

Faculty Direction and Resource Plan for 2005 – 2006

FACULTY OF INFORMATICS

Commence Development October 2004 / Submitted May 2005

CONTENTS

- PART A** Public Summary of Faculty Planning and Resource Report
- PART B** The Planning Context: Profile, Direction and Action and Business Plans for 2005-6
- PART C** Faculty Planning for Core Business Activities – Progress Against Objectives
- Learning and Teaching/ Internationalisation
 - Research / Internationalisation
 - Community Engagement
 - Action on results of Student Surveys, Orientation, Reviews
- PART D** Faculty Planning for Core Business Activities – Forward Planning
- Learning and Teaching / Internationalisation
 - Research / Internationalisation
 - Community Engagement
 - Communication Strategy
- PART E** Resource Planning
- Student Profile and Implications for Faculty Planning
 - Faculty Budget Allocation
 - Staffing Issues
 - Faculty IT Plan
 - Resource implications for Administrative and Support Units

It is recognised that your planning objectives are written based on a number of assumptions, and that if the situation changes (including internal policy changes or issues arising in the external higher education environment), this will impact on your ability to proceed along the lines identified in this report. However, planning at the faculty levels contributes to a number of associated planning and quality assurance activities, including budget and resource allocations, reporting to government, and broad level University strategic planning. Without faculty input through the Faculty Plan and Resource Report, other areas of planning and quality assurance throughout the University is reduced.

PART A

1 Public Summary: Vision and Direction

Faculty Vision

That the Faculty of Informatics is recognised as a national and international centre of excellence for teaching and research.

Faculty Mission

Provide the highest quality education to produce outstanding graduates in the areas of Information Technology and Computer Science, Electrical, Computer and Telecommunications Engineering, and Mathematics and Applied Statistics.

To conduct innovative research and development in information and communication technologies, electrical engineering and mathematical sciences that is recognised internationally and nationally.

To maintain and expand strong links between the University, community, industry and other universities, both locally and internationally.

Intended Faculty Direction:

The Faculty has undergone a period of rapid expansion and more recently there have been a significant number of changes in terms of its leadership and management.

The Faculty is now entering a period of consolidation with an emphasis on improving its teaching profile whilst devoting much of its energies towards becoming a research-intensive Faculty across all schools.

During this consolidation period, the Faculty will continue with its efforts to enhance its reputation, both nationally and internationally, through continued improvements in the quality of its teaching as well as enhancing its pre-eminent research reputation and output.

In terms of its off shore education partnerships, the Faculty will consolidate its new and existing partnerships. It is envisaged that the Faculty will then proceed to assess new niche markets in Asia such as in China, Indonesia and India with a view to setting up other off shore operations and possibly new programs that may require involvement from all schools in the Faculty.

Faculty Profile:

The Faculty of Informatics was formed in 1991 and 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. Currently, it enjoys an excellent standing within the University of Wollongong in terms of research, student numbers overall, and international students specifically.

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, the

Peer Assisted Student Support program, the Personal Academic Mentoring program, and use of the Centre for Learning Development.

With a balanced mix of established and new disciplines supported by a staffing body with an eclectic mix of theoretical and practical skills and experience, the Faculty is also consulting-active, sustaining solid and varied industry links.

The Faculty is the second largest on campus with a total EFTSU in 2004 of 2344.95 as against 2547.13 in 2003. Of the 2004 total, 130.45 were Research EFTSU as compared to 117.16 in 2003.

International students totalled 1182.58 EFTSU in 2004 as against 1291.3 in 2003, of which 361.75 were off-shore and 31.3 were Research. The International off-shore EFTSU remained steady in 2004, however International on-shore numbers showed a strong increase, in excess of 25%, during the same period.

The Faculty has an excellent research reputation both nationally and internationally. This demonstrates that, despite the Faculty's rapid growth and significant increase in student numbers, research income totalled \$4.9m in national competitive grants, and consulting and research contracts during 2004, as against \$3.2m in 2003 and during the same period refereed academic publications increased 7%.

Comparative employment outcomes for the Faculty's graduates gaining full-time employment in 2004 totalled 100% for Electrical Engineering as against a national average of 79.1%, 95.0% for Computer Science as against a national average of 70.0%, and 100% for Mathematics as against a national average of 65.0%. This places the Faculty nationally at the top of graduate employment when compared to its closest competitors.

The Faculty supports strong research links with over 30 institutions of high repute, including: Royal Holloway (University of London), University College (University of London), Manchester University, University of Graz (Austria) Huazhong University of Science and Technology, Chinese Academy of Science, Tsinghua University, Shanghai Jiaotong University, University of Florida, University of Columbia, Institute for Infocom Research (Singapore), and Tokyo Institute of Technology, to name just a few. The Faculty also enjoys active Alumni networks in numerous countries including Singapore, Hong Kong, Malaysia and Dubai.

Over the past two years, the Faculty has both consolidated and extended its off-shore collaborative programs with a number of key institutions in the region. Of significance are recent collaborative partnerships in off-shore program delivery with the prestigious Singapore Institute of Management (SIM) Singapore's fourth University, Hong Kong University of Science and Technology (HKUST), Zhengzhou University in Henan Province People's Republic of China, and INTI College Kuching in Malaysia as well as INTI College Jakarta in Indonesia.

The Faculty also enjoys strong student articulation and exchange arrangements with leading institutions in Sweden, Norway, France, Germany, Hong Kong, China, Thailand, Korea, Singapore, Malaysia and Indonesia.

Dean, Faculty of Informatics
/ / .

PART B

2 The Planning Context: Faculty Profile, Direction and Action Plans for 2005-6

EXECUTIVE SUMMARY

The Faculty of Informatics 2005–6 business plan has been formulated in such a way that each of the academic, research and administrative units have well articulated strategies and key performance indicators within integrated Faculty-wide objectives. This approach will make it easier to report and track performance since individual responsibilities have been clearly identified on the basis of well-defined milestones.

The Faculty is entering a period of consolidation in terms of leadership. It is also in the process of consolidating its new off-shore partnerships. Continuing to strive towards higher levels of teaching excellence by analysing and devising effective strategies to improve student performance, retention rates and pass rates, the Faculty is embarking on a major review of all its undergraduate and postgraduate courses on offer to ensure differentiation in the market place and further rationalisation across all of its offerings.

Attraction of high quality domestic and international students remains a central focus in a very competitive, and by recent trends, declining market. The Faculty is endeavouring to continue to uphold and improve its market share of students into all of its courses through effective marketing strategies (at the national and international level).

Research capacity-building remains a major focus whereby the Faculty is continuing to strive 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 (amongst its peers).

The Faculty will continue to devote significant levels of effort towards addressing staff development particularly in relation to early career members of staff and relevant EEO groups.

Summary of top 6 priority actions planned for 2005–2006

1. Improve pass and retention rates across the Faculty particularly in first and second years
2. Increase high quality/impact research outcomes to enhance international standing of the Faculty
3. Review and rationalise course and subject offerings across the Faculty to ensure differentiation on the basis of excellence
4. Uphold and improve market share of domestic and international students
5. Consolidate off-shore partnerships and the respective teaching programs (both new and existing)
6. Develop a proactive action plan to engage the local industry sector through targeted R&D seminars and mini workshops.

Summary of top 5 priority actions planned for beyond 2006

7. Increase dollar-level of competitive funding from ARC, CRC and other funding sources
8. Create a more inclusive and mentoring faculty culture for equity group members and ensure that work practices are non-discriminatory
9. Improve representation of academic women
10. Provide training and opportunities for leaders of the future
11. Develop and take part in high profile external collaborative R&D partnerships (national and international).

2.1 The Higher Education Environment

The University recognises that a range of challenges over the next three years will test our capacity for resourceful management. The major issues facing us at the beginning of this planning period are summarised below:

Higher Education Reform (Commonwealth Higher Education Support Act 2003)

Adjustment to changed funding arrangements with deregulation of fees driving student unrest and increased competition in the sector; new University Governance protocols, and government expectations for increased workplace productivity, offset by additional regional funding and a promised review of indexation.

Quality and Performance Demands

Growing demand from students, employers and governments for quality outcomes and effective business performance by universities.

Changes to Research Management and Funding

Requirements, in the extension of the \$3Billion 'Backing Australia's Ability' research program, for objective measurements of quality, reform of the Research Training Scheme, collaboration between university and publicly funded research agencies (eg, CSIRO, ANSTO) and a greater focus on commercialisation of research.

International Issues & Risk Areas

Federal government demands for a shift to more professional management of the business of international education; a projected rise in demand from overseas students for places in Australian universities, which will require us to have an increasingly diversified intake into a wider range of fields of study. Risk areas include unpredictable events such as epidemics and health alerts, the threat of terrorism (including cyber-terrorism), and political and economic instability in key client countries.

Global Trends in Education & Learning

The knowledge-intensive economy, lifelong learning, demographics of aging population, and skills shortages in the workforce; globalisation; demand for transdisciplinary skills; greater emphasis on self-learning; growth of new digital forms of delivery and access impinging on traditional forms of on-campus learning; growth of international private providers.

2.2 The UOW Environment

In 2004, we have 21,000 student enrolments, comprising 6,300 postgraduates (more than 1,000 in research and 5,200 in coursework) and some 14,500 undergraduates. Our international enrolments, on and off shore, account for 7500 students. Approximately 18,500 students are enrolled in programs on-shore: 17,200 at the Wollongong campus; 250 at the Shoalhaven Campus and 1,000 at the Education Centres at Batemans Bay, Bega, Moss Vale, Loftus and Sydney. More than 2500 students are enrolled off-shore: over 1690 at UOW Dubai and 900 in off-shore programs in Hong Kong, Singapore, Malaysia and the USA.

The University currently employs 1600 academic and general staff (full time equivalent). At the end of 2003, our Annual Operating Revenue was \$296M and Total Expenditure was \$279M (2003 Financial Statements).

In terms of enrolment growth, the University's development over the past three years has accelerated after steady but flat growth in the previous period. In terms of initiative and performance overall, the University has been guided, by its 2002-2005 Plan towards investing in its strengths and taking a more enterprising outlook.

2.3 The Faculty Environment

2.3.1 Faculty Planning Context (internal profile, national & international issues in respective

field)

A recent report for the Federal Department of Communications, Information Technology and the Arts (entitled: "An overview of the Australian ICT Industry and Innovation base") stated the following with regards to the current status of the Australian ICT sector:

"Australia's ICT industry makes a significant direct contribution to the economy. According to ABS data, the market revenue of domestic production in ICT goods and services in 2000-01 reached \$50.2 billion, which was 7.8% of GDP. To place this in perspective, the financial and insurance services accounted for 6.5% of GDP, automotive 0.7% and the rural sector 2.9% for example.

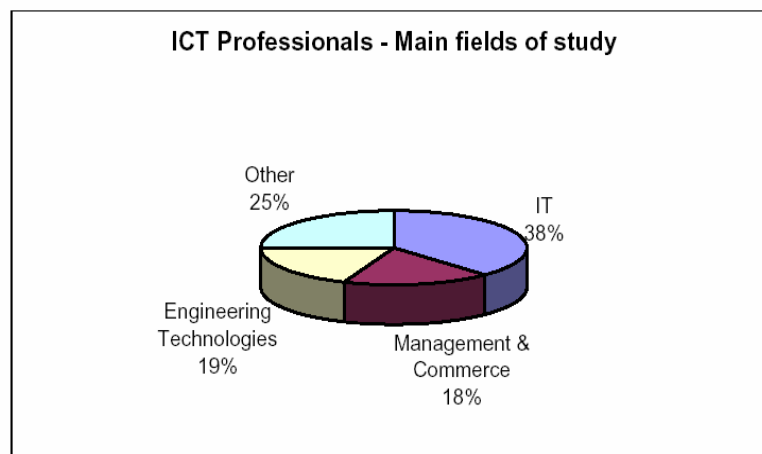
However, this data is an underestimate of the total Australian production of ICT goods and services, as some ICT is produced in firms which are not classified as part of the ICT sector."

In total, the sector has over 22,000 ICT businesses which reportedly employ a quarter of a million people. In the Illawarra region alone there some 250 businesses most of which are quite small employing 2–5 employees (with the exception of a number of quite large businesses such as CSC, Nortel networks etc). The general consensus is that, whilst the sector is going through a down turn at present, the medium to long term outlook is strong. Indeed, the recent Federal Government report (entitled "Enabling our Future – A framework for the ICT Industry", April 2003) concluded that:

"The transformative role of ICT in society will continue, and accelerate over the next ten years"

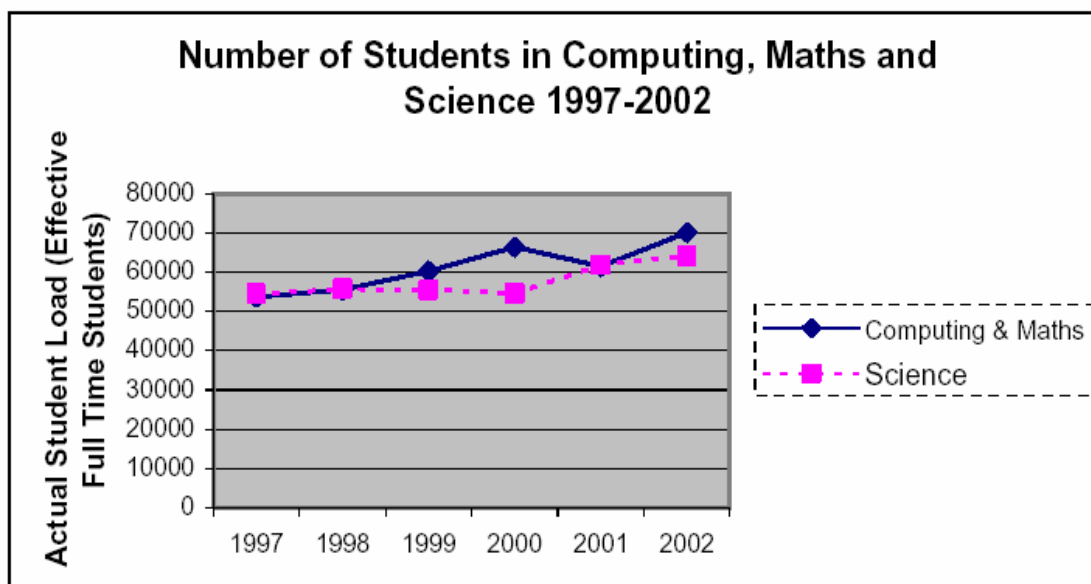
It must be noted, however, that not all Informatics graduates move into careers solely within the ICT sector. Informatics graduates are located in a multitude of employment sectors, Finance and Service to mention but two.

The situation in Australia is such that most ICT qualifications are obtained via the higher education system. The following pie chart indicates the main fields of study:



Source: *An overview of the Australian ICT Industry and Innovation base*

There were some 70,000 students enrolled in ICT-related University courses in Australia during 2002 (source: *DEST data*). Overall there has been a combined increase of approximately 30% in the number of computing and mathematics degrees largely in the computing/IT fields. The Faculty of Informatics accounted for 3.61% of the total number of student enrolments in Australia during 2002. A more reliable measure is the Faculty's position in the Information and Engineering Technologies sectors which nationally amounts for 6.56%.



Source: *An overview of the Australian ICT Industry and Innovation base*

The industry sector has experienced a recent downturn as a result of unrealistic expectations of ICT technology in the stock market. The latter was predominantly associated with the dot.com boom. The sector is in the process of recovery after a significant correction factor. This has created a clear sense of negative sentiment, or rather uncertainty in the community (including the investment community). As a result there has been a general downturn in domestic undergraduate first preferences for predominately IT-related tertiary degrees across Australia.

For NSW this downturn in first preferences remained stable at 15% as against 14.9% in 2004. To address the downturn, the Faculty developed and implemented a strategic marketing campaign through the course of the year which assisted in limiting its first preference loss to only 3.3% which, relatively speaking, means that the Faculty's first preferences were up 13.8% on its competitors. This is the second year in a row that the Faculty weathered the loss of first preferences better than its competitors thereby increasing its market share from 6.5% in 2004 to 7.42% in 2005.

The Faculty produces quality graduates with employability exceeding both the national and state averages as the 2004 table of Informatics under-25 graduate first degree full-time employment demonstrates:

Degree	Informatics	National	State
Electrical Engineering	100%	79.1%	85.7%
Computer Science	95.0%	70.0%	73.2%
Mathematics	100%	65.0%	64.7%

2.3.2 Overview of your 2005–6 Faculty Business Plan

See Executive Summary

PART C

3 Faculty Planning for Core Business Activities – Progress Against Objectives

3.1 Learning and Teaching / Internationalisation

3.1.1 Review of progress towards objectives in the previous plan

Learning and Teaching Objective/s	Outcomes and Progress Against Objectives*	Is revision of the strategies to achieve these objectives, or improve the outcomes, required?
3.1.1 Student Learning		
<p>Provide an effective educational experience for all of our students that will produce high quality graduates</p>	<ul style="list-style-type: none"> ➤ FEC established a Working Party (Quality 101) which commenced In Spring session 2004 to investigate student, systemic and program factors causing problems in a cross-section of first year subjects and to identify and report strategies for trial and evaluation of these subjects. With representatives from CEDIR, Learning Services, and the Faculty of Engineering, the Working Party was successful with two out of three ESDF applications: Learning to Learn, Laboratory Manual and Fundamental Mathematics: Opening the Gates with both projects receiving \$10,000 to support its work. The Faculty also contributed \$13,000 towards the establishment of the Quality 101 working party initiative. The Working Party researched and identified first year subjects and have developed and implemented their strategies during Autumn Session 2005. A report will be forthcoming in second semester. ➤ A review of the last five years' HSC intakes into BE degrees, analysing factors such as level of maths, science subjects studied, school, gender, UAI, 	<p>Potential new strategy to review English language entry standards for both international and local NESB students and to consider approaches to be implemented into subjects to assist NESB students with English language training and support.</p>

	<p>Early Entry, etc was completed. Preliminary outcomes indicate a correlation between entry background and performance. The complete analysis and final report is anticipated in second semester.</p> <ul style="list-style-type: none"> ➤ Introducing engineering computing subjects (CSCI191 and CSCI192) specifically targeted at BE (Com, Elec and Tele) students. ➤ An ESDF project analysed the skills of incoming students into Math141 identifying that poor skills equates to failure. Currently developing a support system with tutorials and learning resources to simultaneously bring skills up whilst working on new content. ➤ SECTE revised first year content of its degrees resulting in subjects which focus on discipline-specific 'foundation' skills consistent with SITACS' Computer Science degree. ➤ SECTE developing subject curricular for all subjects to ensure that core competencies, at the completion of each subject, are covered. ➤ SECTE discipline-based core graduate attributes have been identified by Engineers Australia which are matched against the University's Graduate Attributes. These core attributes are then integrated into educational outcomes. ➤ SECTE reviewed student progress in first year Maths subjects and interviewed "at risk" students. End of semester results showed an improvement in failure rates in Math141. Currently, with SMAS, SECTE is analysing historical data on HSC results and Math 141/187 results to determine the existence or not of any significant trends. ➤ SITACS formed two Academic Board of Studies, one for Information Technology and one for Computer Science, to drive this objective and others identified within this Plan. These Boards 	
--	---	--

	<p>commenced operation early 2005.</p> <ul style="list-style-type: none"> ➤ SITACS held a focus group meeting with students who failed previous subjects where time management skills and Covey's 7 habits were discussed. As a result of this meeting, a student version of Covey's 7 Habits booklet was produced which also lists all available student support services, eg Counselling Unit. As a result of this initiative, a 50% improved performance was achieved. ➤ SITACS have introduced more structured labs into CSC1114 and CSC1191, and have changed the Year 10 UAC guide information to state 2unit Maths as assumed knowledge. ➤ SITACS analysed fail rates from 2001 to Spring 2004 which showed no substantive improvement with the introduction of the new subjects CSC1103/114/124. ➤ Math 141 and 142: reports are provided to SECTE at mid-session, identifying students who were struggling and suggesting follow-up. ➤ STAT131: identified individuals having problems and contacted them directly to discuss progress and provide assistance. ➤ SMAS SEC has the learning objectives of the Faculty Plan as a standing item on its agenda and the size of the SEC has been increased accordingly to ensure that objectives are addressed. Currently examining the grade distributions by gender and degree with the assistance of the Sub-Dean. ➤ New subject, MATH010, developed and being fast-tracked to enable students, with low level Maths, to enrol in Engineering degrees. <p><i>Summary: A substantial amount of effort has been expended by all three Schools to address this objective at various levels. It is expected that significant dividends will result from this ongoing effort as time progresses.</i></p>	
--	--	--

<p>Establish, within each School/discipline, core graduate attributes in addition to UoW level core attributes</p>	<ul style="list-style-type: none"> ➤ Completed within SECTE as a result of the IEEE accreditation process and identified on subject information sheets. ➤ SECTE integrated essential discipline-based core graduate attributes on each subject information session. ➤ SITACS is in the process of implementing this objective through the proposed Academic Board of Studies (ABS-CS) framework. ➤ SMAS are planning to incorporate these learning objectives into course reviews and have formed a SEC working party to address the issue specifically. <p>Summary: SECTE has fully achieved this objective whilst SITACS and SMAS are continuing to address the issue on an on-going basis.</p>	<p>In progress – no revision necessary.</p>
<p>Improve quality of student intake</p>	<ul style="list-style-type: none"> ➤ Initial investigations indicate that a single Dean's Scholars program model may not service the Faculty's diverse degree offerings. Further discussion is required and this item remains active on the FEC agenda. ➤ New subject (Math010), enabling maths for engineers established to run from 2005 allowing good students, with poor maths background, to upskill. ➤ Review of TAFE articulation arrangements has commenced. <p>Summary: The declining number of first preferences has meant that it has been difficult to achieve this objective at this point in time. The most important initiative has been the idea of trying to upskill students with poor mathematics background. The Faculty will evaluate the trial being conducted within the Faculty of Engineering to see if it should initiate a similar offering.</p>	<p>This is a long-term goal and hence should continue into the future.</p>
<p>3.1.2 Program Development</p>		
<p>Update and integrate course offerings to reflect the state of the art, in terms of the discipline/s, with a clear focus on key national and (where appropriate) international industry and social sector needs</p>	<ul style="list-style-type: none"> ➤ Course offerings are reviewed on an ongoing fashion, including engineering degrees every five years for accreditation purposes (current accreditation granted to 2009). ➤ SECTE are currently reviewing its courses looking at modularisation 	<p>Perhaps change the wording to 'formal reviews' within the University guidelines on course, program and subject evaluation.</p> <p>This is an ongoing objective.</p>

	<p>potential.</p> <ul style="list-style-type: none"> ➤ SITACS degrees have been accredited for 5 years in the past by the ASC. ➤ The BCompSc and BInfoTech degrees were reviewed internally via an ECAC in 2003 for implementation in 2004. ➤ SITACS has commenced collection of documentation for 2006 re-accreditation. ➤ SMAS will review first session Math subjects in 2005. ➤ A networking major in the MCompSc and MInfoTech is being developed along with a MDigital Multimedia course for international students. ➤ The Faculty and two of its three schools have Advisory Committees which play a pivotal role in providing continuous feedback on industry and social sector needs; SMAS is the exception, however; it is in the process of establishing an Advisory Committee in the near future. ➤ The BInfoTech course is being reviewed for the international market with a view to changes progressing through the approval process by 2006. ➤ A two-year postgraduate program in MInfoTech and Me-Commerce are being developed for the Indian market. <p>Summary: Course reviews are a major ongoing activity with each of the Schools, with specific emphasis on keeping up with technology changing trends.</p>	
Develop new software Engineering Degree	<p>This objective is currently in progress with Prof Leon Stirling (Uni of Melbourne) invited to review and discuss progress to date.</p> <p>Summary: Little progress other than at the discussion level, it is anticipated that this objective will be completed during the next planning year</p>	Progress is ongoing.
3.1.3 Staff		
Encourage and facilitate staff participation in strategic personal development programs to improve communication/teaching skills	<ul style="list-style-type: none"> ➤ Staff needs are identified during annual performance reviews along with identification of appropriate individual-specific development programs as required. ➤ Faculty-wide acknowledgement of 	

	<p>individual staff achievements occur through email communications, School Meetings and Faculty Committee meeting announcements. Dean also sponsors social gatherings to acknowledge exceptional achievements.</p> <ul style="list-style-type: none"> ➤ SECTE's Working Party on Ensuring Quality in Teaching and Learning is currently investigating establishing a peer mentoring network. ➤ SMAS has strengthened the role of its subject assessors to now include peer mentoring including attendance at lectures and offering general advice on subject delivery. <p>Summary: Faculty and individual Schools have played a proactive role in encouraging to improve their staff skills and, where appropriate, to complete higher research degrees.</p>	
3.1.4 Any other objectives regarding learning and teaching		
<p>Ensure that all eligible course offerings within the Faculty are accredited by relevant accreditation body including possibly international accreditation</p>	<ul style="list-style-type: none"> ➤ BE courses are accredited by Engineers Australia every five years (currently accredited until 2009). ➤ SITACS is currently in the process of ACS re-accreditation. ➤ SMAS is investigating a form of Australian Mathematical Society accreditation for its Maths degrees and partial accreditation for its Finance-related degrees. <p>Summary: SECTE and SITACS have well-established accreditation organisations and both Schools have programs that are either accredited or in the process of being accredited. SMAS is investigating this issue further to determine the best way forward.</p>	

3.1.5 Milestones, Key Results and Awards for the Year: (dot points)

- Faculty's programs at UoW, Dubai, fully accredited by the UAE government in April, 2004.

- Establishment of a working party (Quality 101) to investigate student, systemic and program factors causing problems in a cross-section of first year subjects, and to identify ways to address the issue of high failure rates.
- Largest number of new international students commenced Autumn 2004 (32% increase over Autumn 2003).
- Informatics was awarded three of the seven prestigious ABS national cadetships for 2005.
- International Unit benchmarking activities in the areas of International Student Support Services, Offshore Programs, Overseas Links and International Activities, International Student Fees, International Recruitment and Marketing.
- Electricity Supply Assoc of Australia Prize to members of Power Group; third year in a row that members of Power Group have taken one of the two prizes.
- Two Informatics students, one from Wollongong campus (Shane Lauf), and one from Dubai campus (Hadeel Dabbagh) tied for second place in the inaugural Sir Robert Hope Memorial Prize.
- Informatics' students won two out of the three categories in the recent Graduate Attributes Challenge.
- Two successful ESDF applications: Drs Willy Susilo and Jo Abrantes "Learning to Learn . . . Laboratory Manual" and Dr Mark Nelson "Fundamental Mathematics: Opening the Gates".
- Successful development and implementation of BMathEd course at Loftus campus (in conjunction with Education Faculty).
- Prof Martin Bunder keynote speaker at the National Workshop on Logic, Philosophy and Applications held in Kolkata, India.
- Collaborative offshore teaching programs secured with highly prestigious partners in Singapore, China and Hong Kong.
- Memorandum of Understanding signed with Huazhong University of Science and Technology and Shanghai Jiao Tong University (China).
- International Unit's seminar presentation on the benefits of studying ICT at UoW to the Guru Nanak Institute of Management and Technology in north India receiving significant press coverage.
- Two students, Neda Zamani and Efthalia Kazepidis won an ABC Women in Engineering scholarships comprising a three-week work placement with the ABC and a cash prize of \$1,500.
- Three Faculty nominations for OCTAL awards.
- Two trade fairs held showcasing student projects with local industry and all NSW Schools invited.
- IEEE Thesis Presentation Competition held with prizes totalling \$1750; SECTE undergraduate student (Shane Lauf) won first prize.

3.2 Research / Internationalisation

3.2.1 Review of progress towards objectives in the previous plan

Research Objective/s	Outcomes and Progress Against Objectives*	Is revision of the strategies to achieve these objectives, or improve the outcomes, required?
3.2.1 Research Student Training		
<p>Attract high calibre P/G students and improve their research productivity, performance and completion rates</p>	<ul style="list-style-type: none"> ➤ First Class Honours Lunch for SECTE students held during September and an annual PG Research Day established. Similarly, SITACS holds an annual PG Research Day supported by a regular seminar series held during teaching weeks. Computer Science Honours strand contains a seminar subject and Information and Communication Technology strand, a Research Methodology subject. ➤ Faculty contributed to <i>EDGE, Directions in Australian ICT</i> and <i>Trade Route Australia</i> national and international publications focussing on research. ➤ Student research publications rewarded with increased print/copy quota; minor conference funding provided; office accommodation and computers provided. ➤ Research strengths provide additional funding for conference travel. ➤ SECTE HDR first year review established to identify assistance/training required and is monitored by School Postgraduate Committee. Seminar program offered for HDR. ➤ Successful HDR students talk to and encourage potential first class honours students. ➤ HDR students annual progress reports monitored. ➤ SITACS require a revised research proposal be submitted during first six months along with a seminar to be presented every 12 months. ➤ Two HDR supervisors appointed at the 	

	<p>start of each candidature and SITACS are looking at instigating a Supervisor Orientation workshop to augment their current list of qualified academics.</p> <ul style="list-style-type: none"> ➤ Summer scholarships are available and trade shows held. <p><i>Summary: Excellent progress being made in some areas; further effort is required on an on-going basis.</i></p>	
3.2.2 Grants, Contracts, Collaboration and Strategic Alliances		
<p>Increase dollar-level of competitive funding from ARC, CRC, other funding agencies, and industry sources</p>	<ul style="list-style-type: none"> ➤ Two Faculty research weeks designated for 2005. ➤ FRC working party formed to focus on developing a Faculty-wide plan to identify and explore deeper industry linkages for the purpose of attracting funding. ➤ SITACS reorganised into research groups to meet and develop strategies for increasing grant revenue. ➤ Senior staff mentor to assist junior staff to develop competitive research grant proposals across all three schools. ➤ A/Dean (Research) and FRC Deputy Chair actively reviewed draft grant applications and participated in Faculty-based Research Services Office grant writing workshops. ➤ SECTE secured five ARC Discovery grants, one linkage and two major research grants (Motorola and Integral Energy). ➤ SITACS secured three ARC Discovery grants and one linkage grant. ➤ Collaborative agreement with ABS, providing funding for Professor of Statistical Methodology. <p><i>Summary: The overall performance by the Faculty in terms of research funding has been outstanding. For instance, during 2004, research income totalled \$4.9m in national competitive grants, consulting and research contracts, as against \$3.2m in 2003 (representing a 53% increase). In addition, the number of refereed academic publications increased by 7% over the previous year.</i></p>	

<p>Develop and take part in high profile external collaborative R&D partnerships</p>	<ul style="list-style-type: none"> ➤ Five Faculty staff are members of four ARC research networks. The represents the major proportion of UoW's ARC network engagement (being 6 in total). ➤ Proposals to partner in two new CRC bids took place: Telcore and Security, Risk and Data Intelligence, however; both of these were unsuccessful. <p><i>Summary: Major collaborative partnerships have continued with its CRCs for Smart Internet technology, desert technology as well as the intelligent manufacturing CRC. Two other significant partnership initiatives have been established with Motorola Inc USA and ABS.</i></p>	
3.2.3 Research strengths and multidisciplinary research excellence		
<p>Develop a long term research strength strategy for the Faculty</p>	<ul style="list-style-type: none"> ➤ A new Associate Dean of Research has been appointed for the specific purpose of leading, focusing and expanding the research intensity of the Faculty. ➤ Recruitment of ex-Motorola research staff (9 positions in total representing over 20% of the Motorola Australia Research labs staff). ➤ Four relatively junior academic appointments were added to SMAS specifically directed at the task of building up research capacity and succession planning. ➤ Centre for Statistical and Survey Methodology (CSSM) is being funded as a URC strategic initiative. ➤ Discussions underway for the multimedia group to join TITR. <p><i>Summary: Faculty has embarked on a major research capacity-building program with new recruitments as well as refocussing its existing research group activities. The pursuit of establishing at least another research strength within the Faculty is ongoing.</i></p>	
3.2.4 Research Informing Teaching (the "Research – Teaching Nexus")		
<p>Research-only staff to be strategically involved with honours teaching program</p>	<p>Professorial Fellow and Research Fellows actively teach and supervise Honours students, including summer vacation scholarships.</p>	

	<i>Summary: Some progress has been achieved. Continued and on-going effort is required across the Faculty.</i>	
Ensure that 85% of Academic staff are research active	<p>Career development plan allocates priority to research activities.</p> <p><i>Summary: There has been an increase in research-active staff across the Faculty as evidenced by the significant increase in research funding and publications. However, the Faculty has recognised that it needs to first identify and establish the appropriate metrics for defining a research-active staff member in order to then measure and track this key performance indicator.</i></p>	Associate Dean (Research) to take leadership role in this objective.
3.2.5 Any other objectives regarding research		
Develop an effective faculty-wide research management and funding plan in collaboration with URC	A plan has been proposed by the A/Dean (Research) and is in the final development stages.	
Develop and implement an R&D incubation commercialisation plan within the Innovation Campus	No progress has been achieved to date; awaiting the impending appointment of the new Manager for Innovation and Commercialisation Development.	
Establish criteria to ensure study leave is effective (undertaken as prescribed)	<ul style="list-style-type: none"> ➤ Study leave planning via a roster system, approved by the School Education Committee in the case of SECTE, and discussed, both formally and informally, with staff during workload interview. In 2004, 20% of total academic staff took study leave. ➤ SITACS study leave planned until end 2006 with a workshop pending to ensure progress with this strategy. <p><i>Summary: Faculty has exercised a more rigorous vetting process for study leave applications, in many instances seeking revised plans from applicants to ensure quality outcomes.</i></p>	
Produce bi-ennial Faculty Research Report	<p>Databases developed to collect publications, grants, consultancies and HRD student progress.</p> <p>Summary: Database collection established and ready for producing a bi-ennial Faculty Research Report.</p>	

3.2.2 Milestones, Key Results and Awards for the Year: *(dot points)*

- Chair in Statistical Methodology established with funding from the Australian Bureau of Statistics (ABS) for an initial period of five years including support for at least two ARC Linkage grants.
- Prof Jim Hill awarded an ARC Australian Professorial Fellow for five years (worth \$1.2m) on the mathematical and mechanical modelling of nano particulate flow.
- Consulting and research contracts realised \$2.4m (January to September) comprising 52 % of UoW's total consulting and research contracts.
- Major research contract with Motorola Inc, USA, to conduct Next Generation Wireless Technologies research worth \$1 million overall.
- Centre for Information Security contract with the Defence Signal Directorate (DSD) on Next Generation Firewalls and Intrusion Detection Systems, to the value of \$270,000.
- Fourth successive major Integral Energy funding arrangement, worth \$1 million, signed with Power Quality group.
- National competitive grants for the year totalled \$2.59m as against \$1.96m last year with the Faculty attracting six Discovery grants and two of UoW's total five 2005 ARC (round 1) linkage grants.
- Four successful ARC Network bids.
- Staff also successful in ARC discovery grants through other institutions to the value of \$538,500.
- One Linkage Award and one Linkage International Fellowship, two out of UoW's five in total.
- Three successful International Strategic Links Grant Scheme applications and one Linkage project.
- Eight HDR student completions (seven PhD and one Masters by research).
- Refereed publications increased 7% over the previous year.
- Dr Mark Nelson awarded the JH Mitchell Medal acknowledging him as the most outstanding new researcher in the field of applied mathematics in Australia and New Zealand.
- Two new CRC bids: Security, Risk and Data Intelligence bid led by Prof Rei Safavi-Naini), and Telcore (bid led by Prof Philip Ogunbona) were not successful, however; a number of separate opportunities are being pursued as a result of established contacts.
- Hosted OZCHI, the largest Human Computer Interface conference in the southern hemisphere attracting delegates from the US, UK, Canada, Japan, Korea, Germany, Denmark etc.
- Memorandum of Understanding signed with WIPRO, one of India's leading IT companies, exploring collaborative research potential.
- Power Group secured Electricity Supply Association of Australia Prize for the third year running.
- Continued to pursue digital TV Test and Conformance Centre initiative.
- Financial Mathematics workshop held by the Centre of Financial Mathematics.
- The DSL group held a major workshop on Supply Chain Optimisation and E-Markets

Other:

- Upcoming AUQA standing item on both Executive Committee and Faculty Committee meetings agenda.
- Recent Communication Survey, Informatics had the highest participation rate of any Faculty, some 60% higher than the next highest Faculty participation rate.

3.3 Community Engagement

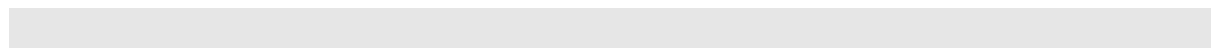
3.3.1 Review of progress towards objectives in the previous plan

Community Engagement Objective/s	Outcomes and Progress Against Objectives*	Is revision of the strategies to achieve these objectives, or improve the outcomes, required?
Quarterly research seminar for local industry	<ul style="list-style-type: none"> ➤ Achieved at the School and Research Institute/group level. ➤ Awaiting previously-mentioned appointment of MICD to progress this objective at the Faculty level. <p><i>Summary: A number of high profile visitors have provided leading edge research seminars to the Faculty. These have been organised by the various research centres and groups. No progress has been made to establish a seminar series targeting the local industry sector. Instead, a number of focussed workshops have been held with local industry participation.</i></p>	
Establish a leading role in the development of the Innovation Campus	<ul style="list-style-type: none"> ➤ Suitable industry partners have been identified with discussions underway. ➤ Innovation Campus "brainstorming" session held with follow up action identified. The senior group concluded that the Faculty and University would be well served by establishing an ICT graduate School at the Innovation Campus. The concept was presented to the Vice Chancellor who responded positively to the initiative <p><i>Summary: The Dean and other senior members of the Faculty have contributed significantly towards the Innovation Campus development initiative. The level of engagement by the Faculty in this initiative has been considerable and on-going.</i></p>	
Other	<ul style="list-style-type: none"> ➤ Two successful Trade Shows during the year. ➤ Inaugural Informatics Year 12 Maths Prize attracted 16 high calibre students from around the Illawarra. ➤ Staff member of group nominated for 	

	<p><i>Prime Minister's Award for Excellence in Business Community Partnerships.</i></p> <ul style="list-style-type: none"> ➤ A/Lecturer hosted Pink Ribbon Breakfast for Cancer Research. ➤ Faculty is a member of the Illawarra Connections. ➤ Conducted successful Early Entry program attracting 221 registrations. 	
--	---	--

3.3.2 Milestones, Key Results and Awards for the Year: *(dot points)*

- Having won the State Award, A/Prof Peter Hyland is a member of the group nominated for the "Prime Minister's Award for Excellence in Business Community Partnerships".
- Chair of SECTE Visiting Committee, and member of Faculty Visiting Committee, Mr Roger Evans, awarded Fellowship of the University of Wollongong.



3.4 Action on Results of Student Surveys, Orientation, Reviews

Name of Survey or Review	Briefly outline results	Briefly outline any subsequent action
2003 Course Experience Questionnaire	Teaching quality is constant but students feel skills are less developed.	<p>Consultative process undertaken with the Faculty's three Schools.</p> <p>General outcome observed small numbers of student participation in survey and, in some cases, contrary comments.</p> <p>However, the Schools are adopting strategies to address the issues raised in the survey such as conducting a major course review, incorporate internal control mechanisms such as ongoing student feedback, continual subject evaluations and reviews, holding focus groups with senior students to align the targeting of subjects towards the University's graduate attributes.</p> <p>The Faculty Education Committee has also established a multi-disciplinary working party (Quality 101) to identify, develop and implement strategies to address problem areas. This working party has developed an FSA and ESDF application to assist with its stated outcomes.</p>

10 Student Profile: Actual and Projected

Community Engagement Objective/s	Outcomes and Progress Against Objectives*	Is revision of the strategies to achieve these objectives, or improve the outcomes, required?
Increase the number of domestic research students	<ul style="list-style-type: none"> ➤ <i>As per 3.2.1 above</i> ➤ Held First Class honours Lunch on 9 September 2004 to attract quality internal students. <p>Preparing a publicity booklet for use both domestically and internationally to attract HDR students. Use of high quality</p>	

	<p>magazines, such as Edge. Use of success stories in media, such as Virtual Manipulation on WIN TV. Staff visits to key universities to promote UoW, eg Prof Ogunbona's visit to Tsinghua University.</p> <ul style="list-style-type: none"> ➤ Annual PG Research Day assists with this strategy as does SITACS' regular seminar series. ➤ Regular trade shows held to promote undergraduate study opportunities. ➤ In SECTE, publications are rewarded with increased print/copy quota; conference funding (\$200) provided, although with the change in research funding this may need to be reconsidered in 2005; office accommodation and computers provided, normally costs are shared between SECTE and Research Strengths; seminar program, including social interaction with staff and other HDR students beginning on 24th September 2004. Research strengths provide additional funding for travelling to conferences. ➤ SECTE uses successful HDR students to talk to potential first class honours students. SECTE rewards publications with increased print/copy quota. Research strengths should be involved in rewarding high achievers. ➤ MEngStud program is popular with Supelec in France; potential exists to target other institutions in Europe. No action yet as major review of undergraduate program will result in modifications to MEngStud program at which time a concerted effort should perhaps be undertaken. 	
--	---	--

	<p><i>Summary: The Faculty has continued to achieve success in attracting domestic research students, however; it recognises that continued effort is required to maintain and improve its current position.</i></p>	
<p>Increase number of onshore international postgraduate students</p>	<ul style="list-style-type: none"> ➤ Master of Financial Mathematics: alliances formed in China; strategic link grant used to visit HUST and present seminars; Fudan and Shanghai Jiao Tong Universities to be fed by Spring session 2005. ➤ Master of Digital Multimedia: promotional material being developed for partner institutions in Hong Kong and Singapore. ➤ Master of Computer Science: strategy developed by June, for Master of e-Commerce by July and for MITM and MICT by August, 2005. ➤ Targeted marketing programs being developed for India, Singapore, Malaysia and Hong Kong. ➤ Strategic alliances forged with Singapore Institute of Management and Temasek Polytechnic, Hong Kong University of Science and Technology and Chu Hai College. ➤ Development of off-shore program with China's Zhengzhou University. ➤ Alliances being developed in Malaysia with INTI College, Petronas University, Nilai College, and Sunway College; in India with Symbiosis Business School, WIPRO, Infosys, and Tata Consultancy Services. ➤ Testimonials being collated for postgraduate courses to be complete for marketing purposes by January 2005, and for undergraduate courses by March, 	

	<p>2005.</p> <ul style="list-style-type: none"> ➤ Potential to extend MEngStud / Supelec (France) model to other European institutions as mentioned above. <p><i>Summary: A very pleasing result which runs counter to significant downward trends in other national Universities.</i></p>	
--	---	--

11 Staffing Issues: Human Resource Management; Staff Development (excluding academic training); OH&S; EEO

Community Engagement Objective/s	Outcomes and Progress Against Objectives*	Is revision of the strategies to achieve these objectives, or improve the outcomes, required?
Establish career development mentoring for junior academic staff	<ul style="list-style-type: none"> ➤ The two most recent SMAS appointments receive mentoring on a weekly basis from two of the most senior members of the School. ➤ SECTE are in the process of identifying staff with appropriate mentoring skills, and staff who are potentially identified as requiring mentoring. ➤ SITACS teaching and research mentors allocated in 2002. This program will be reviewed concurrent with the new appointments currently advertised. <p><i>Summary: Heads of Schools have started to play a much more proactive role in terms of career development and junior staff mentoring. Major refocussing has been achieved by SITACS.</i></p>	
Develop an inclusive culture for research only staff	<ul style="list-style-type: none"> ➤ SECTE include research-only staff in social functions organised by school, are members of School Committee, and included in all School email distributions. Research-only staff included as school staff on web site. 	Next year, with the establishment of the Statistics Institute and several PhD students coming to work on nano technology, there may be some additional pressures particularly on the Faculty's already serious lack of space.

	<ul style="list-style-type: none"> ➤ SECTE research-only staff now included as School staff on school web site. ➤ The newly formed SITACS Post Graduate Research Committee will take carriage of this objective within the School. ➤ Currently the research-only staff in SMAS are well integrated within the School. They all play an active role in School meetings and social occasions. They have all previously been regular teaching members of the School and are familiar with the way it operates. ➤ Senior postgraduates are encouraged to do some teaching (at all levels) within the School. <p><i>Summary: Good progress has been achieved in this area. On-going effort necessary.</i></p>	
<p>Review teaching allocation for 1st year staff across the Faculty to ensure that junior or inexperienced staff are not used inappropriately</p>	<ul style="list-style-type: none"> ➤ In SMAS, the workload team has been assigned the role of assessing the association between seniority and level of subjects taught. ➤ SECTE SEC approves the teaching allocation within the school with staff allocated to subjects in which they have expertise and experience. ➤ SITACS practices currently under review. ➤ FEC agreed that 'seniority' is the wrong word for this strategy and recommended that it be replaced with the phrase 'experienced teachers/lecturers', or similar. ➤ FEC agreed that Schools should be asked to provide a report to FEC which outlines the correlation between the level and expertise of teaching staff and the level of subjects being taught. <p><i>Summary: This issue is now being taken up seriously and it is anticipated that good results will be</i></p>	

	<i>achieved.</i>	
Raise EEO awareness within the Faculty	<ul style="list-style-type: none"> ➤ In conjunction with the EEO Unit, RealPlay delivered an interactive EEO presentation at the Faculty Planning Conference highlighting various issues of specific interest to the Faculty and its stakeholders. ➤ As a separate activity, Ms Robyn Weekes and the Dean will be meeting with specific groups such as young women and junior academics with a view to identifying any special needs to assist with career development. <p><i>Summary: Faculty has continued to work closely with the EEO Unit to identify issues and to develop appropriate strategies to deal with matters arising.</i></p>	
Maintain an effective Workplace Advisory Committee (WAC)	<ul style="list-style-type: none"> ➤ All six scheduled meetings for 2004 have been held. ➤ Representatives include Academic, General, Technical staff and a student representative. ➤ Approximately two thirds of committee members have completed OH&S Modules one and two. The third module training was conducted immediately after the last WAC meeting on 25/11/04 which all members attended. ➤ Strategic KPIs for Informatics have been set, these are as follows: <ol style="list-style-type: none"> 1. Hazard reporting – aim to increase by 50% 2. Hours lost – look at return to work strategy 3. Delays in reporting – aim to raise awareness of the need to promptly report injuries 4. Manual handling injuries – proactive audit of lifting and moving equipment eg trolleys etc in the Faculty 	

	<p>5. Informatics Hazard Inspections – once training is complete begin routine inspections.</p> <ul style="list-style-type: none"> ➤ Discussion is ongoing regarding achieving the above KPIs ➤ Black-out procedures developed and equipment being purchased. <p><i>Summary: Progress is considered excellent and on target.</i></p>	
<p>Institute procedures for the safe design and use of in-house designed student projects</p>	<p>The WAC is progressing this item, the scope of which has been broadened during the course of its progress. An in-house working party was formed in SECTE and is currently working on an in-house designed student project addendum to the OH&S induction checklist.</p> <p><i>Summary: level of progress is on track and very positive.</i></p>	

PART D

4 Faculty Planning for Core Business Activities – Forward Planning

4.1 Learning and Teaching

4.1.1 Student Learning (content and academic support)

Objective/s* <i>(What do you intend to do?)</i>	Strategy/ies <i>(How do you intend to achieve this?)</i>	How do you intend to measure/review progress	Identify and Constraints / "Roadblocks"
Provide an effective education experience for all our students that will produce quality graduates.	<p>Improve pass rates in first year subjects that have high failure rates as follows:</p> <ol style="list-style-type: none"> 1. Identify at least one subject per session with recent failure rates above 25% within each School. 2. Implement change evaluation process to identify next steps for improvement. 3. Identify and investigate student, systemic and program factors causing problems. 4. Help develop Faculty Service Agreements (FSA), ESDF or other applications to gain funding support to implement changes. 5. Identify and assist in planning and/or mentor lecturers to encourage implementation of subject improvements to address problems. 6. Implement follow-up 	<ul style="list-style-type: none"> ➤ Completion of review (3): one subject per session per School. ➤ Development of two successful ESDF (or similar) applications per year. ➤ Implementation of subject improvements (5): two subjects per year. ➤ Completion of follow-up evaluation/s (6): ongoing. ➤ Increase in pass rates for reviewed subject/s to be greater than 75% without compromising standards. ➤ Increase in pass rates for subsequent subject/s. <p>Responsibility: QUALITY 101 Working Party (FEC) Consultation: Heads of Schools, SECs and individual lecturers of identified subjects</p>	Process is very slow, time consuming and resource intensive.

	<p>evaluation – with particular attention paid to subject transition to new lecturers – and identify "second" steps for improvement.</p>		
	<p>Reinstate mentoring scheme for "at risk" first-year undergraduate SITACS students:</p> <ol style="list-style-type: none"> 1. Identify "at risk" students 2. Allocate identified students to mentors 3. All students to meet with mentors minimum of once per academic year 	<ul style="list-style-type: none"> ➤ Database of "at risk" students developed ➤ Mentors identified and allocated ➤ Program commenced: start of Spring 2005 <p>Responsibility: SITACS (SEC)</p>	
	<p>Update TAFE and domestic private provider articulation arrangements by organising meetings with TAFE and private providers.</p>	<p>Meeting held and action list developed.</p> <p>Responsibility: Sub-Dean</p> <p>Consultation: Heads of Schools, SECs</p>	
	<p>Integrate academic and information literacy, language and learning support into curricula</p> <ol style="list-style-type: none"> 1. Identify most appropriate subjects in each degree for integration. 2. Develop a staged plan for implementation and review of integration. 3. Implement integration with assistance from Learning Development and Library Services. 	<ul style="list-style-type: none"> ➤ Completion of implementation plan: end 2005. ➤ Completion of integration into key first year subjects: end 2005. ➤ Completion of integration into other key subjects: end 2007. <p>Responsibility: FEC Tertiary Literacies Integration Working Party (which includes members from learning Development and Library Services)</p> <p>Consultation: Heads of Schools, SECs and individual lecturers of identified subjects</p>	

4.1.2 Program Development and Delivery (ie the framework)

Objective/s* <i>(What do you intend to do?)</i>	Strategy/ies <i>(How do you intend to achieve this?)</i>	How do you intend to measure/review progress	Identify and Constraints / "Roadblocks"
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>Ensure Faculty compliance with University's revised assessment policies and procedures:</p> <ol style="list-style-type: none"> 1. Develop and implement five-year plan for subject and course reviews within the constraints of the Framework. 2. Communicate key aspects of Framework, its impact on the Faculty and five-year review plan to all Faculty staff. 3. Communicate key aspects of policies and procedures and their impact on the Faculty to all Faculty staff. 4. Schools to implement changes to procedure, where not already compliant. 5. Parties external to Faculty to conduct audit of assessment procedures in each School. 	<ul style="list-style-type: none"> ➤ Five-year review plan developed: end 2005-04-15 Course and subject reviews conducted in accordance with plan: ongoing ➤ Each School's assessment procedures approved by FEC: by end 2005. ➤ Audit completed with full compliance: by mid-2006. <p>Responsibility: FEC (with reporting lines from SECs) Consultation: Heads of Schools, SECs and individual lecturers of identified subjects</p>	Time and resources to conduct course and subject reviews within timeframe specified in Plan.
	Review all SITACS subject offerings (both undergraduate and postgraduate) with a view to rationalisation.	Review document produced: end Autumn, 2006 Responsibility: SITACS (ABS-IT, ABS-CS)	
	<ol style="list-style-type: none"> 1. Conduct review of market demand for Software Engineering. 2. Develop new syllabus. 3. Benchmark with top international institution offerings. 	Market report produced (1): end Autumn 2006 Timeline for (2) and (3) to be developed when review complete and resultant report analysed. Responsibility: SITACS (SEC)	

		Consultation: International Manager	
	<ol style="list-style-type: none"> 1. Review structure of all eight SITACS coursework Masters Degrees 2. Possible design of a two-year Masters program. 3. Rationalise current offerings 	<ul style="list-style-type: none"> ➤ Complete four coursework Masters degree reviews: end 2005 ➤ Complete remaining four coursework Masters degree reviews: end 2006 <p>Responsibility: SITACS (ABD-IT, ABS-CS)</p>	
	Conduct reviews of all SMAS degrees over the next five years commencing with the first year's operation of the MMathFin	<ul style="list-style-type: none"> ➤ Formulate small group to consider immediate changes to be in place for 2006 ➤ Develop overall review plan and concomitant timeline for other degrees <p>Responsibility: SMAS (HoS)</p>	
	<p>Review and restructure SECTE undergraduate and postgraduate courses through:</p> <ol style="list-style-type: none"> 1. Forming a working party of the SEC to conduct the review and propose new course structures 2. Consult with stakeholders (students and industry) 3. Hold a School forum to discuss the new course structure 	<ul style="list-style-type: none"> ➤ Propose new structure for undergraduate courses: August 2005 ➤ Complete review of postgraduate courses: October 2005 ➤ Introduce structure for postgraduate courses: 2005 <p>Responsibility: SECTE (SEC)</p>	
	Review delivery mechanism for SITACS first year subjects	<ul style="list-style-type: none"> ➤ 80% of first-year Computer Science subjects have structured labs/tutorials: end Spring 2005 <p>Responsibility: SITACS Consultation: SITACS subject coordinators</p>	
	Ensure SMAS service teaching meets customer needs through increased involvement of client units	<ul style="list-style-type: none"> ➤ Meet with clients at completion of each subject ➤ Conduct annual reviews 	

		of the subjects offered with SMAS client units Responsibility: SMAS (HoS)	
	Evaluation of undergraduate and postgraduate programs to ensure suitability to international student and industry demands by: <ol style="list-style-type: none"> 1. increasing Faculty information flows 2. benchmarking offshore and onshore operations 3. raising awareness of Quality Assurance Processes pertaining to International Students 4. monitoring academic progress of offshore and onshore students. 	<ol style="list-style-type: none"> 1. Establish a formal reporting process between International Unit and Schools: commencing May 2005 2. Completion of offshore and onshore benchmarking reports annually in October: commencing October 3. annual Quality Assurance reports provided to Heads of School: commencing February 2005 4. Academic progress reports provided biannually (January and July) to relevant Schools: commencing July 2005 Responsibility: International Manager Consultation: International Unit Coordinator, Administrative Assistant and Coordinator Academic, Dean, HoS, A/Dean (Research)	
Develop Dean's Scholars program across Faculty degrees.	<ol style="list-style-type: none"> 1. Develop suitable framework for each Faculty program. 2. Submit proposal via University Course Approval Process. 	Program developed for introduction in 2007. Responsibility: FEC (Working Party to be set up to drive proposal) Consultation: Heads of Schools, SECs, other Faculties with Dean's Scholars programs.	Diversity of programs in faculty and lack of consensus.
Consolidate all offshore partnerships	<ol style="list-style-type: none"> 1. Ensure consistency of delivery at offshore locations via thorough annual reviews. 2. Identify a cohort of 	<ol style="list-style-type: none"> 1. Annual review of all programs in November of each year: commencing November 2005. 	

	<p>academic staff with the ability to teach relevant subjects in a suitable, intensive delivery mode.</p> <ol style="list-style-type: none"> 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. 4. Gain ACS accreditation of all relevant programs 5. Identify key academic staff with strong cross-cultural/student interaction skills to assist in-country with soft marketing campaigns, industry and research seminars at partner institutions. 6. Develop clearly defined managerial and operational lines with each partner with clear briefings to Faculty staff. 7. Develop strategic government and industry linkages and contacts in all locations to support Faculty programs. 8. Establish an active Faculty Alumni that liaises closely with each of partner institution. 	<ol style="list-style-type: none"> 2. Implement process to ensure suitable suite of skills: commencing June 2005 and reviewed annually in December. 3. Prescribed reports completed annually in October: commencing October 2005. 4. Completed by July 2006. 5. Two seminars delivered an each partner per annum: commencing July 2005 6. Academics identified and written responsibilities and expectations finalised, reviewed annually: November 2005 7. Contact made with identified industry and government each time offshore teaching occurs: commencing February 2005. 8. Alumni function staged in collaboration with offshore partners annually: commencing June 2005 <p>Responsibility: International Manager</p> <p>Consultation: International Unit Coordinator, Administrative Assistant and Coordinator Academic, Dean, HoS, A/Dean (Research)</p>	
--	---	--	--

4.1.3 Staff

Objective/s* <i>(What do you intend to do?)</i>	Strategy/ies <i>(How do you intend to achieve this?)</i>	How do you intend to measure/review progress	Identify and Constraints / "Roadblocks"
Review teaching allocation	<ol style="list-style-type: none"> 1. Senior staff to be involved in first-year teaching 2. Provide support to lecturers teaching large classes 3. Proactive first-year coordinator(s) 	As per guidelines whitepaper generated: end Spring 2005 Responsibility: SITACS (SEC)	
Encourage teaching collaboration within SMAS	Consider and develop subjects suitable for team teaching possibly across areas	List of subjects developed: end Autumn 2005 Responsibility: SMAS (SEC)	

4.1.4 Any other objectives regarding learning and teaching

Objective/s* <i>(What do you intend to do?)</i>	Strategy/ies <i>(How do you intend to achieve this?)</i>	How do you intend to measure/review progress	Identify and Constraints / "Roadblocks"

4.2 RESEARCH

4.2.1 Research Income

Objective/s* <i>(What do you intend to do?)</i>	Strategy/ies <i>(How do you intend to achieve this?)</i>	How do you intend to measure/review progress	Identify and Constraints / "Roadblocks"
Increase dollar-level of competitive funding from ARC, CRC, other funding agencies and industry sources.	<ol style="list-style-type: none"> 1. Develop an early strategy for developing ARC grant proposals (set aside two research-only weeks per annum). 2. Senior staff to mentor and assist junior staff in developing competitive research grant proposals. 3. Develop a Faculty-wide plan to identify and explore deeper industry linkages for the purpose of attracting funding. 	Increase level of external research funding by 10%: one year Responsibility: A/Dean (Research)	
	<ol style="list-style-type: none"> 1. Encourage all staff, including new appointments to make grant applications. 2. Previously successful staff to mentor and make joint applications with other staff. 	Increased numbers of applications and successes. Responsibility: HoS (SMAS) Consultation: A/Dean (Research)	
Develop and take part in high profile external collaborative R&D partnerships.	Explore participation in an ARC-funded centre of excellence and research network	Participate in one ARC centre of excellence: one year Responsibility: A/Dean (Research) Consultation: Institute Director	

4.2.2 Research Student Training:

Objective/s* <i>(What do you intend to do?)</i>	Strategy/ies <i>(How do you intend to achieve this?)</i>	How do you intend to measure/review progress	Identify and Constraints / "Roadblocks"
Attract high calibre P/G students and improve their research productivity, and performance and completion rates.	<ol style="list-style-type: none"> 1. Actively identify and attract quality students both internal and external. 2. Create a strong high-performance research culture amongst the research student body. 3. Identify appropriate skill set required by student to undertake research and provide appropriate training. 4. Reward high achievers and profile them as role models. 5. Develop more ambitious yearly student research goals and milestones – and stick to them. 6. Develop more thorough due diligence in terms of enrolment and review procedures. 7. Ensure good level of supervision – each student should have two supervisors. 	<ol style="list-style-type: none"> 1. Increase rate of student-based quality publications by 10% 2. 70% of all P/G research students to complete in prescribed time. <p>Responsibility: A/Dean (Research) Consultation: FRC and Academic supervisors</p>	<ul style="list-style-type: none"> ➤ Critical lack of space ➤ Scholarships ➤ Facilities for postgraduate students
	Increase quality of postgraduate supervision.	Conduct HDR supervision seminar/Workshop with the assistance of the Research Office. Responsibility: HoS (SITACS) Consultation: A/Dean (Research), SITACS SRC	

4.2.3 Quality of Outcomes

Objective/s* <i>(What do you intend to do?)</i>	Strategy/ies <i>(How do you intend to achieve this?)</i>	How do you intend to measure/review progress	Identify and Constraints / "Roadblocks"
Produce a substantial amount of research of high quality and impact, thereby positioning the Faculty to thrive in the new Research Quality Framework being developed by the Federal Government.	<ol style="list-style-type: none"> 1. Develop measures of research quality and impact. 2. Identify mechanisms to support and promote high quality research. 3. Identify ways of making an impact. 4. Review the elements that contribute to groups in other institutions being acknowledged as high impact. 	Measures and mechanisms developed and agreed. Responsibility: A/Dean (Research)	Lack of agreement on what constitutes quality and impact amongst Faculty's researchers.

4.2.4 Linkages/Partnerships and Commercialisation

Objective/s* <i>(What do you intend to do?)</i>	Strategy/ies <i>(How do you intend to achieve this?)</i>	How do you intend to measure /review progress	Identify and Constraints / "Roadblocks"
Develop and implement an R&D incubation commercialisation plan within the Innovation Campus	Research and draft plan.	Plan researched and developed. Responsibility: A/Dean (Research) Consultation: FRC Chair, Research Directors	<ol style="list-style-type: none"> 1. Resource support 2. Research partner identification and commitment
Establish and/or improve relationship with six key domestic organisations.	<ol style="list-style-type: none"> 1. Review existing contacts and decide on priorities. 2. Identify key elements of a productive relationship for the Faculty and the identified organisation. 3. Establish a program of contacts at senior levels. 4. Involve the Faculty Advisory Committee. 	Identify relationship indicators. Assess existing and new relationships against above indicators to determine continuance of relationship. Responsibility: A/Dean (Research)	<ul style="list-style-type: none"> ➤ Time and money to visit the organisations and host visits. ➤ Cooperation of external organisations.

4.2.5 International Linkages and Reputation

Objective/s* <i>(What do you intend to do?)</i>	Strategy/ies <i>(How do you intend to achieve this?)</i>	How do you intend to measure / review progress	Identify and Constraints / "Roadblocks"
Establish and/or improve relationship with six key international research universities or other organisations.	<ol style="list-style-type: none"> 1. Review existing contacts and decide on priorities. 2. Identify key elements of a productive relationship for the Faculty and the international partner. 3. Establish a program of contacts and visits for researchers. 4. Ensure study leave and other activities give priority to these links. 5. Ensure a proportion of institutions targeted are aligned with the Faculty's current student diversification policy which focuses on identified institutions from Hong Kong, Singapore, India, and Thailand. 	<ul style="list-style-type: none"> ➤ State of relationships with key organisations. ➤ Research outputs generated through international links. <p>Responsibility: A/Dean (Research) Consultation: International Manager</p>	<ol style="list-style-type: none"> 1. Time and money to visit the universities and organisations, and host visits. 2. Cooperation of potential international partners.
Have a strong international reputation for research.	High level of activity on international bodies, such as conference program committees, editorial boards, and other committees.	<ul style="list-style-type: none"> ➤ Quality and quantity of such memberships. ➤ Level of international refereeing and thesis examination. <p>Responsibility: A/Dean (Research) Consultation: International Manager.</p>	<ol style="list-style-type: none"> 3. Time and money to visit the universities and organisations, and host visits. <p>Cooperation of potential international partners.</p>
	<p>Utilise current research strengths in Nanotechnology and Statistics to build SMAS' current research base through:</p> <ol style="list-style-type: none"> 1. Raising the profile of these two strong research areas by increasing the number 	<ol style="list-style-type: none"> 1. Visit overseas Universities to recruit students and to organise workshops which attract leading researchers in the areas. 2. Identify two potential partners. <p>Responsibility: HoS</p>	

	<p>of postgraduate students and visitors.</p> <p>2. Collaborating with other Universities which have similar strengths.</p>	<p>(SMAS)</p> <p>Consultation: A/Dean (Research) International Manager</p>	
--	---	---	--

4.2.6 Research Environment and Recognition

Objective/s* <i>(What do you intend to do?)</i>	Strategy/ies <i>(How do you intend to achieve this?)</i>	How do you intend to measure / review progress	Identify and Constraints / "Roadblocks"
Quarterly topical ICT presentations for campus community.	Identify and compile a list of high-profile ICT guest speakers and invite them to address the campus community.	Hold four high profile ICT guest speaker presentations. Responsibility: A/Dean (Research) Consultation: Dean	Funding and speaker availability.
Develop another long-term research strength for the Faculty.	<ol style="list-style-type: none"> 1. Identify key staff and groups within the Faculty and in other groups in the University. 2. Recruit where possible into the identified future strength. 3. Establish the essential criteria for evolving into a research strength in concert with PCV(R). 4. Ensure that each School participates in at least one research strength. 	Establish at least one new Institute in the Faculty during 2005. Responsibility: A/Dean (Research) Consultation: Dean	<ol style="list-style-type: none"> 3. Gaining consensus within Faculty. 4. URC acceptance.
Develop an effective Faculty-wide research management and funding plan in collaboration with URC.	Draft the plan	Plan developed and implemented. Responsibility: A/Dean (Research) Consultation: FRC	Aligning plan with URC.

4.2.7 Any other objectives regarding research (including research-teaching nexus)

Objective/s* <i>(What do you intend to do?)</i>	Strategy/ies <i>(How do you intend to achieve this?)</i>	How do you intend to measure / review progress	Identify and Constraints / "Roadblocks"
Research-only staff to be strategically involved with honours teaching program.	Review opportunities for such teaching, such as research-only staff identified	1. Identify current number of research-only staff teaching such	Cooperation between HoS and Research Supervisors.

	to thesis subject coordinator for inclusion into supervision list.	<p>programs: one year</p> <p>2. Increase the identified number: 2006</p> <p>Responsibility: A/Dean (Research)</p> <p>Consultation: Heads of School and Research Supervisors</p>	
Ensure that 85% of Academic staff are research active.	Ensure priority allocated in career development interview/plan.	<p>Percentile achieved: one year</p> <p>Responsibility: A/Dean (Research)</p> <p>Consultation: Heads of School and Research Director</p>	<p>1. Workloads</p> <p>2. Level of research skills</p>
	<p>1. Clarify minimum requirements for "research active" status.</p> <p>2. Convene regular School Research Colloquium.</p> <p>3. School support for industry partner visits.</p> <p>4. Support for at least one international and one local conference.</p>	<p>1. Compile and maintain data on number of:</p> <p>a. research grants</p> <p>b. papers (DEST points)</p> <p>c. research students</p> <p>d. research mentoring</p> <p>e. research seminars presented.</p> <p>Create baseline data and monitor improvement against targets.</p> <p>2. Number of Colloquium held.</p> <p>Responsibility: HoS (SITACS)</p> <p>Consultation: A/Dean (Research)</p>	
Establish criteria to ensure study leave is effective (ie undertaken as prescribed).	Improve study leave planning.	<p>1. Number of staff taking study leave with well developed research plans as scheduled and as identified in workload documents.</p> <p>2. Study leave output.</p> <p>Responsibility: A/Dean (Research)</p> <p>Consultation: Heads of School</p>	Available of Study Leave Assistance Grant (SLAG)
Produce bi-ennial Faculty Research Report	1. Identify and collate data on research activities.	<p>➤ Databases constructed.</p> <p>➤ Faculty Research</p>	Availability of resources.

	2. Compile and edit into report.	Report produced: one year Responsibility: A/Dean (Research) Consultation: FRC, Faculty Executive Officer	
Review SMAS research structure	1. Determine a structure to manage research within the School. 2. Develop strategies to cope with Maths in Industry Study Group (MISG) in 2007–2009	1. Determine a more suitable structure: one year 2. Commence planning by identifying the organisers within SMAS and discussing possible assistance with Australian Mathematics Society Institute (AMSI): one year Responsibility: HoS (SMAS) Consultation: A/Dean (Research), AMSI	

5 Fostering Community Engagement

Do you have any community engagement objectives?

Objective/s* <i>(What do you intend to do?)</i>	Strategy/ies <i>(How do you intend to achieve this?)</i>	How do you intend to measure / review progress	Identify and Constraints / "Roadblocks"
Quarterly Research Seminars and/or mini-workshops for local industry	Faculty will identify R&D areas of interest with a view to running seminars and or mini workshops on a quarterly basis specifically targeted at local industry with a view to foster engagement between the Faculty and the community	Number of events being held – target is 4 events per annum Responsibility: Dean Consultation: Associate Dean of Research , Research leaders and directors	Resources and industry involvement
Provide the ICT leadership focus in terms of the development of the Wollongong Innovation Campus (WIC)	Work collaboratively with the University wide development team to identify and attract high profile partners to WIC.	Short list of potential participants and number of profile engagements with industry sector (such having presence at CeBIT)	Availability of time and resources

		Responsibility: MICD Consultation: Dean, Associate Dean of Research, Institute Directors	
--	--	--	--

6 Communication Strategy

a) Briefly outline the consultation process undertaken in the development of this Plan (ie encouraging staff involvement and input)

- (dot points)

- Review of previous plan objectives provided by all accountabilities by way of quarterly progress reports.
- Faculty stakeholders consulted (eg Heads of School, Dean, Associate Dean (Research), Sub-Dean, International Officer, Executive Officer, Faculty Officer, Chair FEC, WAC, IT Committee, Institute Director) and input received.
- School's sub stakeholders consulted (eg School Advisory Committees, School Education Committees and various School working parties) and input provided.
- University resource providers (eg Library, Learning Development unit) consulted and input received.
- Assistance and direction received from Director EEO Unit.
- Faculty Advisory Committee reviewed the draft Plan and provided input.
- Faculty's Executive Committee reviewed the draft Plan and provided input.
- Draft Plan distributed to entire Faculty members for consideration and feedback
- Draft Plan distributed to Student Representatives for feedback.

b) Briefly outline how you intend to communicate this Plan (particularly Faculty objectives) to staff and students

- (dot points)

- Special Faculty Meeting convened with Dean presenting final Plan.
- Plan presented to Faculty Student Representatives at Orientation meeting.
- Plan sent to members of Faculty Advisory Committee.
- Plan uploaded onto Faculty Staff Only website with hyperlink emailed to all staff.

PART E

7 Actual and Target Student Profile

Objective/s* (What do you intend to do?)	Strategy/ies (How do you intend to achieve this?)	How do you intend to measure progress	Identify and Constraints / "Roadblocks"
Attract and retain undergraduate and postgraduate students, both domestically and internationally	<ol style="list-style-type: none"> 1. Develop a strategic, multi-faceted Faculty marketing plan to increase market share of HSC first preferences. 2. Develop revised guidelines for WUC applicant intakes. 	<ol style="list-style-type: none"> 1. Increase in HSC first preferences by 6%. 2. Revised guidelines developed. <p>Responsibility: Faculty Marketing Committee Consultation: Faculty Executive Officer, Faculty Officer, UniAdvice, Paul O'Halloran (WUC), HoS</p>	
	<p>Develop strategies and long-term marketing plans for SECTE undergraduate and post-graduate course:</p> <ul style="list-style-type: none"> ➢ Develop new and dynamic School website. ➢ Identify staff to be responsible for marketing courses. ➢ Investigate the most effective ways of promoting SECTE courses. 	<ul style="list-style-type: none"> ➢ New School website active: one year ➢ List of responsible staff: one year ➢ Promotion strategies in place for 2005/06 <p>Responsibility: SECTE (HoS) Consultation: International Manager</p>	
Diversify International onshore students by country, levels and programs	<p>Develop focused marketing plans for the top 5 international source countries outside of People's Republic of China:</p> <ol style="list-style-type: none"> 1. Hong Kong <p>Institutional Focus:</p> <ul style="list-style-type: none"> ➢ Leverage Faculty's new Offshore Program with Hong Kong University of Science and 	<ol style="list-style-type: none"> 1. Formal Articulation Arrangements developed for HKUST; Partial scholarship for Chu Hai College in place for Autumn session 2006; 2. Partial scholarships in place for Singapore Polytechnic, Temasek Polytechnic and Singapore Institute of Management, 	

	<p>Technology to develop formal articulation arrangements with relevant Schools and Programs</p> <ul style="list-style-type: none"> ➤ Reinvigorate Chu Hai College Articulation arrangements into Bachelor of Computer Science via targeted scholarship Scheme <p>2. Singapore Institutional Focus:</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 targeted scholarship scheme ➤ Leverage new Offshore Program with Singapore Institute of Management to ensure graduates articulate into Faculty's postgraduate programs <p>3. India Institutional Focus:</p> <ul style="list-style-type: none"> ➤ Develop stronger collaborative relationship with the two largest sources of Indian students for the Faculty: <ul style="list-style-type: none"> - University of Pune, with particular focus on Fergusson College a renowned Computer Science, Computer Engineering and Mathematics institution; and ➤ - Indian Institute of Science Bangalore where the Faculty has established research 	<p>with ongoing awareness / promotional campaign in place;</p> <ol style="list-style-type: none"> 3. Marketing campaigns developed ensuring ongoing profiling of Informatics at the two identified institutions; 4. Detailed marketing plan in place for the three focused institutions in Thailand, including site visits for promotions and seminars; 5. Promotional materials and detailed marketing plan in place for ICI Jakarta. <p>Responsibility: International Manager Consultation: International Unit Coordinator, Administrative Assistant and Coordinator Academic, UniAdvice, Faculty of Commerce, Dean, HoS, A/Dean (Research)</p>	
--	--	--	--

	<p>collaboration;</p> <ul style="list-style-type: none"> ➤ Ramp up soft-marketing efforts at the above 3 Universities; <p>4. Thailand Institutional Focus:</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 for the Faculty; ➤ Ramp up soft-marketing efforts at the above 3 Universities; <p>5. Indonesia Institutional Focus:</p> <ul style="list-style-type: none"> ➤ Leverage the Faculty's offshore Program at INTI College Indonesia, (ICI) Jakarta in order to stream students into relevant 3rd year Bachelor programs, as well as articulating into postgraduate programs; ➤ Ramp up soft-marketing efforts (seminars, staff exchange) at ICI for greater articulation prospects; <p>International Unit focus on main agents (Edlink and Erajasa)</p>		
	<ol style="list-style-type: none"> 1. Ensure greater focus and support of student recruitment agents in targeted countries. 2. Ensure consistent brand image communicated to all 	<ol style="list-style-type: none"> 1. Number of visits increased to a minimum of two per annum. 2. Production and distribution of media bi-annually: January and July 	

	<p>external stakeholders via:</p> <ol style="list-style-type: none"> a. newsletter b. brochure c. website <ol style="list-style-type: none"> 3. Benchmark international student body in areas of student support services, international student recruitment, and student fees to ensure optimum competitiveness as against domestic and international universities competing in the same market space. 4. Develop competitive scholarship scheme at targeted overseas institutions. 5. Identify key academic staff with strong cross-cultural/student interaction skills for soft marketing campaigns and linkages. 6. Maintain advanced standing (formal articulation) arrangements with ongoing reviews. 	<ol style="list-style-type: none"> 3. Undertake School and program-specific focus groups: September 2005 4. Scheme in place for Autumn session 2006 (approval May 2005, advertised mid 2005) 5. One academic to supplement one marketing campaign annually: commencing September 2005 6. Creation of Advanced Standing Committees in each School: June 2005 (reviewed annually) <p>Responsibility: International Manager</p> <p>Consultation: International Unit Coordinator, Administrative Assistant and Coordinator Academic, UniAdvice, Faculty of Commerce, Dean, HoS, A/Dean (Research)</p>	
--	--	---	--

Student Profile as a % of Total Faculty Load

	2000 (%)	2001 (%)	2002 (%)	2003 (%)	2004 (%)	2005 (%)	2006 (%)
Domestic							
International							
TOTAL	100%	100%	100%	100%	100%	100%	100%
Domestic:							
Undergraduate							
Research							
Coursework HECS							
Coursework Full-Fee							
TOTAL	100%	100%	100%	100%	100%	100%	100%
International On-shore							
Undergraduate							
Research							
Coursework							
TOTAL	100%	100%	100%	100%	100%	100%	100%
International Off-shore							
Undergraduate							
Research							
Coursework							
TOTAL	100%	100%	100%	100%	100%	100%	100%

Student Profile in Terms of Faculty EFTSU

	2000	2001	2002	2003	2004	2005	2006
Domestic					1169	1073	1094
International					1396	1371	1620
TOTAL					2345	2444	2714
Domestic							
Undergraduate					1045	886	966
Research					98	95	100
Coursework HECS					3	13	20
Coursework Full-Fee					23	6	8
TOTAL					1169	1000	1164
International On-shore							
Undergraduate					388	320	370
Research					32	42	45
Coursework					401	521	579
TOTAL					821	883	994
International Off-shore							
Undergraduate					527	450	589
Research					1	1	2
Coursework					48	37	35
TOTAL					576	488	626

9 Staffing Issues: Human Resource Management; Staff Development; OH&S; EEO

Staff Development

Objective/s* <i>(What do you intend to do?)</i>	Strategy/ies <i>(How do you intend to achieve this?)</i>	How do you intend to measure progress	Identify and Constraints / "Roadblocks"
Monitor and develop new staff	Ensure new staff have a balanced workload.	Workload agreements indicate the balance with initial reduced loads Responsibility: SMAS (HoS) Consultation: SMAS academic staff	
	New teaching staff allocated a range of classes.	Each new staff member to have at least one class at first year/service level, and at least one class at a higher level Responsibility: SMAS (HoS)	
	New staff encouraged and mentored to make the most of research opportunities.	<ul style="list-style-type: none"> ➤ Each new staff member to apply for a small ARC and/or an Early Career Research Grant ➤ Each new staff member to be joint supervisor of at least one higher degree student Responsibility: SMAS (HoS) Consultation: New SMAS staff, A/Dean (Research)	
Provide training and opportunities for leaders of the future	Identify staff as potential leaders within the School, the Faculty and the University.	Discuss career ambitions with all senior staff and identify those looking for leadership roles Responsibility: SMAS (HoS)	
	Find suitable training opportunities for identified staff.	Determine appropriate leadership courses run by CDU and external training providers Responsibility: SMAS (HoS)	

	Find responsible leadership opportunities for senior staff	List and develop possible leadership roles with in the School Responsibility: SMAS (HoS)	
Manage the aging profile with good exit strategies	Ensure all staff approaching retirement age are fully aware of their options	1. Clarify the options including those for teaching-focused staff as well as those for research-focused staff 2. Once the options are clarified, inform appropriate staff Responsibility: SMAS (HoS)	
Multi-skilling Faculty's Administrative staff as a platform for career development and advancement.	1. Review current roles/processes of Admin Staff within Schools and Faculty Office. 2. Identify areas of work/processes appropriate for multi-skilling.	1. All roles/processes reviewed 2. Appropriate areas identified. Responsibility: Faculty Executive Officer, Schools' Administrative Officers. Consultation: Faculty Administrative Staff members.	

Occupational Health & Safety

Objective/s* <i>(What do you intend to do?)</i>	Strategy/ies <i>(How do you intend to achieve this?)</i>	How do you intend to measure progress	Identify and Constraints / "Roadblocks"
Implement the OH&S Strategic Plan set for Informatics	Implement identified strategic KPIs as follows: 1. Hazard reporting – aim to increase by 50% 2. Hours lost – look at return to work strategy 3. Delays in reporting – aim to raise awareness of the need to promptly report injuries 4. Manual handling injuries – proactive audit of lifting and moving equipment eg trolleys etc in the faculty 5. Informatics Hazard	1. Identify current levels of hazard reporting. 2. Research and discuss potential strategies. 3. Number and type of awareness-raising activities completed. 4. Audit complete. 5. Members to complete training. Responsibility: WAC	Members' time and available resources

	Inspections – once training is complete begin routine inspections.		
	Ensure all members complete requisite OH&S Module training.	All members appropriately trained. Responsibility: WAC	
	Progress development of OH&S Checklist Addendum: <i>In-house Designed Student Projects and Equipment.</i>	Addendum complete. Responsibility: WAC	
Promote a safe and healthy work and student environment for all staff, students and visitors	Establish an OH&S sub-committee to: <ul style="list-style-type: none"> ➤ Develop and review School OH&S policies, in accordance with University OH&S policy ➤ Conduct regular inspections and risk assessment of labs and workshops ➤ Develop safe working practices, operating procedures and maintenance schedules ➤ Identify staff and student training needs 	<ul style="list-style-type: none"> ➤ Formulation of OH&S sub-committee: May 2005 ➤ Number of inspections conducted each year ➤ Number of labs assessed for risk Responsibility: <ol style="list-style-type: none"> 1. OH&S sub-committee establishment SECTE (HoS) 2. Residual strategies SECTE OH&S sub-committee 	

Equal Employment Opportunity

Objective/s* <i>(What do you intend to do?)</i>	Strategy/ies <i>(How do you intend to achieve this?)</i>	How do you intend to measure progress	Identify and Constraints / "Roadblocks"
Improve representation of academic women	Undertake search strategies through professional networks to ensure applications received from meritorious women for each recruitment action	Number of applications received from women and appointments made: Ongoing with review end 2005 and 2006 Responsibility: Dean (with Director of EEO) Consultation: HoS	Number of appropriately qualified candidates
	Seek opportunities to create new strategic senior positions.	Improve gender profile, particularly at level C and above.	Number of appropriately qualified candidates

		Ongoing with review end 2005 and 2006 Responsibility: Dean (with Director of EEO) Consultation: HoS	
Create a more inclusive and mentoring faculty culture for equity group members.	Improve understanding of EEO responsibilities and accountabilities through EO Online completions.	Shift EO Online Faculty completion rate from 50% to 90% (currently sitting at 29% as at 31/3/04 and 40% as at 31/3/05): by 31/3/06 Responsibility: HoS's Consultation: Dean, Faculty Executive Officer, all Faculty staff.	
	Work in cooperation with CEDIR to develop best practice case studies for cultural exclusivity with particular reference to group work.	Develop five case studies for CEDIR best practice website: one year. Responsibility: FEC, Sub Dean, CEDIR Consultation: Dean	
	Develop appropriate mentoring linkages for new staff.	Audit mentoring relationships established: ongoing. Responsibility: HoS Consultation: Faculty staff	
	Develop appropriate mentoring linkages for staff preparing for probation and promotion.	Establish base line and improved percentage of successful probation and promotion outcomes for deserving cases Responsibility: HoS Consultation: Dean	
Provide access to targeted development opportunities and/or bridging programs for EEO eligible staff	Provide targeted development sessions with research-only staff with a focus on probation processes and employment equity issues.	Raise awareness as per participant evaluations: number of applicants taking up identified opportunities Responsibility: HoS Consultation: Dean, EEO Director	
	Nominate potential faculty leaders for Leadership Development Programs both internal and external.	Improved diversity in faculty leadership: two years Responsibility: Dean Consultation: HoS	
Ensure work practices are non-discriminatory	Review teaching loads to ensure no group of staff fall into the "teaching trap".	Review historical workload statistics to identify any negative trends and where appropriate develop	

		strategies to address the issue Responsibility: Dean	
	Introduce team-teach across the Faculty to provide more flexibility in the provision of development opportunities.	Team teaching in place across Schools: one year. Responsibility: HoS Consultation: Dean	

10 Resource Planning: Implications for Administrative and Support Units

Based on the objectives identified throughout this report, what are the implications (if any) for:

- The Faculty is experiencing a serious space issue which impact on its capacity to achieve the objectives outlined in this Plan, particularly Research objectives.
- Assistance with objectives and strategies will be sought from the Faculty librarian and from the Learning Development unit. The Faculty Librarian is actively involved with the Faculty and was consulted on the objectives impacting on Library resources as was the Learning Development unit.
- IT requirements continue to increase
- Will require CEDIR assistance to develop five case studies for CEDIR best practice website within the upcoming 12 months.
- Faculty Marketing Committee will require assistance from UniAdvice with the development of its marketing strategies, including but not limited to, graphic design, identifying and securing out-sourced assistance etc.

PART One – The IT Planning Context for the Faculty of Informatics

Prepared in 2005

Draft-April 2005

Statement from the Dean (*could be in form of vision statement or a statement of intent*)

The Faculty of Informatics IT Technical Support Units will manage the IT Infrastructure including procurement, asset management and disposal, desktop, laboratory, server and backup management, software deployment, strategic planning and systems development for the Faculty of Informatics.

The IT Infrastructure within the Faculty of Informatics will deliver a high degree of robustness and availability. In other words, the Faculty's IT environment will need to satisfy a number of key performance benchmarks in the areas of security, manageability, reliability, serviceability and recoverability. Ongoing Standardisation of hardware, software and IT Service Processes (ITIL) will further reduce and control Total Cost of Ownership of IT Infrastructure.

Given the diverse needs of the Faculty, we consider it essential to further enhance our server and backup facilities structure as an essential extension of last year's plan.

The above model will provide staff and students with an environment that:

- delivers IT Support designed to meet the core needs of the schools
- provides a baseline for core services
- provides an infrastructure that is flexible and has a degree of redundancy built in
- facilitates exploitation of IT for improved services within the Faculty
- improves equity of service across the faculty

The goals of the Informatics IT Support Units include:

- To introduce and maintain leading edge IT tools and infrastructure which provides an enhanced state-of-the-art environment for undergraduate and postgraduate students (including research students) and staff.
- To work with the broader University community, including ITS, to provide a progressive Information Technology environment.
- To effectively and efficiently provide high quality and reliable localised IT Services.
- To continuously improve the IT Infrastructure of the Faculty.
- To develop strategies in cooperation with the faculty and the schools that meet their changing IT needs.

.....
Dean of Faculty
Date: / /2005

PART TWO

Details of IT Planning for the Faculty of Informatics 2005

Ranked

Objective/s*	Strategy/ies (How do you intend to achieve this?)	How do you intend to measure / review progress	Implications and discussion/ ITS
1.			
Continue to deploy a 3-year desktop computer rollover plan for SITACS/SECTE/SMAS staff, postgraduates and undergraduate labs	SITACS/SMAS as per scheduled replacement plan Develop ongoing plan for SECTE and SMAS		ITS Purchase policy. Assistance required in deriving lower purchase costs. Purchase delays have been an on-going issue
2.			
Enhance Dual Server room and Windows 2003 domain structure for faculty	Implement a secure air conditioned server room in either building 15 or 35 with rack mounted servers and UPS systems plus addition of UPS & Split Air conditioning to existing building 3 server room		Firewalls are needed for both server rooms. <i>This was a requested item in the previous financial year, however; it did not proceed due to reduced funding allocation.</i>
3.			
Remote Windows staff desktop Patching, Application installation and Licence Management across the Faculty	Implement an SMS2003 Management and Distribution Server in each Windows2003 domain		High speed link to each server room Top floor building 3 needs an additional switch as ports are almost all in use Building 35 and 15 may also require additional ports. <i>This was a requested item in the previous financial</i>

			<i>year, however; it did not proceed due to reduced funding allocation.</i>
4.			
Provide an integrated interface to staff information within the faculty through a WEB Portal	Install a server in building 3 server room, which would gradually integrate online access to services school by school		<i>This was a requested item in the previous financial year, however; it did not proceed due to reduced funding allocation.</i>
5.			
Provide Faculty Support Staff with a dynamically updated IT database that tracks and logs changes in location and configuration of items in the IT environment, including assets.	Establish a Configuration Management Database Server in building 3 server room		<i>This was a requested item in the previous financial year, however; it did not proceed due to reduced funding allocation.</i>
6.			
Upgrade PC and Mac Desktop backup systems across Faculty	Install rack mounted PC servers in each school and replace existing IDE RAID Storage Boxes and add Retrospect Licences		<i>This was a requested item in the previous financial year, however; it did not proceed due to reduced funding allocation.</i>