boards as required; ▪ assisting in fund raising for companies as required ▪ contributing as a director of at lease one startup if required. 	

2. Economic and Environmental Management

<i>UOW CE Objective 2 - Contribute to sustainable economic and environmental management</i>			
Faculty Strategies 2005-2006	Progress in 2005 (including key outcomes)	Revised Faculty Strategies 2006-2007	Constraints/Challenges
None in 2005-2006 Plan	<ul style="list-style-type: none"> ▪ The Faculty is replacing its CRT screens with LCDs which are less energy intensive as labs are rolled over. ▪ All computers, staff and student labs, have power saving features such as moving to hibernation mode when not actioned after a specified time. ▪ Faculty staff manually switch off lights in non-session times which are not sensor controlled. 	Investigate employing remote individual computer wake-up as required as opposed to generalised wakeup, thereby effecting further power saving.	

3. Educational Growth and Development

<i>UOW CE Objective 3 - Strengthen incentives and resources for educational growth and development</i>			
Faculty Strategies 2005-2006	Progress in 2005 (including key outcomes)	Revised Faculty Strategies 2006-2007	Constraints/Challenges
None in 2005-2006 Plan	Enrichment Program held with 1,314 years 7–12 high school students attending the campus for a selection of workshops, and a Maths Competition.	MICD to research Federal Government's Commercialisation and Community Involvement 3 rd stream funding opportunities.	
	<ul style="list-style-type: none"> ▪ Faculty staff attended 10 Careers Markets throughout the State. ▪ Also presented to a local selective school in the Highlands. 	MICD to raise awareness and educate staff and students in IP and commercialisation-related matters by: <ul style="list-style-type: none"> ▪ arranging for HDR students and selected staff to attend a Commercialisation workshop in Queensland; ▪ presenting IP seminars to students as required; ▪ Research/Research workshop held to educate Faculty on research funding opportunities. 	
	INFO101 taught at Caringbah High School for advanced standing into a Faculty course.		
	Both SITACS and SECTE held successful student Trade Shows in October, promoted to the wider community and attracting visitors (eg 74 external		

	attendees to the SITACS trade show) and significant media coverage over two days.		
	SMAS held a: <ul style="list-style-type: none"> ▪ Maths Teachers' Day held with approx 30 attendees; to be reprised next year due to positive comments received. ▪ Maths Career Information Night held with approx 50 attendees. 		

4. Social and Cultural Development and Well-being

<i>UOW CE Objective 4 - Take an active role in community social and cultural development and well-being</i>			
Faculty Strategies 2005-2006	Progress in 2005 (including key outcomes)	Revised Faculty Strategies 2006-2007	Constraints/Challenges
None in 2005-2006 Plan	<ul style="list-style-type: none"> ▪ Faculty a member of Illawarra Connections ▪ Staff member supervisor of RoboCup Junior for Educational Experience Australia. ▪ Faculty facilitated meeting with Illawarra ICT and IRDB for development of a local ICT cluster. 	1.	

Form 3 Community Engagement Evaluation Report

[1- 2 pages]

3.1 Overview of Performance

Include achievements and milestones, awards, challenges and constraints.

- Most successful Enrichment Program held with 1,314 years 7–12 high school students attending the campus for the following events:
 - 293 attending the four School-based Enrichment Series (one being repeated due to high level of demand) held on Fridays;
 - 944 attending the 12 weeks of Saturday School program;
 - 72 attending the Maths Competition.
- Faculty's Power Engineering group successful in attracting the IEEE's ICHQP conference to the campus in 2008 expected to realise around 200 leading researchers and practitioners from around the world. This is the first time that this conference has been awarded to a country outside of North/South America and Europe.
- SECTE Head of School, Prof Salim Bouzerdoum, organised international conference on *Signal Processing and its Applications* (IAAPS–2005) in Sydney during August.
- Faculty presented a research capability seminar to a major ICT Telematics delegation from Taiwan as well as the NSW Telematics business cluster (Prof Philip Ogunbona provided the main presentation with assistance from Prof Rei Safavi Naini and Prof. Joe Chicharo).
- TITR hosted a major visit from CSIRO wherein seminars / presentations were delivered by both sides with a view to exploring research collaboration.
- Faculty took part in joint discussions with TAFE Illawarra with a view to exploring partnership opportunities for a multimedia presence in the Innovation Campus. This process is now well underway.
- Maths Teachers' Day held with approx 30 attendees; to be reprised next year due to positive comments received.
- Maths Career Information Night held with approx 50 attendees.
- Both SITACS and SECTE held successful student Trade Shows in October, promoted to the wider community and attracting visitors (eg 74 external attendees to the SITCAS trade show) and significant media coverage over two days.

3.2 Evaluation of effectiveness of strategies in achieving UOW objectives

Refer to the Performance Indicators (Form 1), Data Collection and record of progress (Form 2).

- SMAS staff member Chair of Senate
- Dr Anne Porter's 'Summertime Maths' project for schools going ahead.
- Dr Ping Yu working with Warrigal Aged Care.
- INFO101 taught at Caringbah High School to articulate into advanced standing in Faculty courses.
- Faculty reinvigorated its Advisory Committee with three successfully engaging meetings held during the year; one new (female) member and with the Chair actively involved in the Faculty Planning Conference held in Bowral over two days; Chair and Deputy Chair also actively involved in the Faculty Long-Range Vision statement development.
- ARC-DP Grant success: Rei Safavi-Naini, VD To and P Nickolas "Approximate authentication systems for digital information" total funding: \$305,000
- All student representative positions on Faculty Committees filled again (for the third year running).
- ICHQP (International Conference on Harmonics and Quality of Power), considered the premier international conference in the power quality area, held attracting 200 leading international researchers and practitioners.
- All SMAS subjects have a voluntary co-ordinated work experience component.
- SMAS BMath (Adv) is a project subject.
- Embedded practical work experience in BInfoTech, BCompSc, MCompSc, MIIT, BIST, and all BE courses.

- Dean has been appointed as Chair of College of Experts for the Mathematics, Information and Communication ARC panel..
- Staff involved in presenting above-mentioned High School Enrichment Program, run by Daniel Saffioti and attracting some 144 local high school students.
- Year 12 Maths Prize held for the first time attracting 20 motivated students.
- Staff visiting local high schools.
- Junior Lego Robot Competition held.
- Dr Omar Garcia running local community group, Wollongong "dotNet".
- Above staff member also maintaining Dynamic Lab, a local community resource.
- Dr Philip McKerrow, involved in local church management.
- Daniel Saffioti Executive Board Member of Apple University Consortium.
- Daniel Saffioti architect of the Smiths Hill High School Computing Project.
- Dr Koren Ward supervisor of the RoboCup Junior for Educational Experience Australia.
- Dean formed *Deans of IT* and held initial meetings.

3.3 Evaluation of effectiveness of strategies in achieving faculty objectives

Refer to the Performance Indicators (Form 1), Data Collection and record of progress (Form 2).

- Faculty presented a research capability seminar to a major ICT Telematics delegation from Taiwan as well as the NSW Telematics business.
- TITR hosted a major visit from CSIRO wherein seminars / presentations were delivered by both sides with a view to exploring research collaboration.
- Faculty took part in joint discussions with TAFE Illawarra with a view to exploring partnership opportunities for a multimedia presence in the Innovation Campus.
- MICD, Craig Peden, appointed 15 August 2005
- One prospective partner for WIC involvement (The Distillery) engaged.

3.4 General comments (optional)

2.4 Student Equity

Form 1 Student Equity Objectives

UOW Student Equity Strategic Objective	Relevant UOW Performance Indicators
Improve access, participation, retention and completion rates among student equity groups at the University of Wollongong*	<ul style="list-style-type: none"> ▪ Access rates for equity groups ▪ Representation of students from equity groups (i.e. participation rates) ▪ Completion rates for equity and international groups ▪ Success indicator: proportion of students from equity groups compared to the total student population achieving HD, D, C, P, F grades
Related Faculty Objectives (if any)	Performance Indicators

* This objective has been approved by Council and will form part of a new Student Equity and Support Plan which is in draft form (as at Sept 2005).

Form 2 Faculty Planning Sheet – Student Equity

This is the first time that faculties have been asked to develop specific strategies to promote student equity as part of the faculty planning process. Completion of the shaded Review columns is, therefore, optional for this round of reporting.

2.4.1 Student Equity

UOW Strategic Objective - Improve access, participation, retention and completion rates among student equity groups at the University of Wollongong			
Faculty Strategies 2005-2006	Progress in 2005 (including key outcomes)	Revised Faculty Strategies 2006-2007	Constraints/Challenges
Not applicable	Increased female students in non-traditional areas		

Form 3 Student Equity Evaluation Report

[1-2 pages]

3.2 Effectiveness of current activities in attracting and retaining equity students

Refer to the UOW Performance Indicators (Form 1) and Data Collection.

- Female SECTE student, Shengrong BU, received best student paper award at the 3rd International IEEE Conference on Industrial Informatics, held in Perth, for her paper on *Wireless Ad-Hoc Control Networks*

Part 3 Resources and Management

3.1 Student Profile

Based on identified student profiles (Tables 1 & 2 below) and DEST clusters, do you need to develop any objectives and strategies for reducing/ maintaining/ increasing various cohorts of students?
 Note that a UOW strategic objective is to "Support diversification of the student profile" (Internationalisation Strategic Plan, Objective 4).

<i>Faculty Objective 1: Attract and retain undergraduate and postgraduate students (both domestic and international)</i>			
Faculty Strategies 2005-2006	Progress in 2005 (including key outcomes)	Revised Faculty Strategies 2006-2007	Constraints/ Challenges
Objective 7(a): Attract and retain undergraduate and postgraduate students, both domestically and internationally.			
1. Develop a strategic multi-faceted faculty marketing plan to increase market share of HSC first preferences	<ul style="list-style-type: none"> ▪ Marketing campaign instituted as per last year's timeline: <ul style="list-style-type: none"> ➢ Careers Market attendance as per UniAdvice suggestions ➢ Additional careers market attended in Albury, Wagga Wagga and Griffith for the first time ➢ Early Entry program held again with higher quality applications resulting in more Guaranteed offers being awarded than in the past ▪ With UniAdvice assistance, market research company engaged to gather market intelligence on HSC leavers and 2005 commencing students. Report received and additional marketing initiatives formulated along recommended lines. ▪ Student representative, with marketing experience, recruited to Marketing 	To continue into the new planning cycle.	

	<p>Committee.</p> <ul style="list-style-type: none"> ▪ Additional advertising opportunities undertaken in Good Universities Guide publication and website ▪ Electronic marketing undertaken for the first time, in targeted areas based on demographics, realising additional free marketing opportunities, such as interviews, community billboard advertising. ▪ Larger, enhanced Enrichment program delivered with success requiring repeat session due to demand. ▪ Maths information evening held with over 50 attendees. ▪ Maths teachers morning tea held with in excess of 30 attendees. 		
2. Develop revised guidelines for WUC applicant intakes	<p>Further meetings with Paul O'Halloran held to look at requirements for SECTE courses; ongoing communication between WUC and Informatics on specific applications as they arise.</p> <p>New revised guidelines provided to UniAdvice in readiness for 2006 intake application assessments.</p>	Complete	
<p>3. Develop strategies and long-term marketing plans for SECTE undergraduate and postgraduate courses, for example:</p> <ul style="list-style-type: none"> - Develop new, dynamic school website - Identify responsible staff - Investigate effective ways of promoting SECTE courses 	<ul style="list-style-type: none"> ▪ Staff changes have hindered the capacity to achieve the first two sub-strategies. New staff should be on board in 2006. ▪ Discussions held with postgraduate student for assistance with marketing SECTE. ▪ Discussions with Manager, Community and Partnerships regarding the development of a brochure for the purpose of marketing SECTE courses. 	<p>To continue into the new planning cycle with revised KPIs to include:</p> <ul style="list-style-type: none"> ➢ High School visits; ➢ Radio and newspaper advertising. 	

Faculty Objective 2:		Diversify international onshore students by country, levels and programs	
Faculty Strategies 2005-2006	Progress in 2005 (including key outcomes)	Revised Faculty Strategies 2006-2007	Constraints/ Challenges
Objective 7(b): Diversify International onshore students by country, levels and programs.			
<p>1. Develop focused marketing plans for the top five international source countries outside China:</p> <p>(a) Hong Kong</p> <ul style="list-style-type: none"> - Leverage faculty's new offshore program with HK University of Science and Technology to develop formal articulation arrangements with relevant schools and programs - Reinvigorate Chu Hai College Articulation arrangements into Bachelor Computer Science via targeted scholarship scheme <p>(b) Singapore</p> <ul style="list-style-type: none"> - Reinvigorate Singapore Polytechnic and Temasek Polytechnic Articulation arrangements into BIT (Computing) and Bachelor of Computer Science Program via target scholarship scheme - Leverage new offshore program with Singapore Institute of Management to ensure graduates articulate into faculty's postgraduate programs <p>(c) India</p> <ul style="list-style-type: none"> - Develop stronger collaborative relationship with the two largest sources of Indian students for the faculty: (i) University of Pune, with particular focus on Fergusson College; and (ii) Indian Institute of Science Bangalore, where the faculty has research collaboration - Increase soft-marketing efforts at the above two Universities 	<ul style="list-style-type: none"> ▪ (a) HKUST formal articulation process commenced. ▪ Chu Hai articulation reviewed by articulation committee; changes effective as at Spring session 2005; ▪ Scholarship Scheme for Chu Hai College established and institution advised; applications close in December 2005. <ul style="list-style-type: none"> ▪ (b) Singapore Polytechnic, Temasek Polytechnic and Singapore Institute of Management advised of scholarships in August 2005; awareness / promotional campaign commenced with scholarships proving very popular with good quality students. ▪ All offshore Articulation / Advanced standing arrangements completed and posted on UOW website. <ul style="list-style-type: none"> ▪ (c) First stage of Marketing Campaigns commenced in August 2005 by visit to all identified institutions by International Manager. ▪ Action Plan in place for ongoing Marketing / Seminars / Visits to identified Institutions. 	<ul style="list-style-type: none"> ▪ (a) Industry and student 'soft' promotional seminars by senior Faculty staff during scheduled teaching visits (3/pa) ▪ Yearly Alumni function to assist promotion of off- and on-shore programs. <ul style="list-style-type: none"> ▪ (b) To continue into the new planning cycle. ▪ Yearly Alumni function leveraging the Faculty's large student body. ▪ Testimonials from Singapore Alumnus to be posted on UOW website. ▪ Focused advertising in college careers brochure The First Degree in Singapore. <ul style="list-style-type: none"> ▪ (c) To continue into the new planning cycle. ▪ Focused advertising in Higher Education supplement of the Times of India newspaper notifying students and parents of visits by UOW staff to India. <ul style="list-style-type: none"> ▪ (d) Build upon 2005 institutional visits to 	

<p>(d) Thailand</p> <ul style="list-style-type: none"> - Reinvigorate articulation arrangements from both Assumption University and Chiang Mai University into faculty's postgraduate programs - Leverage VC's recent visit to Chulalongkorn University - Increase soft-marketing efforts at above three universities <p>(e) Indonesia</p> <ul style="list-style-type: none"> - Leverage the Faculty's offshore program at INTI College Indonesia (ICI) Jakarta to stream students into relevant 3rd year Bachelor programs, as well as articulating into postgraduate programs - Increase soft-marketing efforts (seminars, staff exchange) at ICI for greater articulation prospects <p>International Unit focus on main agents (Edlink and Erajasa)</p>	<ul style="list-style-type: none"> ▪ (d) Expression of interest by Assumption University to update agreement and encourage collaboration. ▪ Seminars, promotions to take place, followed up by visits during October to expand linkages with identified institutions. ▪ (e) Visit by UniAdvice Marketing Manager to ICI in August 2005 ▪ Advanced Standing arrangements completed for a number of Indonesian Colleges ensuring greater articulation into Computer Science Program at ICI in Jakarta. 	<p>Assumption University, Chulalongkorn University, and Thammasat University by interaction, including Faculty visits to present seminars to students and staff at identified Universities.</p> <ul style="list-style-type: none"> ▪ (e) To continue into the new planning cycle. ▪ Dean and International Manager to visit and consolidate linkages with ICI, and establish new linkages with Binus Nusantara University. ▪ Focused promotions on student radio, including interviewing of Faculty staff. 	
<p>2. Ensure greater focus and support of students recruitment agents in targeted countries</p>	<p>Detailed Diversification Strategy tabled by International Manager at University Wide UIC Marketing Sub-Committee will act as a template for all Faculties at UOW.</p>	<p>Building upon diversification efforts in targeted countries: India, Thailand, Indonesia as outlined in detailed international strategy.</p>	
<p>3. Ensure consistent brand image communicated to all external stakeholders via newsletter, brochure and website</p>	<p>Work in Progress on web-site, newsletter and brochure all to be completed by November 2005.</p>	<p>Work to continue as SECTE and SMAS website / brochures being developed in 2006.</p>	
<p>4. Benchmark international student support services, international student recruitment and student fees to ensure optimum competitiveness as against domestic and international universities competing in the same market</p>	<ul style="list-style-type: none"> ▪ Report developed for SITACS in August 2005 to act as a template for the two other Schools. ▪ First focus group for SMAS conducted in August 2005. ▪ SECTE focus group to take place in early October 2005. 	<p>To continue into the new planning cycle.</p>	
<p>5. Identify key academic staff with strong cross-cultural/ student interaction skills for international soft-marketing campaigns and linkages</p>	<ul style="list-style-type: none"> ▪ Staff identified by International Manager in consultation with Dean and Heads of Schools now available on International Office Marketing Plans for each country. 	<p>To continue into the new planning cycle.</p>	
<p>6. Maintain advanced standing (formal</p>	<ul style="list-style-type: none"> ▪ SITACS Advanced Standing committee 	<p>To continue into the new planning cycle with a</p>	

<p>articulation) arrangements with ongoing reviews</p>	<p>formed.</p> <ul style="list-style-type: none"> ▪ Reviewed advanced standing for Chu Hai College, Hong Kong. ▪ Approved change in advanced standing for the four Singapore Polytechnics. 	<p>greater emphasis on Malaysia, Indonesia and Thailand..</p>	
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Table 1 Student Profile as a % of Total Faculty Load

Percentages are based on current data and will be updated by Strategic Planning Services after Table 2 is completed.

Faculty of Informatics	1998 Spr Audit (%)	1999 Spr Audit (%)	2000 Spr Audit (%)	2001 Spr Audit (%)	2002 Spr Audit (%)	2003 Spr Audit (%)	2004 (%)	2005 (%)	2006* (%)	2007* (%)	2008* (%)
Domestic			67%	59%	51%	49%	48%	48%	40%		
International			33%	41%	49%	51%	52%	52%	60%		
TOTAL			100%	100%	100%	100%	100%	100%	100%		
Domestic											
Undergraduate			93%	92%	90%	90%	89%	89%	90%	100%	100%
Research			5%	5%	7%	7%	8%	9%	9%	0%	0%
Coursework HECS			1%	1%	1%	0%	0%	0%	0%	0%	0%
Coursework Full-Fee			1%	2%	2%	2%	2%	2%	1%	0%	0%
TOTAL			100%	100%	100%	100%	100%	100%	100%	100%	100%
International Onshore											
Undergraduate				40%	48%	52%	47%	44%	37%		
Research				6%	3%	4%	4%	5%	5%		
Coursework				55%	49%	44%	49%	51%	58%		
TOTAL				100%	100%	100%	100%	100%	100%		
International Offshore											
Undergraduate				95%	85%	82%	93%	94%	94%		
Research				0%	0%	0%	0%	0%	0%		
Coursework				5%	15%	18%	7%	6%	6%		
TOTAL				100%	100%	100%	100%	100%	100%		

Table 2 Student Profile in Terms of Faculty EFTSU

Update the non commonwealth supported (fee paying domestic and international) and research figures post 2005 (shaded boxes).

Faculty of Informatics	1998 Spr	1999 Spr	2000 Spr	2001 Spr	2002 Spr	2003 Spr	2004 Spr	2005	2006	2007	2008
Domestic			1061	1187	1293	1248	1162	1072	965	901	859
International			519	818	1262	1315	1259	1170	1374	1367	1420
TOTAL			1580	2005	2555	2563	2422	2242	2339	2268	2279
Domestic											
Undergraduate(CGS)			989	1088	1165	1127	1039	955	864	806	769
Research			51	58	89	92	99	95	71	75	80
Coursework HECS(CGS)			12	12	11	5	3	2	1	1	1
Coursework Full-Fee			9	29	28	24	22	21	29	29	29
TOTAL			1061	1187	1293	1248	1162	1072	965	911	879
International Onshore											
Undergraduate				237	401	413	389	340	267	226	203
Research				33	28	28	31	42	56	64	70
Coursework				330	414	348	401	390	425	465	480
TOTAL				600	843	789	821	771	748	755	753
International Offshore											
Undergraduate				207	354	432	409	376	589	600	650
Research				0	0	1	1	0	2	2	2
Coursework				11	64	93	29	23	35	10	15
TOTAL				218	419	526	438	399	626	612	667

3.2 Staff Management

1. Staff Training and Career Development

UOW Strategic Plan Objectives:		- Strengthen recruitment and development strategies to ensure staff have the skills and attributes to help achieve the University's goals (5.1) - Support continuous professional and skills development of University staff (5.3)	
Faculty Strategies 2005-2006	Progress in 2005 (including key outcomes)	Revised Faculty Strategies 2006-2007	Constraints/Challenges
Objective 9(a): Monitor and develop new staff.			
Monitor and develop new staff by: <ul style="list-style-type: none"> - Ensuring balanced workload - Allocating a range of classes - Encouraging and mentoring them to take advantage of research opportunities 	<ul style="list-style-type: none"> ▪ New staff member in SMAS staff having a good mixture of subjects for 2006. ▪ All staff canvassed for their teaching/leave preferences. ▪ New appointment in Statistics has at least one class at first year/service level. ▪ New staff members doing some joint supervision. ▪ Three new staff have made grant applications with two awarded small ARCs; investigating use of some residual ARC money for the third new staff member. 	Complete for 2005 but will continue into the new planning cycle to build on 2005 achievements with new KPIs of: <ol style="list-style-type: none"> 1. Workload Agreements indicate the workload balance with initial reduced loads; 2. Each new staff member to have at least one class at first year/service level and at least one class at a higher level; 3. Each new staff member to apply for a small ARD and/or an Early Career Research Grant. 4. Each new staff member to be a joint supervisor of at least one higher degree student. 	
Objective 9(b): Provide training and opportunities for leaders of the future.			
Provide suitable training and leadership opportunities for staff identified as future leaders	<ul style="list-style-type: none"> ▪ Two staff attending leadership training. ▪ New Chair of SMAS SEC. ▪ Review of SMAS School Teams will result in further opportunities ▪ Leadership training for two staff and a few other CDU courses. ▪ To be further encouraged in career development interviews. 	Ongoing mainly through career development interviews but also discussing career ambitions with all senior SMAS staff to identify those seeking leadership roles and to list and develop possible leadership roles within that School.	
Objective 9(c): Manage the aging profile with good exit strategies.			
Manage the aging profile with good exit strategies, ensuring that all staff approaching retirement age are fully aware of their options	No progress to report during the course of 2005.	To carry over to the new planning cycle with KPIs for SMAS revised to be: Ensure all staff approaching retirement age be fully aware of their options through: <ul style="list-style-type: none"> ➤ Clarifying the options, 	

		including those for teaching-focused staff as well as research-focused staff, and ➤ Once options clarified, inform appropriate staff.	
Objective 9(d): Multi-skilling Faculty's Administrative staff as a platform for career development and advancement.			
Multi-skill administrative faculty staff as a platform for career development and advancement	<ul style="list-style-type: none"> ▪ Roles within Faculty Office reviewed through normal career development interviews and processes updated on an ongoing basis. ▪ Two monthly meetings occurring with all Faculty Admin Staff speaking to the handling of various activities and streamlining of processes. ▪ Additional work and processes devolved to staff in the Faculty Office for the purposes of multi-skilling, eg student representative election process, staff representative election process. ▪ Departure of Faculty Officer resulted in further diversified work being redistributed within Faculty. 	To continue into the new planning cycle.	

2. Employment Equity and Diversity

<i>UOW Strategic Plan Objectives:</i>		- Provide a supportive equitable and inclusive staff work environment (5.2) - Pursue an equity agenda with responsibility for outcomes at devolved levels (5.5)	
Faculty Strategies 2005-2006	Progress in 2005 (including key outcomes)	Revised Faculty Strategies 2006-2007	Constraints/Challenges
Objective 9(g): Improve representation of academic women.			
1. Undertake search strategies through professional networks to ensure applications received from meritorious women for each recruitment action	<ul style="list-style-type: none"> ▪ Current recruitment advertisements specifically target and encourages women to apply. ▪ Where ever possible the relatively few women candidates applying for vacancies have been short listed. ▪ Number of Academic women represented in SECTE has doubled. 	Complete for 2005 but ongoing as practice.	
2. Seek opportunities to create new strategic	<ul style="list-style-type: none"> ▪ Well performing candidates have been 	Targeted career development plans to be	

senior positions	encouraged to apply for promotion.	developed within schools.	
Objective 9(h): Create a more inclusive and mentoring faculty culture for equity group members.			
1. Improve understanding of EEO responsibilities and accountabilities through EO Online completions	<ul style="list-style-type: none"> ▪ 81% of Faculty Staff have completed EO Online. ▪ Anticipate KPI of 90% achievable by March 2006 as identified in Plan. 	To continue into the new planning cycle.	
2. Work with CEDIR to develop best practice case studies for cultural exclusivity with particular reference to group work	FEC to progress this item into the new planning cycle.	To continue into the new planning cycle.	
3. Develop appropriate mentoring linkages for new staff	<ul style="list-style-type: none"> ▪ Supervisors mentor new General Staff. ▪ Academic staff in SECTE and SMAS have mentoring linkages in place. ▪ Both female SMAS applicants successful in promotions round. ▪ SITACS to approach CEDIR or CDU to provide mentoring workshop, after which mentors to be assigned. 	To continue into the new planning cycle.	
4. Develop appropriate mentoring linkages for staff preparing for probation and promotion	<ul style="list-style-type: none"> ▪ Heads of School meets with all staff prior to applications being submitted. ▪ As a result, some applications withdrawn. ▪ Staff encouraged to attend Probations and Promotion workshops and to use A/Prof Ken Russell's services. ▪ SITACS developed internal timetable to ensure high quality applications. 	To continue into the new planning cycle.	
Objective 9(i): Provide access to targeted development opportunities and/or bridging programs for EEO eligible staff.			
1. Provide targeted development sessions with research-only staff with a focus on probation processes and employment equity issues	<ul style="list-style-type: none"> ▪ Faculty is an active participant in the leadership program being run by the University ▪ Heads of School identify staff and opportunities during career development interviews. ▪ Staff encouraged to apply for internal grants (eg N Sheppard applied for 	To continue into the new planning cycle.	

	<p>TITR development fund and RIGB grant)</p> <ul style="list-style-type: none"> • SITACS female staff member awarded the University Equity Bursary to complete PhD. • A fractional lecture appointment held by a research only staff member. • Female lecturer in SITACS received an OCTAL Award. 		
2. Nominate potential faculty leaders for Leadership Development Programs both internal and external	<ul style="list-style-type: none"> ▪ Faculty is an active participant in the leadership program being run by the University ▪ Heads of School identify staff and opportunities during career development interviews. 	Complete	
Objective 9(j): Ensure work practices are non-discriminatory.			
1. Review teaching loads to ensure no group of staff falls into the "teaching trap"	Work situation identified which is being overseen by EED prior to a plan of action being developed.	Complete for 2005 but to continue into the future as practice.	
2. Introduce team-teach across the faculty to provide more flexibility in the provision of development opportunities	<ul style="list-style-type: none"> ▪ Majority of ECTE subjects team taught by SECTE staff. Current experience with 'team-teaching' with Faculty of Commerce and Faculty of Arts has proved difficult. However, success continues with 'team-teaching' with the Faculty of Engineering. ▪ SITACS has introduced team teaching since Spring 2004 and continues to monitor ways of improving teaching allocation & methods. ▪ Some team teaching in place within SMAS. INFO411 is taught by all three Schools. Several Statistics subjects are team taught with other Faculties. 	To continue into the new planning cycle.	

3. Occupational Health and Safety

<i>UOW Objective:</i>		<i>- To facilitate continuous improvement in OH&S through the implementation of faculty OH&S targets* and associated strategies</i>	
Faculty Strategies 2005-2006	Progress in 2005 <i>(including key outcomes)</i>	Revised Faculty Strategies 2006-2007	Constraints/Challenges
Objective 9(e): Implement the OH&S Strategic Plan set for Informatics.			
<p>1. Implement KPIs identified in the OH&S Strategic Plan set for Informatics as follows:</p> <p>1.1 Hazard reporting – aim to increase by 50%</p> <p>1.2 Hours lost – look at return to work strategy</p> <p>1.3 Delays in reporting – aim to raise awareness of the need to promptly report injuries</p> <p>1.4 Manual handling injuries – proactive audit of lifting and moving equipment, eg trolleys etc in the faculty</p> <p>1.5 Informatics Hazard Inspections – once training is complete begin routine inspections</p>	<ul style="list-style-type: none"> ▪ 1.1 through 1.4: <ul style="list-style-type: none"> ➢ Cognos training undertaken. ➢ Data incorrect in the database. ➢ Discussions with the OH&S unit indicate that new module to be uploaded in the near future containing corrected data and to wait until this comes on line. ▪ 5. Responsibility devolved to School level and effected through teamwork with trained staff member leading team. ▪ SMAS complete. 	To continue into the new planning cycle.	
2. Ensure all members complete requisite OH&S Module training	All members, bar one, completed training.	Training for remaining member to be complete within the new planning cycle.	
3. Progress development of OH&S Checklist Addendum: <i>In-house Designed Student Projects and Equipment</i>	This item devolved to the SECTE OH&S sub-committee which has yet to hold its augural meeting.	To continue into the new planning cycle with redefined responsibility as stated.	
Objective 9(f): Promote a safe and healthy work and student environment for all staff, students and visitors.			
<p>Establish an OH&S subcommittee within SECTE to:</p> <ul style="list-style-type: none"> ▪ Develop and review school OH&S policies (in accordance with UOW policy) ▪ Conduct regular inspections and risk assessment of labs and workshops ▪ Develop safe working practices, operating procedures and 	<ul style="list-style-type: none"> ▪ OH&S Committee established. ▪ First meeting to be held October. 	To continue into the new planning cycle.	

maintenance schedules ▪ Identify staff and student training needs			
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** These targets relate to the OH&S Performance Measures and Targets Paper, approved by Council at the November, 2003 Administrative Committee Meeting.*

3.3 Resource Implications

List any resource implications of objectives/strategies included in this Report for the faculty and/or professional units. Refer to the Faculty IT Plan attached and update if required.

3.3.1 Faculty Resources

Consider, for example, space, equipment, IT, staff

- Lack of appropriate space continues to be a critical issue for the Faculty.

3.3.2 Professional Unit Resources

Consider, for example, Library, ITS, Student Services, CEDIR, Research & Innovation Division, ARD, UniAdvice, Personnel

Library

- The Faculty Librarian is actively involved with the Faculty and was consulted on the objectives impacting on Library resources.

ITS

- Will continue to seek assistance for SMAS domain configurations (Building 15), Building 35 switches, and Building 114 network access.

CDU

- Mentoring workshop assistance to be sought by SITACS

CEDIR

- FEC to work with CEDIR to develop best practice case studies for cultural exclusivity with particular reference to group work.
- Mentoring workshop assistance to be sought by SITACS