

University of Wollongong

Performance Portfolio

February 2005

Vice-Chancellor's Foreword

The University of Wollongong has a culture of achievement and a proven spirit of enterprise. We are international in outlook and reputation while committed to our role as a regional university. We choose to operate outside any groupings within the Australian higher education sector and we achieve results that place us at the highest levels of performance.

At UOW, we identify opportunities for improvement and advancement; define what resources and strengths we have before we look elsewhere; manage those resources intelligently; and realise opportunities, often in ways that exceed expectations.

UOW promotes solutions through cooperation and flexibility backed up by business planning and continual appraisal. In the early 1990s, the University pre-empted federal Government policy by creating interdisciplinary research centres. We were among the first to capitalise on the potential of collaboration for achieving first-class research outcomes and strong external partnerships. Similarly, our own expertise and initiative has produced distinctive, on-line systems that enhance the quality and speed of access and response.

We have increased our capacity to target opportunities and direct resources with the development of a coherent, consultative but not restrictive planning framework. It is part of a commitment to quality processes that underpins UOW's strategy for success. A more formal quality framework is now evolving under regular scrutiny and adjustment. Plans are being aligned in an increasingly inclusive manner and more rigorous documentation trails established. Improvement of communication and review processes remains a priority.

The AUQA audit provides us with an opportunity to assemble in this portfolio the story and the examples that demonstrate UOW's commitment to quality.

G R Sutton

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Glossary

Acronym or Common Term	Full title
AAUT	Australian Awards for University Teaching
AEC	Aboriginal Education Centre (see also WIC)
AEI	Australian Education Index
ANU	Australian National University
ARC	Australian Research Council
ARD	Academic Registrar's Division
ATAS	Aboriginal Tutorial Assistance Scheme
ATLR	Average Time Lost Rates
AUTC	Australian Universities Teaching Committee
CDU	Career Development Unit
CEC	Community Engagement Committee
CEDIR	Centre for Educational Development & Interactive Resources
CEP	Community Engagement Plan
CEQ	Course Experience Questionnaire
COGNOS	Integrated data collection and business reporting system
CRCs	Cooperative Research Centres
CSD	Centre for Student Development
DEST	Department of Education, Science and Training
EBA	Enterprise Bargaining Agreement
ECAC	Course Appraisal Committee
eduStream	System for recording lectures and materials for online student access
EEO	Equal Employment Opportunity
EEP	Employment Experience Program
ELTIS	eLearning and Teaching Innovations Subcommittee (of UEC)
EPRS	Education Policy Review Subcommittee (of UEC)
ESDF	Educational Strategies Development Fund
ESS	Equity and Student Support Subcommittee (of UEC)
FEC	Faculty Education Committee
FRC	Faculty Research Committee
GATE	Generating Advantage Through Employment program

Glossary

GDS	Graduate Destination Surveys
GeoQuEST	Geography, Geology and Environmental Science Research Centre
GSBPD	Graduate School of Business and Professional Development
H&BS	Health and Behavioural Sciences
HECS	Higher Education Contribution Scheme
HELP	Higher Education Language Program
HERDC	Higher Education Research Data Collection
HDR	Higher Degree Research
HREC	Human Research Ethics Committee
IAHS	Illawarra Area Health Service
iC	Innovation Campus
ICSS	International Customer Service Standard
IELTS	International English Language Test System
IGS	Institutional Grants Scheme
iIP	Investors in People
ILIP	Information Literacy Introductory Program
Impart	UOW associated entity – provider of online learning solutions
IRIS	Illawarra Regional Information Service
ISaAC	International Studies and Alliances Committee (of UIC)
ISO	International Standard for Organisations
ITC	Illawarra Technology Corporation
ITPAC	Information Technology Policy Advisory Committee
ITS	Information Technology Services
ITT	Introduction to Tertiary Teaching
LD	Learning Development
LISSC	Language and International Students Support Committee (of UIC)
LRC	Learning Resource Centre
LTIFR	Lost Time Injury Frequency Rate
MaRC	Marketing and Recruitment Committee (of UIC)
MICDs	Managers of Innovation and Commercial Development
MOU	Memorandum of Understanding
NCG	National Competitive Grant
NHMRC	National Health and Medical Research Council
OCP	Office of Community and Partnerships
OCTAL	Outstanding Contribution to Teaching and Learning
OLEE	Online Evaluation Environment
PASS	Peer Assisted Study Program
PELS	Postgraduate Education Loans Scheme
PREQ	Postgraduate Research Experience Questionnaire
PVC-A	Pro Vice-Chancellor (Academic)
PVC-O	Pro Vice-Chancellor (Operations)
PVC-R	Pro Vice-Chancellor (Research)

RaID	Research and Innovation Division
RAPP	Review of Assessment Practices and Processes
RIBG	Research Infrastructure Block Grant
RSO	Research Services Office
RSC	Research Student Centre
SAI	Student Administration Interface
SMP	Student Management Package
SOLS	Student Online Services
SPU	Strategic Planning Unit
SRC	Student Representative Council (now know as WUSA)
STEP	Special Tertiary Entry Program
TAFE	Tertiary and Further Education
TOEFL	Test of English as a Foreign Language
UAC	University Admissions Centre
UAE	United Arab Emirates
UAI	University Admission Index
UAP	University Access Program
UEC	University Education Committee
UMKC	University of Missouri-Kansas City
UniCentre	Commercial Services Corporation of UOW
UNSW	University of New South Wales
UniQuest	University of Queensland technology transfer company
UOW	University of Wollongong
UOWD	University of Wollongong in Dubai
URAC	University Recreation and Aquatic Centre
URC	University Research Committee
URSC	University Research Standing Committee
WACs	Workplace Advisory Committees
WebCT	Web-based Centralised Teaching
WIC	Woolyungah Indigenous Centre (formerly AEC)
WOW	Work Opportunities at the University of Wollongong for Aboriginal Women
WUC	Wollongong University College
WUPA	Wollongong University Post-Graduate Association
WUSA	Wollongong Undergraduate Student Association (formerly SRC)



Introduction

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1.1 UOW in Profile

1.1.1 Vision

To advance our international reputation as an outstanding research and teaching University distinguished by excellence, leadership and innovation in the quality of our research, in student learning and achievement, and in engagement with our communities

1.1.2 Principles and Values

As a university community...	As a self-governing institution...
<ul style="list-style-type: none"> • Excellence • Creativity • Mutual respect and collegiality • Honesty and tolerance • Intellectual openness and freedom of opinion • Receptiveness to the diversity of cultures, ideas and peoples • Appreciation of and support for indigenous perspectives and reconciliation. 	<ul style="list-style-type: none"> • Integrity and good faith in decision-making • Consultative and timely policy development and implementation • Foresight, efficiency and prudence in management • Inclusive and open strategic planning • Accountability and transparency • Community collaboration and service • Equal opportunity and social justice • Protection of the natural environment.

1.1.3 A Short History

A university presence was established in central Wollongong in 1951. The Wollongong University College (of UNSW) opened on the current main campus in 1962 with an enrolment of 300 students, enrolled principally in engineering and technology courses.

The College was incorporated as the University of Wollongong by an Act of the NSW Parliament in 1972 and the University officially commenced on 1 January 1975 with one campus and a student population of around 2000. Interestingly, the enabling Act¹¹ gave the University Council the power to make Rules which had the effect of By-Laws, thus introducing the flexibility to take the initiative.

In 1982, the University successfully affiliated with the neighbouring Wollongong Institute of Education. This achievement predated and set the bar for other amalgamations in the sector.

Enrolments continued to increase steadily over the next two decades. In 1992, the University established a site in the Shoalhaven and by 2000 had co-located with TAFE to a purpose-built campus near Nowra. In 1993, it was the first Australian university to establish a campus in Dubai, United Arab Emirates, and was becoming one of the country's leading providers of tertiary education for international students.

1.1.4 UOW 2004

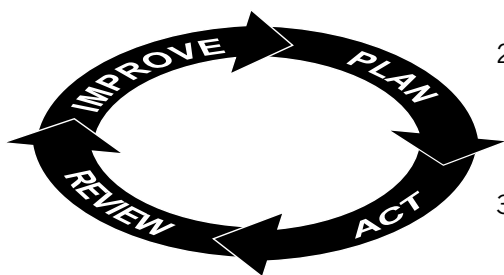
As the 2004 profile below shows, UOW has now consolidated its position as a vigorous teaching and research institution with an international presence.

Student Enrolments (all sites)	21,000
Staff (onshore sites, full-time equivalent)	1424
International student population (on and offshore headcount, excluding WUC).	Onshore 5154 Offshore 2858 (1920 at UOW Dubai)
Faculties (9)	Arts, Commerce, Creative Arts, Education, Engineering, Health & Behavioural Sciences, Informatics, Law, Science
Research Strengths (12)	Telecommunications & Information Technology Digital Media, Engineering Manufacturing, Smart Foods, Intelligent Polymers, Nanostructured Electromaterials, Biomolecular Science, Superconductivity and Electronic Materials, Steel Research, Conservation Biology & Law, Earth Processes and Environmental Change, (GeoQuEST), Health Services Development & Delivery, Maritime Policy, Asia-Pacific Social Transformation Studies
Campuses and Education Centres	Wollongong, Shoalhaven and Dubai campuses; Education Centres at Batemans Bay, Bega, Moss Vale and Loftus, and Sydney Business School
Annual Operating Revenue	\$299.491M (2004 unaudited)
Total Expenditure	\$290.297M (2004 unaudited)

In 2004, UOW achieved the highest national ratings for research intensity, staff qualifications, employment placements, and for graduate satisfaction, outcomes and starting salaries. An exceptional record for winning competitive and collaborative Australian research grants places the University among the top ten research universities.

1.2 UOW Quality Model

The University's current quality model is based on a continuous improvement principle. Its four steps—Plan, Act, Review, Improve—are summarised below and can be applied to all processes and activities.



1. **PLAN** ... identify and define what we want to achieve, and develop an approach for achieving those objectives
2. **ACT** ... develop and implement specific strategies and actions for achieving our objectives
3. **REVIEW** ... identify outcomes and monitor how we are progressing towards achieving our objectives
4. **IMPROVE** ... identify changes that need to be made so that we can better meet our objectives and, possibly, reconsider the appropriateness of our objectives

PLAN

ACT

REVIEW

IMPROVE

Review and benchmarking processes which support this model are discussed in The Institution, 2.4.

1.3 Quality Review

1.3.1 Quality Review Project

Planning in preparation for the AUQA audit was overseen by the Quality Audit and Planning Committee (QAPC)¹, which is responsible to the Vice-Chancellor for:

- leading and promoting awareness of and commitment to quality assurance in the University's core activities and the administrative and planning systems supporting them;
- directing and monitoring the development of a quality reporting framework for the University, with an emphasis on linking planning, implementation and feedback;
- overseeing the conduct of an annual Quality Self-Assessment and the development and updating of the University Quality Plan.

The quality review project was initiated and implemented through a number of committee, faculty and unit forums and ongoing progress reports presented to Academic Senate and University Council. The review was directed by the Pro Vice-Chancellor (Academic) and administered by a small team of staff.

1.3.2 Performance Portfolio

This portfolio was developed after evaluating progress against objectives via:

- reviews of performance across all core function areas (building, where necessary, on existing developments in strategic planning)
- review of Faculty Planning reports to provide commentary and case studies
- self reviews by non-Faculty units and UOW Dubai

The self-reviews and interrelated assessments of key planning areas identified areas for improvement, which are being addressed by the University.

UOW's 2005–2007 planning Goals provide the touchstones for the structure of the Portfolio as they reflect the University's priorities and practices at this time. The quality model (shown in 1.2 above) was used to organise the information in each chapter.

¹ www.uow.edu.au/about/quality/quality_audit.html