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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<td>Australian Education Index</td>
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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...

- 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.

As a self-governing institution...

- 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 Act 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.

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

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), 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.
2.1 Planning, Governance and Management at UOW

2.2 Planning for Quality

2.2.1 Planning and the Quality Process
2.2.2 Planning Development 1975–2004
2.2.3 Planning Structure 2004–2007
2.2.4 Planning and Budget
2.2.5 Governance and Planning
2.2.6 University Council
2.2.7 Academic Senate

2.3 Ensuring Quality—UOW Management and Structures

2.3.1 Vice-Chancellor and Senior Executive
2.3.2 Major Management Units
2.3.3 Policy Management
2.3.4 Budget Management
2.3.5 Financial Management
2.3.6 Risk Management
2.3.7 Resource Management and Services
2.3.8 Controlled and Associated Entities
2.3.9 Student Representation

2.4 Evaluation and Review

2.4.1 Monitoring Performance
2.4.2 Benchmarking
2.4.3 Outcomes
2.4.4 Future Challenges

2.5 Priorities for Action
2.1 Planning, Governance and Management at UOW

UOW is guided by the values and principles that support its Vision. The following have particular relevance across the key areas of governance and management discussed in this chapter:

- Inclusive and open strategic planning
- Integrity and good faith in decision-making
- Accountability and transparency
- Consultative and timely policy development and implementation
- Foresight, efficiency and prudence in management

UOW accounts for its performance as an institution in its Annual Report to NSW Parliament.¹

2.2 Planning for Quality

2.2.1 Planning and the Quality Process

Planning is the essential starting point of UOW’s quality cycle of Plan, Act, Review, Improve. The planning process is itself governed by those four quality principles.

The parameters and content of UOW plans are mapped by relevant committees, at planning retreats and by senior management. They are developed in consultation with the University and, where necessary, the external community.

The plans are reviewed annually. A full review of objectives at the end of their three-year cycles identifies areas for improvement and the plans are revised for the next cycle.

The University Council (see 2.2.6 below) is represented on the Strategic Plan Working Party; it examines, reviews and approves all strategic plans, monitors implementation, and receives review reports.

2.2.2 Planning Development 1975–2004

After employing a more diversified planning process in its initial growth phases, UOW brought its plans together in 1992 in the milestone document, Towards 2000, the first published, comprehensive University plan.² Achievements against the plan’s objectives were detailed in a comprehensive 1994 Progress Report.³
By the ‘millennial’ target date of *Towards 2000*, UOW had in place a planning process^4^ that included many of today’s major elements. The next step was to strengthen the linkages between plans and the planning roles of the units and committees.

During the 2002–2005 planning cycle, UOW undertook a full review^5^ of its major plans and planning structure, to provide a more effective means of managing significant internal and external changes. Internally, UOW was looking to diversify its funding sources further and was already developing proposals for an Innovation Campus and a Medical School. Externally, it needed to manage the impact of the federal government’s review of higher education as well as the volatility in the international environment.

### 2.2.3 Planning Structure 2004–2007

#### 2.2.3.1 Key Features

The current planning structure is designed to support UOW’s drive for excellent outcomes, to encourage collaboration and flexibility, and to engage the University and wider communities more fully in its development. It provides for:

- Overview and responsibility from the University Council, senior management and major policy committees.
- An integrated, strategic framework of linked plans (supported by templates, reporting schedules and guidelines^6^).
- Annual reviews of the Plans’ progress against objectives and planning alignment issues, with a full review at the end of each three-year planning cycle.
- Budget decisions informed by strategic planning.
- Engagement by staff, students and the wider community (e.g., via web,^7^ committee agendas, discussion forums).
- Cross-fertilisation of ideas and processes across all planning areas.

The Strategic Planning Unit facilitates and tracks communication, development, review and reporting activities. The Unit provides the data for assessing performance against each Plan’s objectives. It prepares the reports on progress and improvements for consideration by the Strategic Plan Working Party, the core function policy committees (on Education, Internationalisation, Research and Community Engagement), the faculties and administrative and other units.

#### 2.2.3.2 Alignment of Plans

The 2003–2004 Planning Review provided the basis for the planning model shown below.
The alignment of plans and their integration into operational processes work as a ‘cascading’ system.

The University Strategic Plan\(^8\) sets the institutional Vision and Goals. Revised in 2004, the Vision now identifies the qualities—excellence, leadership and innovation—which distinguish UOW’s activities and the statement of Values and Principles is more focussed (see Introduction, 1.1.2). The Plan articulates seven major goals under the Vision. They are not significantly different in intent from the goals of the 2002–2005 strategic plan, but the topic areas (e.g., research, students) are more clearly delineated and they are directly linked to the objectives at the next planning levels.

The planning review established a new category for the next level of plans—the Core Function Strategic Plans.\(^9\) The existing plans for Learning and Teaching and Internationalisation were reviewed and revised during 2003–2004. The Research Strategic Plan was developed from an earlier Research Management Plan and the Community Engagement Plan is a new plan, drawing long-established aims and activities into one document. The four Core Function Plans translate the institutional goals into specific objectives and strategies. Their annual review reports are reference points for both UOW’s planning and budget processes and its Annual Report to Parliament.

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\(^{8}\) UOW Strategic Plan 2005–2007, SM 4
\(^{9}\) UOW Core Function Strategic Plans 2005–2007, SM4
The Faculty and Professional Unit Plan templates were reviewed in 2004 to achieve better alignment with higher-level plans. Operating under both the University Strategic and relevant Core Function Plans, their annual performance reports are analysed and cross-referenced to provide essential information for monitoring and improvement. They inform the annual reviews of Core Function Plan performance and the budget allocation process.

Two new categories of planning—the Campus Management Plans and the Facilitating Plans—are currently being aligned to the other plans in the model.

2.2.3.3 Flexibility to Support Innovation

The revised planning model reflects UOW’s allegiance to the flexible strategic approach outlined in Chapter 1. The interlinked model allows the University to adjust strategies quickly along the line to better achieve goals and objectives.

UOW’s reviewing bodies (the Core Function committees, and the Strategic Plan Working Party) assess the achievement of the outcomes using the performance indicators and appropriate benchmarking. In this way, they have the flexibility to modify both strategies and indicators in their annual review cycles.

Flexibility of action is also key to the success of the Strategic Projects which are developed annually to facilitate specific outcomes of strategic importance. The Strategic Projects are aligned with the Strategic Plan and are reviewed twice a year: at a designated planning session attended by the Senior Executive, Deans and Directors and at UOW’s annual Planning Conference. They are revised as necessary and overseen by a designated member of the Executive. The Projects expedite UOW’s achievement of the planning priorities; they are mechanisms for taking advantage of new opportunities.

2.2.4 Planning and Budget

UOW’s planning and budget cycles are being progressively synchronised as a result of the recent planning review. The formal budget process, outlined below (2.3.4), is guided by the University Strategic Plan. Decisions on overall strategic funding take into account the Faculty and Unit Plans and review reports. From 2005, a report on the annual performance reviews for the Core Function Plans will be referred to the Vice-Chancellor’s Planning and Development Committee in July for consideration in budget allocations. UOW earmarks strategic funding for mission-critical developments that are linked to its Vision and its planning priorities.

2.2.5 Governance and Planning

The University Council approves and monitors the progress of UOW’s planning priorities. It is supported and informed by its prime advisory body on academic matters—the Academic Senate. Together, they act to fulfill UOW’s Vision and Goals and to ensure that
University governance exemplifies the UOW's governing principles of integrity, consultative practice, foresight, efficiency, accountability and transparency (see 2.1 above).

2.2.6 University Council

2.2.6.1 Role and Responsibility

UOW is a statutory body established under the University of Wollongong Act 1989. The Act establishes the University Council as the governing body responsible for overseeing and guiding the University's strategic direction and development.

Council makes institutional policy decisions and ensures compliance with relevant legislative requirements. Its functions are specified in the 1989 Act and in the University Council Handbook. Council has also adopted a Statement of Primary Responsibilities and recent amendments to the Act have specified additional functions and a list of the members' duties and membership requirements.

2.2.6.2 Membership

The UOW Council is comparatively compact by the sector's standards. Council's 18 members reflect a variety of internal and external viewpoints and take an active interest in the University, its environment and its development.

New Council members are offered a program of induction, including a briefing by the Chancellor, a detailed information session conducted by the Council Secretary and a comprehensive information package. This consultative pattern continues throughout their terms; they are able to raise matters with the Secretary to Council and discuss them with the Chancellor. Each member is invited to undertake professional development through in-house information sessions, external training courses or conferences as required.

Council receives reports from the Vice-Chancellor on current and emerging issues at each formal meeting, along with regular presentations from executive and senior management during the year. Council members are involved in the annual Council review processes.

2.2.6.3 Delegation

The Act provides for Council to delegate all but the power of delegation. Council's delegations essentially empower the levels in UOW's organisational structure to act to achieve the University's goals and objectives.

Council has established a number of its own committees to provide high-level institutional scrutiny: the Administrative Committee, the Audit Management and Review Committee, the Ceremonial and Honorary Awards Committee, the Council Nominations Committee, and the Council Committees of Appeal. The Academic Senate has delegated authority.
for specified academic matters and provides regular reports to Council concerning its activities (see 2.2.7). The University Executive and its managers carry delegations into operational areas and report against their performance.

### 2.2.6.4 Assessment of Performance

Council conducted its inaugural self-evaluation, via a survey and subsequent discussion, between November 2003 and February 2004.\(^{20}\) As a result, Council initiated strategies for improvement, which included information sessions for members on topics such as ‘Understanding Financial Reports’, ‘OH&S Reporting Requirements’ and ‘The Wollongong Innovation Campus’. The Council website\(^ {21}\) was also improved to provide more detailed information about Council members and their role and responsibilities.

The Chancellor will initiate the next annual Council self-evaluation process in February 2005. His own role in chairing Council meetings is reviewed through the anonymous Council evaluation survey sent to Council members as part of the annual evaluation.

### 2.2.7 Academic Senate

#### 2.2.7.1 Role and Function

Academic Senate advises the University Council and the Vice-Chancellor on academic matters and issues affecting UOW. Senate is also the chief forum for the discussion and dissemination of information within UOW's academic community. It regularly reviews its composition and terms of reference with these two roles in mind and has, consequently, chosen to retain a comparatively broad composition of 85 members.\(^ {22}\)

Senate is involved in all aspects of academic governance—policy development, decision-making and the full cycle of quality assurance.

In accordance with Council authority (as delegated in its terms of reference\(^ {23}\)), Senate recommends or approves courses and university-wide academic policy; reviews performance; and approves action for improvement with the support of its committee network.\(^ {24}\) The Senate committees investigate these matters in detail and report back with recommendations for Senate’s consideration. The Standing Committee is Senate’s effective executive committee; it performs the key quality assurance role for academic programs. The Core Function Policy Committees—University Education Committee (UEC), University Internationalisation Committee (UIC), University Research Committee (URC)—report to Senate on progress under their respective Plans. Senate's other major committees are the Academic Review Committee, the Academic Staff Development Committee and the Student Awards Committee.
2.2.7.2 Assessment of Performance

A review of Senate’s terms of reference in 2003–2004 involved consultation with both members and the wider academic community. The resulting revisions, approved by Council in June 2004, reflect developments in Senate’s role and responsibility, such as its place as a key forum for discussion of issues from the internal and external environment.

In 2004, Senate initiated a process of self-review, commissioning a consultant to survey staff on its operation and effectiveness. Preliminary results were presented to Senate’s November 2004 meeting and the final report is expected for the first meeting of 2005.

2.3 Ensuring Quality—UOW Management and Structures

2.3.1 Vice-Chancellor and Senior Executive

As the Chief Executive Officer, the Vice-Chancellor is responsible to Council for the management, financial position and overall strategic direction of UOW. The position is thus a bridge between the planning and the operational aspects of the institution. The Vice-Chancellor’s performance is reviewed annually by the Chancellor and the Deputy Chancellor and, every second year, more formally by the Council in accordance with approved criteria.

The Vice-Chancellor is supported by five Senior Executive Officers—the Vice-Principal (Administration), Vice-Principal (International), Pro Vice-Chancellor (Academic), Pro Vice-Chancellor (Operations) and Pro Vice-Chancellor (Research). They provide advice to the Vice-Chancellor on matters relating to their specific portfolios.

Regular meetings between the Executive and their senior management colleagues provide for a collegial exchange of information about strategic directions, decision-making and operational activities. In this way, issues are communicated and resolved, opportunities identified, and developments coordinated. The Vice-Chancellor and the Senior Executive meet weekly; the Vice- Principals and Pro Vice-Chancellors meet regularly with the Deans of Faculties and the Directors and Heads of Units responsible to them (see Organisational Chart, Appendix A). The Vice-Chancellor and Senior Executive meet with Deans and Directors every two months to canvass issues within a wider forum.

The Strategic Planning Conference at the start of the year and a half-day planning retreat every August/September provide the opportunity for the Vice-Chancellor and the Senior Executive to review the focus of their activities and clarify significant issues for the future, with input from other senior UOW staff.
2.3.2 Major Management Units

2.3.2.1 Role and Structure

UOW’s nine faculties, 23 schools and departments and 12 areas of research strength, as well as the professional units, contribute to achieving the University’s goals and objectives by promoting the excellence, innovation and leadership of the UOW Vision. All faculties and units (see Appendix B) are called upon to demonstrate the UOW guiding principle of ‘foresight, efficiency and prudence in management’.

2.3.2.2 Review of Performance

Over the past four years, UOW has used a ‘two-in-one’ process, linking its ‘organisational’ review processes to the reporting required under the planning system. Faculties have been reviewed annually by the University Executive on the basis of their annual planning reports against objectives. Where necessary a more formal, extensive review could be initiated under approved procedures (see 2.4.1). An evaluation of the review process in 2003 led to the development of streamlined faculty review guidelines under a new Quality Review Framework.27

Non-faculty units undertake self-reviews as part of their annual planning sessions and are formally reviewed by the relevant Senior Executive each year via their review reports against their business plans. Professional units also review progress within appropriate measurement frameworks and by benchmarking with other relevant organisations.

2.3.3 Policy Management

UOW policy development is a consultative process. It supports the achievement of planning objectives and aims to ensure compliance with legal requirements. University-wide policies designate who is responsible for updates and review and all policies are published online in the UOW Policy Directory.28

UOW has developed a Communication of Plans and Policies Questionnaire which evaluates levels of awareness and the focus placed on plans and policies in faculty and unit planning activities. The initial evaluation is intended to establish an internal benchmark that will enable trends to be mapped for comparison over future years.

2.3.4 Budget Management

UOW’s budget process is set within the framework of the University planning goals and objectives (see 2.2.4 above). It culminates in formal approval by Council in October and implementation is monitored and reviewed throughout the year by the Administrative Committee.
All faculties and departments are required to submit budget proposals to the Financial Services Unit and highlight any new proposals for the consideration of the Vice-Chancellor’s Planning and Development Committee. The proposed student load for the coming year is considered in the context of faculty plans to calculate each faculty’s share of budget for the year.

The Planning and Development Committee monitors the development of the budget and the Pro Vice-Chancellor (Operations) leads discussions and consultations with Deans regarding faculty allocations.

UOW’s financial system maintains a full audit trail of approved changes to University budgets over the course of the year. Where these involve the commitment of recurrent resources, budgets are adjusted on an ongoing basis to ensure the University’s forward financial position can be monitored effectively.

### 2.3.5 Financial Management

UOW’s finances are managed within its budget guidelines and under the overall direction of the Vice-Chancellor and Senior Executive. The Personnel and Financial Services Division manages the institutional processes and issues deadlines and guidelines for finance officers in faculties and units. A monthly University Finance Officers’ Forum facilitates coordination and communication between the central finance department and the faculty and unit finance officers.

UOW has developed a comprehensive range of policies to protect its assets and assure the integrity of its financial operations and information. The financial systems are subject to the following checks:

- Each month, the Senior Executives receive a report on financial performance with explanatory notes on issues identified for attention.
- Every two months, the Administrative Committee of Council reviews reports on financial performance, accounts receivable, the performance of UOW’s investment portfolio (compared to industry benchmarks), and UOW’s commercial activities.
- At year’s end, key measures of UOW’s financial strength are compared to State and national averages to identify any areas of improvement that should be considered.

UOW accounts are audited by the NSW Audit Office at the end of the year. Each April, the accounts and the results of the audit are reported to the Audit Management and Review Committee and then presented formally to the University Council.
2.3.6 Risk Management

UOW manages major areas of risk as follows:

- General business and operational risks—by the Internal Auditor, who reports to Council’s Audit Management and Review Committee and the Vice-Chancellor.
- Risk management of commercial contracts, insurance, freedom of information, privacy and business continuity—by the Legal and Commercial Unit which reports to the Director, Personnel and Financial Services.
- Corruption risks—by the Vice-Principal (Administration) with operational support from the Internal Auditor.
- Occupational health and safety risks—by a unit of Personnel and Financial Services.

All areas are managed using a risk assessment matrix based on Australian/New Zealand Standard 4360:1999 and UOW has been progressively implementing a risk management approach in key areas of its activities. The University Council has also approved a set of commercial activities guidelines for managing inherent risks.\(^{30}\)

UOW undertook its third triennial risk assessment in late 2003 (prior assessments were conducted in 2000 and 1997). A strategic project on risk management initiated in 2003 assessed the risks facing the University and developed a response framework which included the development and approval of a three-year Internal Audit Plan\(^{31}\) overseen by Council’s Audit Management and Review Committee. A Risk Register was also developed which systematically identifies risks, their likelihood and their possible consequences. This register will be updated annually.

Major risk assessments conducted in recent years include:

- A university-wide Strategic Risk Assessment\(^{32}\) undertaken by Ernest & Young in late 2003.
- A risk assessment on the adequacy of corruption prevention measures, undertaken by the Independent Commission Against Corruption (ICAC) in 2001, with agreed recommendations for action followed up by the Internal Audit in 2003.\(^{33}\)
- The NSW Workcover Authority audit (with favourable outcome) of UOW’s occupational health and safety system in 2003.\(^{34}\)
- The audit of UOW’s Business Continuity Plan by Deloittes in 2003.\(^{35}\)

Early in 2004, the NSW Audit Office evaluated UOW’s risk management processes, in conjunction with the annual external audit. In general, the Audit Office was complimentary of UOW’s risk management practices but it identified the absence of an overall written risk management policy to steer the University’s activities.\(^{36}\) UOW has consequently developed a Risk Management Policy which will be considered by Council’s Administrative Committee in early 2005.
2.3.7 Resource Management and Services

2.3.7.1 Capital Management

UOW's Capital Management Plan\(^{37}\) is reviewed annually and submitted to Council for approval at the beginning of each calendar year. A major element—the building refurbishment program—is determined by a five-year rolling Refurbishment Plan which was developed to address issues raised by an external Condition Appraisal Report in September 1998 and to incorporate strategic requirements.

Since 1998, the Buildings and Grounds Division has managed the plan's implementation through significant building refurbishments designed to ensure that facilities meet safety and statutory requirements, remain functional and meet future teaching and research needs. Capital works progress reports are prepared for each meeting of Council's Administrative Committee.

2.3.7.2 Information Technology Infrastructure

The Information Technology Services (ITS) Division manages and supports UOW's critical information technology, telecommunications and data processing infrastructures.

ITS has successfully implemented technology through a period of sustained, strong growth. UOW has a University-wide IT network and email system and major achievements over the past year include:

- successful implementation of a Gigabit Ethernet capability across UOW's main campus, which provides a more reliable and higher speed service;
- successful implementation of a fibre external link to provide a more reliable and higher speed connection to the internet;
- the implementation of wireless network capacity across the Wollongong campus to supplement the hard wire network;
- improvement of UOW email services;
- stabilisation of UOW's core server resources and support structure.

UOW's IT infrastructure was reviewed in 2002 and a new Information Technology Strategic Plan\(^{38}\) was developed. Three-year business plans for each major infrastructure component are reviewed by the Information Technology Policy Advisory Committee (ITPAC) which advises the Vice-Chancellor on directions. Improved reliability and security of services and data are priorities. Formal change management processes and reliable data storage strongly support UOW's ability to deliver reliable, scalable, current and sustainable services to meet its needs.

2.3.7.3 The University Library

The UOW Library has adopted ‘Quality and Service Excellence’ as its guiding principles. It aims to deliver high-quality resources, programs and services, designed in consultation
with clients and stakeholders. The proactive approach to client service is exemplified in the Academic Outreach program.

The Library has a collection of over 650,000 items including at least 21,000 journals (primarily electronic). It provides 24 hour/7day access to electronic resources and a comprehensive, usability-tested website (3,700,000 hits in 2004). Even so, client need for study space and other facilities has not diminished and the Library recorded over 1,000,000 visits to the main building in 2004. The pressure on existing space and strong client feedback have prompted planning for an extension.

Off-campus students receive personal assistance via the Shoalhaven Campus Library and through partnerships with public or TAFE libraries at UOW's other onshore education sites. UOW Dubai Library is supported through access to resources, staff training and sharing of expertise.

The Library's various consultation and feedback mechanisms include client membership of the Library Consultative Committee; Library staff participation in University committees; Library Client Satisfaction Surveys conducted at least every two years (since 1995); a sophisticated feedback database; and suggestions for purchase mechanisms.

Internal performance review reports, prepared on a biannual basis, have produced significant recent improvements to Library services, such as: acquisition of backsets of recognised scholarly journals to support key research strengths; extended opening hours; and improved core-process turnaround times. Such improvements are evaluated through a range of targeted surveys, plus the major biennial Library Client Satisfaction Survey. The Library has sustained a high level of positive satisfaction over the past three survey cycles. In the 2004 survey, 88% of respondents ranked overall satisfaction as good to excellent, a 14% improvement since 1994. National comparisons, against academic libraries contributing to a national database, place UOW Library in the ‘best-in-class’ range across all satisfaction categories.

UOW Library's excellence in organisational management and leadership has been recognised in ground-breaking achievements such as an Australian Business Excellence Award and accreditation against the internationally recognised Investors in People Standard (IIIP:2000) and the International Customer Service Standard (ICSS:2000-2006). Library benchmarking goes beyond core business processes and includes strategic planning and leading and managing change.

### 2.3.8 Controlled and Associated Entities

UOW’s controlled and associated entities operate under the University's strategic goals and have a particular role in supporting Goal 7: ‘Enhanced capacity to take full and timely advantage of business opportunities that will support our Vision and Goals.’

They all have a role in the diversification of funding and most aim to provide both students and staff with the facilities and services that help to maintain their well-being and commitment.
Chapter 2

The Institution

UOW’s **Controlled Entities** are:

- The Illawarra Technology Corporation Ltd (ITC)\(^{43}\) forms part of UOW’s strategy to expand its commercial capabilities and international business relations. ITC’s key areas of expertise are:
  - international contract and consulting services;
  - education and training solutions; and
  - student recruitment, admissions, marketing and external relations.
  ITC’s activities are quality accredited under ISO Accreditation: Lloyds Register Quality Assurance,\(^ {44}\) with accreditation for the Wollongong University College under the National ELT Accreditation Scheme Ltd.\(^ {45}\)
- The UniCentre Ltd\(^ {46}\) provides products, services and facilities to meet the diverse social and cultural needs of the UOW population.
- The University Recreation and Aquatic Centre Ltd (URAC)\(^ {47}\) provides affordable fitness and recreational options for UOW staff, students and the wider community.
- Enikos Pty Ltd is the vehicle for commercialising software developed at UOW to create, manage and deploy digital items using the MPEG-21 standard.

The controlled entities provide regular reports to the University Council on their activities and budgets. At its August 2004 meeting, Council approved a revised reporting schedule that clarifies and coordinates their reporting.\(^ {48}\)

Controlled entities regularly review their governance structures, principles and procedures. For example:

- Recommendations from an external risk assessment review in 2003 form the basis of ITC’s current three-year Audit Plan.
- The UniCentre completed a risk assessment review with an external consultant in 2003 and an Internal Audit program consultancy was developed with KPMG in 2004. The UniCentre Board is currently undertaking a governance charter review.
- URAC’s current external Corporate Governance Review is expected to be concluded by February 2005.

UOW’s one **Associated Entity**—Impart Corporation\(^ {49}\)—is a provider of online learning solutions and learning technology products. The University obtains and regularly reviews audited accounts for Impart Corporation and provides copies to the NSW Auditor-General. Impart Corporation is the subject of a separate reference in UOW’s audited financial statements.
2.3.9 Student Representation

2.3.9.1 Committee Membership

UOW values the student contribution to discussion and decision-making and regards committee participation as one important means of developing graduate attributes. Students are represented on the University Council, the Academic Senate, the Core Function committees and the faculty committees. They also have positions on the investigation and appeals committees under the Student Discipline Rules and on a range of specific sub-committees and working parties.

2.3.9.2 Student Associations

UOW’s two unincorporated student associations—the University of Wollongong Undergraduate Student Association (WUSA) and the Wollongong University Postgraduate Association (WUPA)—each elect executive members, including their Presidents, annually from among the student body. They are funded from a percentage of each student’s compulsory service charge.

The student associations operate under separate constitutions, developed in consultation with the Academic Registrar and approved by the University Council. Each association has also developed a Memorandum of Understanding (MOU) with the University, setting out mutual responsibilities. The WUPA MOU has been approved by Council; the WUSA document is still being finalised.

Both associations use UOW’s financial systems to monitor and approve spending and to acquit their finances. They provide detailed budgets to Council and report twice yearly on their performance and on services delivered to students.

2.4 Evaluation and Review

2.4.1 Monitoring Performance

UOW’s review procedures, introduced over 20 years ago, were forerunners in the sector and adopted as a model by other universities. They were updated in the interim and their overall effectiveness was re-evaluated during 2002–2003 in the light of changes to UOW planning, such as the introduction of regular faculty reporting against plans. As a result, UOW has developed a new, comprehensive framework and guidelines which sits in the context of the new planning structure.

The Quality Review Framework (see 2.3.2.2 above), approved late 2004, simplifies procedures for course, subject and faculty review while recognising the differences in academic cultures.
2.4.2 Benchmarking

UOW employs benchmarking to test the standards of its offerings, policies and procedures. Examples documented throughout the portfolio include: course content and delivery (against professional and discipline standards, other universities); research performance (against sector standards in grant income etc); English language teaching (under National ELT Accreditation Scheme Ltd); Library (under Investors in People Standard (IiP:2000) and the International Customer Service Standard (ICSS:2000–2006)); Career Development (against external educational, government and corporate organizations); OH&S (against industry standards); EEO (against sector and Australian workplace standards). The Quality Review Framework requires benchmarking to be undertaken as part of the review process for courses, subjects and faculties.

2.4.3 Outcomes

Successful outcomes of UOW's consultative planning, governance and management processes are exemplified by:

- Annual, monitored and shared reviews of strategic plans
- Two planning retreats each year to assess institutional performance and set directions
- Self-evaluation by major governing bodies—Council and Academic Senate
- Regular reviews of organisational/management units
- Ongoing policy review and development by Core Function Committees
- Rigorous and regular audit of budget and financial performance
- Annual reviews of professional units (benchmarked against external standards where necessary)
- Comprehensive risk assessment processes
- Ongoing oversight of controlled entities
- Sophisticated reporting tools (see COGNOS Case Study below)

A number of the above reviews involve external assessment by government bodies or major accounting firms.

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<th>COGNOS Reporting Tools</th>
<th>Case Study</th>
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The COGNOS ‘cubes’ provide their users with the up-to-date information on financial, human resources, spatial and student data.

In an outstanding example of how UOW prepares its students for the ‘real world’, the pilot project for the research and testing of the COGNOS system in 2000 was not outsourced but assigned to one of UOW’s Administration cadets—a full-time Bachelor of Commerce student. The COGNOS company itself praised the standard of her work and her success in ‘transforming the technology to suit different needs’.

The value of the COGNOS cubes is demonstrated in examples of its use throughout this portfolio.

2.4.4 Future Challenges

The UOW planning and organisational review frameworks are emerging from a rigorous review period. They have retained their trademark UOW flexibility and are designed to encourage initiative. During 2005-2007, UOW is aiming to reinforce a number of the initiatives from the last planning cycle, such as the integrated planning model and the Quality Review Framework. It will also focus on achieving a more systematic approach to institutional benchmarking.

2.5 Priorities for Action

UOW aims to work towards its 2005–2007 strategic goals, and particularly Goal 7, by undertaking the following plan of action:

Current Priorities, 2005

- Strengthen the planning and budget link through a revised consultation schedule and more robust cross-referencing with faculty and unit planning reports.
- Evaluate and implement endorsed recommendations from the 2004 Academic Senate review.
- Monitor the first review cycle for the revised UOW strategic planning structure and identify improvements.
- Extend, support and monitor benchmarking initiatives.
- Raise awareness and monitor the operation of the Quality Review Framework guidelines.
Longer Term Priorities, 2005–2007

- Refine and employ the Communications Strategy to promote awareness and ownership of UOW plans and policies.
- In light of review cycles, adjust planning strategies and implementation, where necessary, to improve alignment with UOW strategic directions.
- Review the Quality Review Framework.
- Review the effectiveness of the Communications Strategy.
- Review (in 2007) the UOW and Core Function Plans for the next cycle.
3.1 Learning and Teaching at UOW

3.2 Planning for Quality
   3.2.1 Strategic Directions
   3.2.2 Managing the Plan

3.3 Ensuring Quality
   3.3.1 Excellence and Innovation in Teaching Programs
   3.3.2 Quality Teaching
   3.3.3 Student Access to UOW
   3.3.4 Student Support

3.4 Evaluation and Review
   3.4.1 Monitoring Mechanisms
   3.4.2 Evaluation—Quality of Programs
   3.4.3 Evaluation—Quality of Teaching
   3.4.4 Evaluation—Student Access
   3.4.5 Evaluation—Student Support

3.5 Priorities for Action
3.1 Learning and Teaching at UOW

UOW aims to create a learning and teaching culture distinguished by collaboration, innovation and excellence.

The University has a student-centred approach to learning and teaching. Highly professional academic and general staff are committed to encouraging students to learn, grow and achieve.

While UOW has developed in size and cultural diversity, it has retained the atmosphere of a smaller institution. The special UOW student experience is a product of personal contact, creative techniques and technology, and the social and physical spaces that inspire fellowship and the exchange of ideas.

The success of the UOW approach is demonstrated by its results in supporting student learning and preparing students for the challenges of future study and workplace environments. UOW has been ranked the nation’s top university for educational experience and graduate outcomes for the last five years.¹

3.2 Planning for Quality

3.2.1 Strategic Directions

The UOW Strategic Plan 2005–2007² sets two major goals for learning and teaching: ‘Excellence and innovation in teaching practice and programs’ (Goal 1) and ‘A University experience that gives all students the opportunity and skills to develop, grow and learn’ (Goal 3).

UOW has had a comprehensive Learning and Teaching Plan since 1996. The current plan³ translates UOW’s 2005–2007 strategic goals into action and guides the activities of faculties and professional units. The plan sets the following objectives:

1. Foster within our students the Attributes of a Wollongong Graduate
2. Support student learning
3. Offer quality teaching programs
4. Support quality teaching and professionalism

Over the three-year planning cycle, UOW plans to stabilise the growth in its student numbers and to focus more strongly on the quality of outcomes across all areas. In doing so, it is concerned to ensure that equity of access and opportunity is not diminished. An extensive, internal review of equity objectives⁴ in 2004 resulted in the development of a draft facilitating plan on student support and equity. To be finalised in 2005, the plan

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¹ Good Universities Guides
² University of Wollongong Strategic Plan 2005–2007, SM4
³ Learning and Teaching Plan 2005–2007, SM4
⁴ Identified in the 2004 Equity and Indigenous Education Strategies reports to DEST, SM23
represents a more strategic approach to managing student diversity and providing high level services and facilities.

### 3.2.2 Managing the Plan

The Pro Vice-Chancellor (Academic) (PVC-A) provides executive leadership for the learning and teaching portfolio. The PVC-A chairs the University Education Committee (UEC). UEC reviews performance against planning objectives and reports to Academic Senate each year and conducts the end-of-cycle review of the Plan every three years (see The Institution, 2.2.3).

The Academic Senate has particular responsibility for course approval and deletion and for recommending or approving university-wide policies relating to the student experience and the administration of courses.

Faculties play a critical role in planning and policy implementation. In its Faculty Direction and Resource Plan, each faculty identifies its own objectives and strategies under the UOW Learning and Teaching Plan. Faculty Education Committees (FECs) oversee quality assurance and the implementation of university-wide educational policy, and monitor and review faculty-specific educational policy, practice and programs. Each FEC Chair is a member of UEC, providing an effective link between central University policy and decision-making and the corresponding faculty processes.

Professional units work together to coordinate initiatives and support the achievement of learning and teaching goals (see, for example, UOW’s new learning management system, 3.3.1.5 below). The units provide access to excellent services and facilities that guide students through the cycle of their studies and enhance their experience at UOW (see Figure 3.1).

### Other Teaching Sites

UOW has established other campuses in the Shoalhaven NSW and offshore in Dubai (United Arab Emirates), as well as education centres at Batemans Bay, Bega, Moss Vale, Loftus and the Sydney Business School. All operate within the PVC-A's learning and teaching portfolio.

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### Case Study: Shoalhaven Campus and the Education Centres

Performance reviews of UOW’s Shoalhaven Campus and Education Centres were initiated with reports on the set up and the first year of operation. UOW student satisfaction surveys now provide for feedback from each site. Reviews of individual subjects have shown that, overall, the average marks are higher and the failure rates are lower than at the Wollongong campus. The reviews can be used by faculties to improve subject delivery. The online delivery system—eduStream (see 3.3.1.5)—was reviewed in 2004. A longitudinal study of students at the Shoalhaven and the Centres commenced with a report on the performance of commencing students in 2003 and 2004.
Figure 3.1 Services and Facilities Supporting Students
3.3 Ensuring Quality

3.3.1 Excellence and Innovation in Teaching Programs

UOW’s nine faculties offer a diverse range of specialised, quality programs designed to maximise student choices. These are each assessed over time to ensure that they are relevant and well designed and comply with academic standards. A clear, well-developed policy and quality framework promotes and safeguards student learning outcomes and facilitates improvement.

A strong research base informs teaching programs and promotes a climate of student inquiry. The Learning and Teaching Performance Report provides examples of good practice in promoting the teaching-research nexus.

3.3.1.1 Program Approval

Courses and subjects are developed in accordance with UOW strategic objectives and policies. They are required to meet key standards for discipline content, viability, and professional/industry requirements and to be attuned to developments in student preference. Faculties benchmark courses against other universities and professional/industry norms.

New course proposals are tested by External Course Appraisal Committees with professional or industry membership. In many cases courses are also accredited by industry bodies. New, amended and deleted course proposals are, in the majority of cases, vetted by the cross-disciplinary Academic Senate Standing Committee before they are forwarded to Academic Senate for approval. A fast-tracking policy gives flexibility to expedite this process, under strict guidelines, where there is a strategic demand. A Course and Subject Approval Kit is available online to assist faculties to apply for course approval.

A review of approval processes in 2003 resulted in significant improvements, reflected in the application forms, to ensure that adequate resources can be made available by the Library, CEDIR and ITS.

3.3.1.2 Program Review and Improvement

Academic units conduct regular course and subject reviews in accordance with approved procedures or as part of a formal accreditation process. The FECs play a key role in monitoring both course and subject reviews. New subjects are selected and audited annually by the UEC in a random audit process.

A reassessment of review processes in 2004 resulted in the development of new guidelines requiring major courses to be reviewed within a five-year cycle in accordance with process and evaluation criteria. The guidelines allow some flexibility, recognising the varying demands on faculties. In the case of subject reviews, a new Subject Review Survey (trialled in 2004 and introduced in Summer Session 2004–2005) must be used to obtain feedback from students.
In addition to the formal review process, subjects are continually evaluated and improved by subject coordinators in response to student feedback, self-appraisal and discipline-based needs or changes.

### 3.3.1.3 Graduate Attributes

The cultivation of the Graduate Attributes (Appendix N) is central to the UOW experience and prepares students to take contributing and, desirably, leading roles in the workplace and in society. The Graduate Attributes are acquired through the development of the following tertiary literacies—information, academic, computer, statistical and professional practices—which are detailed in the UOW Tertiary Literacy Policy.\(^\text{16}\)

A number of processes support the systematic incorporation of the Graduate Attributes within course structures. For example, student learning outcomes for each subject must identify which attributes are being addressed\(^\text{17}\) and, from 2005, subject reviews must consider whether the attributes have been appropriately integrated.\(^\text{18}\) Professional units contribute to the development of Graduate Attributes, for example:

- Learning Development and CEDIR assist academic staff in the design of their courses and in developing teaching resources to support skills development.
- The Careers Service provides a suite of programs that foster connections between curricula, workplace learning programs and tertiary literacies.\(^\text{19}\) Pre and post surveys of students involved in a recent initiative *Univative Illawarra*,\(^\text{20}\) show that their Graduate Attributes rose from an average to a high rating as a result of working with local organisations to solve business problems.
- The Library manages one of the first compulsory introductory information literacy programs—ILIP—for coursework students\(^\text{21}\) and collaborates with academic staff to integrate information literacy skills into the curricula. An ILIP program for use in Dubai was completed in 2004 for delivery in 2005 and will progressively be made available to other offshore locations.
- In addition to ILIP, the Library offers generic and subject-specific information literacy workshops. Participation rates have grown to 14,000 students in 2004, an increase of 42% since 2002, and feedback has driven improvements such as more weekday sessions, weekend workshops and web-based tutorials for independent or remote access learning.

A comprehensive list of programs and activities directed at fostering the Graduate Attributes is provided in the Learning and Teaching Performance Report.\(^\text{22}\)
In 2003, the Educational Strategies Development Fund (ESDF) funded the development of a website to promulgate examples of teaching strategies used by UOW academics to support students in achieving the Graduate Attributes.

The resulting website—Teaching Strategies for Graduate Attributes—was launched at the beginning of 2004. The site includes teaching ideas and case studies from all faculties and is intended to ‘grow’, with new strategies contributed by UOW staff and screened by CEDIR.

By November 2004, ongoing monitoring showed that the site had had between 400 and 800 visits a month.

### 3.3.1.4 Quality Assurance of Assessment

UOW is committed to professional standards of assessment to protect both the value of its programs and its relationship with students. Policies governing assessment practices and processes are well established and subject to ongoing review and improvement (guided largely by UEC’s Educational Policy Review Subcommittee).

In 2002, the Academic Senate launched a major Review of Assessment Practices and Processes (RAPP) to provide a timely and comprehensive audit of current policies and procedures for protecting integrity and standards of student assessment, to test the level of compliance, and to identify opportunities for improvement.

The resulting recommendations (submitted to Academic Senate in November 2002), led to the development in 2003 and 2004 of a raft of new and revised policies, including:

- new terms of reference for FECs, reinforcing their role in assuring the quality of educational programs;
- a revised Code of Practice—Teaching and Assessment defining more clearly quality assurance roles and responsibilities of academic staff;
- new Assessment Committee Guidelines, providing core standards for Faculty and Unit Assessment Committees when determining and declaring students’ session results;
- a new Code of Practice—Honours, governing the supervision and assessment of Honours students, and simplified methods for determining Honours grades; and
- new Academic Grievance Policies to provide a more transparent and consistent process for resolving student academic grievances.
Chapter 3 Learning and Teaching

The implementation process included a thorough communication strategy to gain commitment and engagement throughout the University. A review of implementation initiated in 2004 is showing an increasingly systematic application of key assessment requirements.

Another important outcome of the implementation of the RAPP recommendations was the development, in 2004, of Good Practice Assessment Guidelines by a working group of UEC, with reference to a wide range of good practice documents across the sector. Policies on the use and assessment of group work will be developed in 2005.

3.3.1.5 Innovative Use of Technology

UOW won the University of the Year award for ‘Preparing Graduates for an E-world’ in 2000–2001. It has continued to be a sector leader, complementing its commitment to face-to-face teaching with an investment in the innovative use of technology.

With the establishment of new teaching sites in the region and overseas, innovation has been driven by UOW’s commitment to providing the best possible learning experience for students, regardless of their location. UOW has capitalised on the rapid advances in communications and information technology. For example, the deployment of wireless technology on the main campus in mid 2004 allowed students to take advantage of flexible, immediate and interactive learning environments (with 676 access points, the roll-out created one of the largest wireless networks of any educational environment in Australia). Laptops and network cards are available for loan from the Library.

A centralised learning management and support system (currently WebCT) is managed by ITS and CEDIR. A new, improved learning management system will be introduced in 2005. Other uses of technology in teaching practice include online teaching tools, audio recordings of lectures, video-conferencing between campuses, CD-ROMs, videos and animations.

Support and advice for teaching staff in the use of the technologies is provided, for example, by CEDIR ‘e-learning’ workshops as part of its staff development program. The Library also provides a centralised support service for the production and copyright management of electronic readings and other materials which are made available online via the Library catalogue. Developed and managed by UOW, a comprehensive Learning Designs website (an Australian Universities Teaching Committee project) provides resources to assist academics across the sector with strategies for the flexible delivery of quality learning experiences for students.

28 See the Learning and Teaching Performance Report 2004, for a comprehensive outline of activities supporting the innovative use of technology in teaching practice; SM25, pp. 61–63
29 www.learningdesigns.uow.edu.au/
eduStream was established in 2003 in response to a significant and growing demand for the recording of lectures for students at South Coast teaching locations. The system records lectures and other learning materials for students to access online.

Around 30 hours of lectures were recorded each week in 2004, increasing to over 60 hours in Autumn Session 2005. Evaluations of the first year of operation showed that this technology is highly valued by the students. There is also a project to test the use of eduStream in UOW Dubai.

3.3.2 Quality Teaching

The success of quality teaching is dependent on inspirational, skilled and creative teaching staff. UOW encourages and supports them through professional development opportunities, grant schemes, teaching awards, teaching evaluations, and faculty initiatives supported by Faculty Education Committees. Teaching staff are also assisted by specialised professional units such as CEDIR, Learning Development, the Library and ITS.

Teaching quality is taken into account in career development interviews and plans, in probation and promotion deliberations (see Staff, 7.3.2.5), and in awards.

3.3.2.1 Professional Development

The Introduction to Tertiary Teaching (ITT) course was a forerunner in professional teaching development in Australia. Since its inception in 1992, there has been an increasing recognition of the importance of academic development in tertiary teaching and a shift towards continual reflection on teaching practice.

ITT is offered through CEDIR to UOW academic teaching staff at no cost. Since 1994, all new staff have been required to participate unless they qualify for an exemption. Progressive reviews of ITT have resulted in improvements such as the introduction of a modular structure and a one-week intensive workshop program (replacing weekly workshops). Completion of the ITT course can be credited towards the Graduate Certificate in Higher Education. The course is delivered in both Australia and Dubai.

A variety of other teaching-related development opportunities include a comprehensive program of short workshops, ranging from effective videoconferencing and working with technology, to improving face-to-face delivery and working with large classes. Support for attendance at conferences and membership of professional networks also help to ensure that teaching practice is up-to-date and informed by discipline-based knowledge. Study leave may be used for teaching development.
3.3.2.2 Reflective Practice and Improvement

UOW emphasises the importance of reflective practice in enhancing teaching skills. Among the resources available are formal student surveys of teaching (provided by CEDIR) which allow the teacher to identify strengths as well as areas for improvement.\(^{34}\) Surveys are taken into consideration by the Promotions and Continuing Appointments Committee when judging performance. CEDIR also provides a free online evaluation environment (OLEE)\(^{35}\) which allows teaching staff to design and administer their own subject surveys to evaluate all aspects of their teaching and the student experience.

A Learning and Teaching Colloquium has been held on the Wollongong campus each year since 2002. The 2006 Colloquium will be held at UOW Dubai.

3.3.2.3 Encouraging Innovation

Innovative approaches to teaching have been encouraged for many years by initiatives such as:

- The Faculty Service Agreements program,\(^{36}\) which offers learning design and production support to faculties and other units to develop material for teaching purposes. Around 50 projects are undertaken each session, spread across all faculties and professional units.
- The Educational Strategies Development Fund (ESDF),\(^{37}\) which annually funds educational developments under the Teaching and Learning Plan. See 3.3.1.3 and 4.3.4.2 for examples of improvements arising from ESDF projects.

3.3.2.4 Teaching Awards

The Vice-Chancellor confers annual awards for Outstanding Contribution to Teaching and Learning (OCTAL) in each faculty as well as an overall award.\(^{38}\) The OCTAL scheme has been reviewed annually since 2002, resulting in an increase in the funding for the awards and the improvement of guidelines and processes to support applicants. The number of individual staff involved in applications rose from 19 in 2003 to 31 in the 2004 awards.

OCTAL recipients and nominees may be selected as applicants for the Australian Awards for University Teaching (AAUT). All applicants are given intensive support and advice on how to highlight innovative teaching practice in their portfolios.

External awards, managed by professional associations and other groups are also sought as a means of acknowledging teaching excellence. For example, teaching staff have been recognised through the Australian College of Educators, Australian Council for Educational Leadership, Norman Baker Award for Excellence in Education and the French Ministry of Education (Chevalier dans l’Ordre des Palmes Academiques).
3.3.3 Student Access to UOW

3.3.3.1 Diversification of Student Intake

UOW’s student profile has changed over recent years with increased numbers of high-achieving HSC students, a higher proportion of domestic students from southern Sydney and a significant percentage of international enrolments (24.5% of the onshore UOW student population in 2004).

3.3.3.2 Access Initiatives

In line with its strategic goals, UOW has adopted a range of access strategies to meet the needs of a diverse range of student applicants (see also Community Engagement, 6.3.3.1).

Special access opportunities and programs for HSC students include:

- Early Entry programs in Informatics and Science for high performing HSC students;
- Deans’ Scholars and Advanced degrees for those attaining high UAIs;
- the School Principal’s Recommendation Scheme (SPRS) which uses the recommendations from the school to help assess applicants for admission to programs at Shoalhaven Campus and Batemans Bay, Bega and Moss Vale Education Centres;
- the Faculty of Engineering Opportunity program, for students with lower UAIs or who did not take sufficient maths or science at school, which provides assistance with Mathematics, Chemistry and/or Physics; individual study programs; additional tutorials; access to a Science Bridging course.

As alternatives to HSC entry, UOW encourages access to tertiary education via:

- articulation with TAFE to assist entry for applicants who otherwise might not meet academic criteria (see Case Study below);
- an Educational Access Scheme to assist applicants who have experienced long-term disadvantage during Years 11 and 12;
- a University Access Program (all faculties) for economically disadvantaged prospective students through a 14-week (nine hours per week) academic skills and discipline preparation course with scholarships for tuition fees;
- an Aboriginal and Torres Strait Islander Alternative Admissions Program to provide Indigenous people, who may not have completed formal schooling, with the opportunity to undertake tertiary study;
- a range of preparation programs operated by Wollongong University College (WUC); and
- a new Special Tertiary Entry Program (STEP) to provide 50 Commonwealth-funded places a year for students from disadvantaged areas of the Illawarra to study at Wollongong University College and prepare for tertiary study.
TAFE Articulation

UOW was one of the first universities in NSW to document comprehensive articulation pathways for TAFE students. Approved credit transfer arrangements are updated regularly in collaboration with TAFE and posted on the UOW website.  

UOW’s excellent relationship with TAFE is particularly demonstrated by the co-location of teaching activities in custom-designed buildings at the Shoalhaven Campus and the Loftus Education Centre, and by a sharing of Library services and facilities.

A limited number of HECS places (25 for 2004) for postgraduate coursework students are awarded under equity and/or targeted criteria (primarily financial disadvantage).

3.3.3.3 Scholarships

UOW offers scholarships (in addition to Commonwealth scholarships) based on merit and/or equity criteria (see Community Engagement, 6.3.3.1). These include:

- a range of merit-based scholarships based on HSC performance, leadership and motivation;
- work-integrated scholarships;
- Equity and Merit Scholarships—awarded to students across all equity groups who might not otherwise have the opportunity to attend university;
- General Residential Scholarships;
- Regional Residential Scholarships;
- Campus Chapter of UOW Alumni Equity and Merit Scholarships.

3.3.3.4 Introduction to UOW

UOW’s highly personalised approach involves academic and general staff (and international agents) contacting potential students at careers markets and fairs, school visits and on-campus events such as Discovery Days for Year 12 students. Recruitment processes are managed and coordinated through UniAdvice, which also runs a Call Centre enquiry service.

Enrolment and orientation programs are continually improved to give students an immediate sense of belonging. For example, annual reviews of orientation, have resulted in the introduction of the sessional ‘Ask Me’ days, which provide students with the opportunity to have unanswered questions or issues dealt with before the deadline for changing enrolment.
3.3.4 Student Support

As part of its student-centred approach, UOW has put in place resources, technology and other infrastructure to encourage and support students to manage their own learning. This strategy is supported by a range of policies, systems and processes and an empowering access to technology.

3.3.4.1 Administrative Systems and Procedures

The administrative relationship between university and student is managed by the Student Management Package (SMP), UOW's main student administrative system. An example of a modular, in-house initiative, SMP is keyed into the needs of both students and staff and allows each to control their work and study space with greater ease and with professional support where needed. The Student Online Services (SOLS) feature of SMP is the subject of a case study below.

SMP is complemented by administrative support and advice for students at service counters in the Academic Registrar’s Division, the Research Student Centre and the faculties.

Key student administration processes and major student events are subject to ongoing formal and informal reviews, which have led to significant quality improvements. For example:

- An internal audit of admission processes conducted by Deloittes in 2004 identified the need for faster turnaround times for student applications and improvements in the tracking and control of student quotas. Improvements to these processes are currently being implemented by UniAdvice.
- A review of fee collection methods in 2002 resulted in online fee statements for students and improved communication, implementation of internet payment, and online HECS/PELS statements in 2003.
- Ongoing graduation reviews over the last two years have led to improvements in areas such as online applications, ticketing arrangements, and procedures on the day.

### Case Study: Student Online Services (SOLS)

SOLS is a sophisticated, interactive administration and communication system progressively developed in-house since 1999 to support students through all phases of their university life. It is particularly valuable for students at remote sites.

Development of the SOLS interface has been a cooperative effort between ITS, ARD and students (who have been responsible for building most of the interfaces). Training on the use of SOLS is provided by ITS as part of the enrolment process.
Processes managed through SOLS include:

- Enrolment and withdrawal
- Tutorial bookings
- Creating an email account
- Sending official messages to students from Student Administration or lecturers/tutors (SOLSMail)
- Internet payment of fees
- Special consideration applications
- Annual progress reports for research students
- Election of student representatives to committees, boards or student associations
- Applications for graduation

A range of information is also available to students through SOLS, including assessment results, fees information, examination timetable and eligibility for graduation.

Throughout the development of SOLS, regular feedback from students has been sought through a variety of mechanisms, including surveys and forums. A permanent feedback mechanism was recently provided in SOLS for students to comment and rate all aspects of the system; the feedback is being monitored to identify areas for improvement.

3.3.4.2 Enhancing the Learning Experience

Staff commitment to enhancing student learning is a key feature of the educational experience at UOW.\(^{41}\) In addition, resources, technology and other infrastructure are carefully selected to fulfil the learning needs of students.

All full-time academic staff are available for consultation at least four hours a week over at least two days during session\(^{42}\) and, in practice, many academics have an open-door policy. Students also have email access to staff. Subject coordinators are available by email, telephone and video-conference at UOW’s Australian locations.

Several professional units play a key role in supporting student learning either on an individual basis or by working with faculties, for example, to integrate skills instruction into curricula. Extra support is also provided for students with particular needs, including first year students, international students, Indigenous students, students with a disability and students from other equity groups. In addition, students can now independently access a wide range of online learning resources.

The University Library plays a crucial role in introducing students to learning tools and skills.\(^{43}\) In addition to the collection, the Library offers a range of online services (e.g., online information skills tutorials, Email a Librarian and Chat to a Librarian), workshops...
and ongoing, one-to-one advice (see The Institution, 2.3.7.3). The Library has achieved national recognition for the quality of its customer service. In a 2004 survey, 91% of respondents rated overall quality as good to excellent, an improvement of 9% since 2000.

Learning Development offers academic skills workshops, self-access learning resources and individual consultation. It also works with faculties to integrate tertiary literacies into the first year core curriculum. An online Higher Education Language Program (HELP) is being trialled in 2005 in the Faculties of Informatics and Commerce.

The Learning and Teaching Performance Report 2004 provides a detailed listing of the programs and resources that support student learning, including relevant review and improvement processes.

### Case Study  Peer Assisted Study Sessions (the UOW PASS Program)

The UOW PASS Program—based on the Supplemental Instruction model initially developed by the University of Missouri-Kansas City (UMKC)—was developed by Student Services to improve outcomes in subjects with higher than average failure rates. Initially piloted in the Faculty of Informatics in 2002, the program has been extended and improved on an ongoing basis and was supported by an ESDF Grant in 2003. PASS is currently used in a number of faculties with considerable success and supports around seven subjects and 1600 students each session.

The program targets subjects where students have previously experienced difficulties, with an emphasis on first year subjects. High-achieving, senior students are trained to act as peer leaders in a forum where students work together to consolidate understanding, reinforce key concepts and develop effective study strategies. From 2005, student leaders will receive academic credit in a new specially designed subject, Leadership and Peer Mentoring.

Evaluations show that participants perform at higher levels academically and are retained to second year at higher levels than non-participants. For example, the 2004 PASS program in Introductory Anatomy showed a reduction of the failure rate from 24% to 12%. The program has also had the beneficial effect of increasing interaction between international and domestic students in a collegial and non-competitive setting.

The UOW PASS program was in the final five in the institutional section of the 2003 AAUT Awards, and has been commended by the founder of the international program. A number of other universities have approached UOW for advice and/or training on how to conduct similar programs (including Macquarie University, Griffith University, University of Western Sydney and Victoria University). The UOW PASS coordinator has been officially requested by UMKC to undertake the role of national trainer in Australia and New Zealand.
3.3.4.3 Opportunities to Develop, Grow and Learn

A range of support services and resources are available to ensure that all students can enjoy the breadth of the student experience, whatever their circumstances. For example:

- All faculties offer advice through individual contact, student centres, websites and forums.
- The Dean of Students\(^{46}\) administers an equity fund to assist students experiencing financial hardship and who meet equity criteria. Qualifying students receive partial assistance to pay their compulsory student body fee.
- Counselling Services\(^{47}\) provide free and confidential counselling to students with personal, work or study-related difficulties.
- The Careers Service\(^{48}\) conducts a range of programs and activities to help prepare students for the workplace and to improve their future employment prospects. In 2003–2004, a suite of Workplace Learning Programs was developed to complement existing academic offerings in supporting the development of the UOW Graduate Attributes.
- The Woolyungah Indigenous Centre (formerly the Aboriginal Education Centre)\(^{49}\) supports Indigenous students on campus. Continuous assistance to Indigenous students for academic and personal needs is provided by a Student Support Officer, who is also available to liaise with faculties on behalf of students. Academic support is also provided by the Centre through the Aboriginal Tutorial Assistance Scheme (ATAS).
- Disability Services\(^{50}\) offer a wide range of aids and programs for students with disabilities, including independent learning programs, audio-taping, note-taking and assistive technologies. Special Library support includes an Access Room equipped with assistive technology and special furniture. A 2004 review of assistive technology resources for students with disabilities benchmarked UOW activities with ANU, drawing on national experts, resulting in a professional training program and equipment upgrade.\(^{51}\)
- A significant number of computer workstations and labs for student and class use are provided at all teaching locations. A pool of used computers donated by faculties is also available for loan to equity students.
- Accommodation Services\(^{52}\) provide comprehensive services, facilities and information to support UOW students. It also coordinates a benchmarking project for all student residences across Australia to ensure that cost structures are reasonable and comparable.
- The UniCentre\(^{53}\) complements academic life with activities and facilities that develop the personal and social side of university life; for example, it provides a Bookshop and IT Centre; a child-care centre; support for clubs and societies, and diverse food outlets. The UniCentre's Centre for Student Development\(^{54}\) is facilitating a three-year leadership curriculum for first year students beginning in 2005; it will call on collaboration from staff and postgraduate students across UOW.
- The University Recreation and Aquatic Centre\(^{55}\) allows all Wollongong students to take advantage of high quality and low-cost recreational and sporting facilities.

\(^{46}\) [www.uow.edu.au/student/services/dos/]
\(^{47}\) [www.uow.edu.au/student/services/cs/]
\(^{48}\) [www.uow.edu.au/careers/]
\(^{49}\) [www.uow.edu.au/aec/]
\(^{50}\) [www.uow.edu.au/student/services/ds/]
\(^{52}\) [www.uow.edu.au/about/accommodation/]
\(^{53}\) [http://unicentre.uow.edu.au/]
\(^{54}\) [http://unicentre.uow.edu.au/csd/]
\(^{55}\) [www.uow.edu.au/urac/index.html]
• The Student Associations offer various information, support and advocacy services to students.

The above services are tailored to the needs of students at the Shoalhaven campus and the Education Centres.

The beautiful physical environment of the main campus (maintained by the Buildings and Grounds Division) offers both reflective and communal spaces for study and interaction. It is highly regarded by students, staff and visitors alike, as reflected in comments received through feedback mechanisms.

3.3.4.4 Student Rights and Responsibilities

The clear articulation of student rights and responsibilities is critical to the maintenance of a supportive learning environment. UOW has a range of policies setting out the responsibilities of students and staff which are communicated to students in a variety of ways, including through:

• centrally-administered student pages of the UOW website;
• the Student Guide, now included in the UniCentre Student Diary available to all students;
• faculty web pages and notice boards;
• workshops on plagiarism and acknowledgement practice.

Over the past two years, the major review of assessment policies and procedures has clarified the rights and responsibilities of students (see 3.3.1.4). In addition, student grievance and discipline procedures have been substantially rewritten to provide more consistent and transparent processes. Under the new procedures, faculties play a critical role in the early handling of student complaints and academic misconduct (such as plagiarism), with opportunities for referrals or appeals in circumstances set out in the relevant policies.

Students are encouraged to seek to resolve grievances informally with the person concerned before initiating formal grievance resolution procedures. The Academic Grievance Policy is based on a staged process which encourages resolution at faculty level but provides higher level review when required. The Dean of Students systematically tracks grievances and prepares a report for the PVC-A who can initiate any necessary improvements to policy and procedures.

Students play an important role in the central decision-making processes at UOW and are represented on the University Council, Academic Senate and key Senate committees. Student representatives are included on key faculty and professional unit committees. The student associations are also consulted during the development of policies affecting student rights and responsibilities.
3.4 Evaluation and Review

Progress towards meeting the broad objectives in the Learning and Teaching Strategic Plan is assessed annually by the UEC using the Plan’s performance indicators. The results also guide the development of UEC priorities for the following year.

Positioning in the sector is monitored through DEST reports and informally through the Good Universities Guide and external award structures.

3.4.1 Monitoring Mechanisms

UOW student outcomes, such as retention and participation rates, are closely monitored and compared to state and national averages. The latest DEST report on student outcomes places UOW first for student retention and graduate full-time employment and among the top five Australian universities for graduates proceeding to further full-time study and graduate starting salaries.

Feedback from students is systematically obtained with a view to improving the quality of the teaching, programs and student services and the policies and procedures underpinning them. For example, the Strategic Planning Unit conducts a number of annual student surveys:

- the Graduate Destination Survey (GDS);
- the Course Experience Questionnaire (CEQ);
- the Postgraduate Research Experience Questionnaire (PREQ); and
- internal Student Satisfaction Surveys.

It also conducts various other one-off surveys as required (e.g., accommodation services, standard of teaching facilities).

Members of the teaching staff have access to a number of teaching and subject evaluation tools provided by CEDIR (see 3.3.2.2). The COGNOS cubes (see The Institution, 2.4) have also introduced a valuable tool for accessing and evaluating statistical information.

Professional and employer groups provide feedback to faculties through the course development and review process, participation on faculty/school committees and other local feedback mechanisms.

Feedback is obtained by professional and other units (e.g., the Library, Student Services, ITS, UniCentre) through regular surveys, focus groups and a variety of suggestion mechanisms that are used to continuously improve services. There was a comprehensive review of Learning and Teaching Performance in 2004.
3.4.2 Evaluation—Quality of Programs

Evaluation strategies for subjects and courses have been embedded in UOW procedures. They have recently been reviewed and improved in the development of the new Quality Review Framework. Well-developed assessment practices and processes are also in place, as noted in 3.3.1.4.

CEQ results show that UOW students have higher than average levels of satisfaction with the quality of their programs (see Appendix O). UOW performed better than the national average in most discipline areas. Course review continues to support quality teaching programs and the new framework for course and subject reviews will ensure that UOW offerings remain up-to-date and relevant to industry and professional needs.

Of those graduates available for work, the proportion obtaining full-time employment has been sustained at high levels over the last several years at around 93%, well above the national average (see Appendix O). The proportion of graduates continuing with further tertiary studies is around 29%, slightly above the national average (see Appendix O).

A user survey of WebCT is conducted each session to gather information on its effectiveness in supporting learning and teaching.63

In 2004, an e-Teaching Project team—involving ITS, CEDIR, the University Library, ARD and faculties—drafted a strategic plan for e-teaching and e-learning. The team also evaluated new learning management systems to improve the quality of the subjects that blend online and face-to-face teaching and learning. After an extensive investigation, UOW selected a new e-learning system for implementation in 2005. A cross-unit project will also investigate content management and institutional repository systems.

UOW has a clear framework for fostering its Graduate Attributes and provides appropriate support to academics to integrate their development within the curriculum via, for example, the teaching strategies website. However, further work is required in some discipline areas to ensure appropriate and systematic integration of relevant teaching strategies. Performance indicators on Graduate Attributes within subject outlines have been included in the current Learning and Teaching Strategic Plan and faculties are being asked to report on outcomes.

Future Challenges

The provision of quality teaching programs is an ongoing priority and UOW will be working on the following improvements in 2005 and beyond:

- Support for faculties to implement the new Quality Review Framework.
- Improved monitoring of student performance and satisfaction across teaching locations.
- Migration to the new learning management system and developing a more strategic approach to e-teaching and e-learning.
3.4.3 Evaluation—Quality of Teaching

UOW’s culture of quality teaching is supported and encouraged through a range of programs, grants, awards and staff practices. Evidence of academic staff commitment is demonstrated by their high levels of participation in:

- teaching surveys, with nearly 300 UOW academic staff taking part each year;
- staff development workshops, with academic participation rising from 374 attendances in 2000 to over 1400 in 2003 (see Appendix O);
- an Online Evaluation Environment (OLEE) which provides academic staff with an online or paper-based subject survey which can be tailored to evaluate all aspects for teaching, subject content and student experiences. Usage grew from 63 to 78 surveys between 2003 and 2004, with further growth in use anticipated for 2005;
- the V-C’s annual OCTAL awards, with 31 applications put forward for the 2004 awards.

Future Challenges

UOW continues to seek ways to improve the quality of its learning and teaching practice, programs and support. For example, UOW is looking to:

- Extend the compulsory formal UOW induction for casual academic staff to include classroom training programs.
- Evaluate the emphasis on teaching performance in academic promotions with a view to developing improved guidelines for promotions committees.
- Provide a better mechanism to assess and act upon subject evaluation data using the new compulsory subject survey.

3.4.4 Evaluation—Student Access

Appendix F shows that UOW is maintaining rates of access across the range of equity groups with some increases.

Overall, UOW retention and success ratios tend to be above state and national averages for most equity groups, with the exception of students from rural and isolated areas and domestic non-English speaking background students. Some of the results for Women in Engineering are less positive; rates for Women in Higher Degrees by Research are stable.

Access and participation rates for lower socio-economic students have been declining over the last four years and current levels are below sector average. Indigenous student access and participation ratios were slightly below the sector average in 2003, but close to the state levels. UOW has performed better than the sector and state averages on
retention and success rates for its Indigenous students in three of the last four years, although student numbers are small.

The draft student equity and support plan, to be finalised in 2005, will provide a more strategic approach to managing student diversity and providing high level services and facilities.

An Educational Strategies Development Fund project will be funded to review the access programs in 2005 and recommend improvements.

**Future Challenges**

The University has a strong record of achievement in supporting students from equity target groups to achieve the University goals and to gain a quality university experience. The main challenges include the need to:

- Maintain multiple entry pathways to UOW for students from equity target groups, in the current competitive environment.
- Ensure quality teaching and learning support for students from equity groups at all campuses and Education Centres.
- Promote tolerance, acceptance and inclusiveness as the student population becomes increasingly diverse.
- Embed the student equity plan at faculty and unit levels.

### 3.4.5 Evaluation—Student Support

Results of the 2003-4 annual survey of currently enrolled students indicate that UOW continues to be a student-centred university which provides students with a supportive environment in which to ‘develop, grow and learn’. Key survey results include the following:

- 88.5% were either ‘very satisfied’ or ‘generally satisfied’ with their overall student experience at UOW.
- 74.3% agreed or strongly agreed that UOW provides a supporting environment, providing help when required.
- 78.5% agreed or strongly agreed that, overall, they were satisfied with the quality of their course (an increase from 71% in 2000).
- 72% of 2003 graduates (responding to the Course Experience Questionnaire) strongly agreed with the statement: ‘Overall I was satisfied with the quality of my course’.
- Among current students, overall satisfaction with course quality increased from 65% in 1998 though to 82% in 2001 and 78.5% in December 2003.
Future Challenges

Appendix F shows that the University is maintaining performance levels across equity groups with positive outcomes and completion rates in some areas. Initiatives such as the PASS program, for example, are showing strong potential for assisting students with their transition to university. Challenges include:

- Improving outcomes in subjects or discipline areas where students have a lower than average level of success. In 2005 UOW will continue to investigate ways to improve current programs, pilot new programs (e.g., the Faculty Teaching and Learning Scholarships Program through CEDIR) and intensify central support.
- Developing and implementing a comprehensive student equity and support plan which is integrated into faculty and unit planning.
- Building on the UOW student experience at all UOW teaching sites.
- Improving feedback to students regarding student survey outcomes.
- Improving communication with/between faculties and units with regard to the use of student surveys for review of programs and services.

3.5 Priorities for Action

UOW aims to work towards its 2005–2007 strategic goals for learning and teaching and the student experience by undertaking the following plan of action:

Current Priorities, 2005

- Enhance the continuous review and improvement of courses and subjects through:
  - the new review guidelines (under the Quality Review Framework); and
  - improvements to survey/statistical analysis, access and feedback.
- Implement and promote the new Learning Management System.
- Complete and introduce a comprehensive student equity and support plan.
- Target and improve equity group access and participation through an Educational Strategies Development Fund (ESDF) project.
- Review and strengthen strategies to inculcate Graduates Attributes.
- Strengthen the system for tracking student grievances and outcomes and identify improvements to practices.
- Review and strengthen group work assessment policy.
Longer Term Priorities, 2005–2007

- Improve teaching development opportunities for casual academic staff through a new teaching skills development program for casuas which is currently being piloted by CEDIR.
- Review operation of the new Learning Management System.
- Review the Learning and Teaching Strategic Plan (in 2007).
4.1 Research at UOW

4.2 Planning for Quality
   4.2.1 Strategic Directions
   4.2.2 Managing the Plan

4.3 Ensuring Quality
   4.3.1 Strategic Investment in Research
   4.3.2 Support for Research Excellence
   4.3.3 Strategic Partnerships and Commercialisation
   4.3.4 Higher Degree Research Students

4.4 Review and Evaluation
   4.4.1 Monitoring Performance
   4.4.2 Evaluation—Research
   4.4.3 Evaluation—Research Training

4.5 Priorities for Action
Chapter 4  Research and Research Training

4.1  Research at UOW

UOW’s strong research reputation and performance are the results of:

- a strong researcher base built up as the University expanded during the 1990s;
- a flexible and responsive research management environment that encourages a multidisciplinary approach to research; and
- the capacity and flexibility to develop strong partnerships with industry and other R&D organisations.

These factors culminated in an outstanding performance in 2000, including the Award of University of the Year for Outstanding R&D Partnerships and the number one position in ARC grants awarded (relative to size of operating grant). UOW has since maintained this strong ARC performance which, together with the growth in activities supported by Cooperative Research Centres (CRCs) and large grants to several centres, has resulted in a 23.8% increase in research income from 2002 to 2003. In 2004, UOW achieved its first Good Universities Guide 5-star rating for Research Intensity.

4.2  Planning for Quality

4.2.1  Strategic Directions

UOW adopted a centralised approach to research management approximately 15 years ago. Research groups, centres and institutes are provided with University Research Committee (URC) support to:

- encourage collaborative research;
- initiate new research foci in strategic areas;
- facilitate activities that cross traditional discipline boundaries.

From the mid to late 1990s research planning focussed on growth of research effort. By the end of 2000, the URC was directly supporting 31 research units grouped under four major themes. A number of units developed into high performing institutes and centres with substantial external support and drawing together researchers from different disciplines. Others remained essentially a focal point for research development within academic units.

During 2003, a review of URC funding support for research units was facilitated by a series of R&D Discussion Papers circulated for extensive consultation between the Pro Vice-Chancellor (Research), faculties and key research leaders. As a result, 12 research units were identified as research strengths (see Appendix M) and a new model for internal operations.
funding of research was developed (see 4.3.1.1). This represented the first major shift in direction in research management since the research unit concept was first developed in the early 1990s.

A new Research Strategic Plan 2005–2007\(^3\) was developed during 2004 in the light of the 2003 review outcomes. The Plan identifies six objectives to support the University’s Strategic Goal 2—‘Excellence and Innovation in Research’:

1. Increase the level of externally-funded research to enhance the capacity and diversity of our research effort
2. Improve the quality of higher degree research student scholarship and training by aligning them with strategic research directions
3. Improve the quality, impact and recognition of outcomes of our research effort
4. Encourage linkages and commercialisation opportunities between researchers, industry and other partners
5. Identify, reward and promote research activities that enhance the international reputation of the University
6. Create a strong culture of support for research excellence

Underlying these objectives is a commitment to excellence, high quality outcomes and ethical conduct in research and research training. UOW aims to consolidate the substantial growth that has taken place over the past decade, expand the scope, quality and depth of its research activities and continue to enhance its international and national reputation as a leading, research-intensive University.

### 4.2.2 Managing the Plan

The Pro Vice-Chancellor (Research) (PVC-R) has central responsibility for the direction and management of research and advises the Vice-Chancellor and Senior Executive on strategic decisions relevant to that portfolio.

The PVC-R chairs the URC, a committee of Academic Senate responsible for developing research policies and procedures and overseeing their implementation, and providing direction on the distribution of funds awarded under the Institutional Grants Scheme (IGS) and Research Infrastructure Block Grant (RIBG). URC reviews performance against planning objectives and reports to Academic Senate each year and conducts the end-of-cycle review of the Plan every three years (see The Institution, 2.2.3).

The URC and its subcommittees were reviewed and restructured in 2002 to streamline workload and decision-making and provide broader representation. The URC is currently supported by the following committees:\(^4\)

- University Research Standing Committee (URSC);
- Postgraduate Research Policy Committee;
• Thesis Examination Committee; and
• The University Ethics Committee—overseeing the Human Research Ethics, Animal Ethics and Biosafety Committees (see 4.3.2.3).

**Research and Innovation Division**

The PVC-R is supported by the Research and Innovation Division (RaID) which manages the key administrative functions relating to research, higher degree research students, innovation and commercialisation. Established in 2004 after a major, quality-driven restructure of the former Office of Research, RaID comprises:

• Research Student Centre (RSC)—managing all aspects of a research student’s candidature;
• Research Services Office (RSO)—managing research grant activities, ethics, research information systems and performance data; and
• Managers of Innovation and Commercial Development (MICDs), located in faculties and reporting to the PVC-R on research development and identification of commercialisation opportunities.

Later stages of the commercialisation process are managed via a service agreement with UniQuest, the commercial arm of the University of Queensland. Contracts and consultancies, Intellectual Property and Cooperative Research Centres (CRCs) are managed by a new Legal and Commercial Unit, which is part of the Personnel and Finance Division but is closely linked to RaID activities and staff.

**Faculties**

Faculties play a critical role in supporting research and research students. Each faculty identifies its own objectives and strategies under the Research Strategic Plan and reports on progress in their Faculty Direction and Resource Plan. From 2004, faculties are required to prepare an annual submission for the URC outlining the faculty’s support for research and the broad objectives of their respective joint URC-faculty development pool (see 4.3.1.1). Faculty Research Committees (FRCs) are involved in the development of faculty-specific policies to support research and provide advice to the URC on allocation of resources, grants and scholarships. Each FRC Chair is a member of URC and URSC.

**Research Strengths and Units**

The Directors of research strengths and research units monitor research activities and may also play a role in faculty planning. In some cases, Directors have a direct role in managing staff and students; in others, the Director’s major role is in mentoring staff and facilitating new funding opportunities rather than in line management. UOW recognises different models because of the differences in historical development and in the requirements of different disciplines.
4.3 Ensuring Quality

4.3.1 Strategic Investment in Research

4.3.1.1 Allocation of Internal Resources

Before 2004, a significant portion of URC funding was allocated to researchers and research students through two major schemes: (i) a direct, performance-based allocation to 31 research institutes and centres; and (ii) a per capita allocation to faculties for higher degree research students.

During 2003 an extensive review of funding policies for faculties and the existing 31 research units was undertaken, resulting in a new approach to the management of internal research funding. Twelve areas of research strength were identified, each with a sustained level of performance over several years and a strong international and/or national reputation.

Case Study: UOW Research Strengths—A Model for Managing Change

From 2004, the UOW research strengths have received performance-based funding and also per capita research student funding (the latter designed to increase the link between research students and research strengths). The change has had varied impact: some research units have integrated the student funding seamlessly, while others have had to develop new processes and procedures (an additional administrative burden in the short term).

A joint URC-faculty development pool was created for each faculty to support active and excellent researchers whose areas of focus currently lie outside the research strengths. This pool will also fuel the growth of emerging research strengths and support early career researchers. Thus faculties have more flexibility but now have a clear responsibility to build up emerging areas and new initiatives, with the URC retaining responsibility for initiatives that cross faculty boundaries.

Over time this ‘dual’ funding model should result in greater integration of research development and planning with faculty planning, recruitment and budgeting. Over the next three to five years, UOW plans both to enhance existing areas of research strength and to develop three to five new areas that meet specified criteria.

In addition to the funding allocations to research strengths and faculties discussed above, there are a number of University-wide funding schemes for specific purposes (see Figure 4.1).
4.3.1.2 Supporting quality grant applications

Mentoring and critical review of grant applications by peers, FRC Chairs and research strength directors/coordinators is common practice throughout the University. Early career researchers, in particular, are targeted for support.

Administration and coordination is provided by the Research Services Office (RSO) which assists research academics to secure competitive research grant funding.

Examples of recent RSO initiatives to support the development and management of quality research grant applications include:

- reviewing all applications that are submitted to grant funding agencies against compliance checklists;
- conducting grant information seminars and grant writing workshops for researchers;

Figure 4.1 Summary of URC Funding Schemes

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<tr>
<th>FUNDS AWARDED UNDER INSTITUTIONAL BLOCK GRANTS (IGS &amp; RIBG)</th>
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<td>UNIVERSITY RESEARCH COMMITTEE</td>
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<th>Research Strengths</th>
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<tr>
<td>Base grant for three years plus annual performance-based and per capita HDR student funding</td>
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<tr>
<td>To provide ongoing support for existing research strengths and HDR students</td>
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<tr>
<td>Annual report to URC based on research achievements, research income and expenditure</td>
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<th>Faculty Development Pool</th>
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<tr>
<td>Annual research development funding for each faculty</td>
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<tr>
<td>To provide joint ownership of research planning and support for HDR students, new staff and faculty priorities</td>
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<td>Annual faculty report to URC</td>
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<th>Other UOW-Wide Funding Schemes</th>
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<tr>
<td>Small grants scheme</td>
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<td>New partnership scheme</td>
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<td>Research Infrastructure Block Grant (RIBG) Pool II Scheme</td>
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<td>Matching scholarships</td>
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<td>Strategic Initiatives Scheme</td>
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• documenting procedures for applying for and administering grants;
• referring selected applications to expert readers, editors and the UOW Statistical Consulting Services for feedback; and
• promoting specific grant schemes through webpages and email updates.

The results of UOW investments in research are reviewed via regular reports from RSO to the URSC and URC on the outcomes of external funding schemes, benchmarked against the previous three years. The RSO provides comprehensive three-year quantitative data to each research strength which is allocated funding on the basis of performance in research income, HDR completions and publications.

Case Study

Grants Management Review

In October 2003, Deloitte Touche Tohmatsu conducted a grants management review. The auditors reported that UOW had made significant progress in the management of grants since an earlier 1998 review, including improved documentation of RSO procedures, implementation of internal review of all submitted grant applications and improvements to the grants management database. The review identified grant expense tracking and delivery of final research reports as areas for improvement. In response, the RSO developed and implemented training modules for all new grant recipients, focussing on past-award grants management with an emphasis on financial management. Further initiatives to improve controls over expenditure include quarterly audits, improved financial reporting and electronic distribution of grant budgets to faculty officers.

4.3.2 Support for Research Excellence

UOW recognises that research excellence is a product of individual and collaborative achievement and an enriched research culture. To promote excellence, UOW continues to invest in high-quality research staff through recruitment, development and recognition; to encourage collaborative research, and to foster a research culture that demonstrates ethical practice, quality outcomes and international recognition.

4.3.2.1 Research Potential and Recruitment

Since 2002, UOW’s strategy of appointing Deans with active research programs and/or professional practice has produced a major cultural change and renewed emphasis on research.

A majority of Deans and PVCs have externally funded research, while the remainder are actively involved in professional or creative practice. Research activity is similarly expected from other academics with significant administrative roles (e.g., Heads of
School/Department and Institute Directors). The PVC-R has been a standby member of professorial appointment committees for the past three years.

One measure of the success of this strategy is the number of National Competitive Grants (NCGs) transferred to UOW by incoming staff. For example, from 2003 to 2004, incoming staff brought 14 NCGs to UOW while outgoing staff transferred only one to another institution. This is an improvement over the period 1999–2002 when incoming staff brought only five NCGs to UOW, and outgoing staff took 11 to other institutions.

4.3.2.2 Staff Development and Recognition

Faculties support research via allocation and recruitment of staff to support strategic research directions and strengths. Deans and/or Heads of academic units play a critical role in career development and have oversight of workload models/agreements that determine relative time commitments of staff to research activities.

Since 1998, a biennial process for promotion to Professor has enabled UOW to retain and develop key, high-performing research staff. The distinguishing criteria for promotion include demonstrated leadership, development of others and collaborative research, in addition to a strong individual research record.

4.3.2.3 An Ethical Framework

The URC is responsible for monitoring research ethics in accordance with the Research Strategic Plan and UOW governing principles. It has adopted an innovative, widely collaborative approach to keeping abreast of and attaining contemporary standards.

The URC’s Ethics Committee oversees key ethics review committees—the Human Research Ethics Committee (HREC), the Animal Ethics Committee and the Biosafety Committee.

The HREC, as a joint committee with the Area Health Service (AHS), is unique in New South Wales. It has streamlined the ethics process for local researchers and strengthened ties between the University and the AHS, which is a significant body in the local community. Given the growth of combined research effort, plans are in place to form an additional HREC to focus on social and behavioural sciences, while the original committee will focus on health and medical research.

In recent years, the Ethics Committee has conducted reviews of the policies and procedures of the Animal Ethics Committee (2001) and the HREC (2004). In the area of biosafety, the Ethics Committee is currently focusing on implementing recent regulatory changes. Outcomes include:

- the introduction of a Conscientious Objection Policy regarding the use of animals in coursework subjects. The NSW Animal Research Review Panel has forwarded this policy to the NHMRC as an example of positive action being
taken by UOW and requested a presentation at the annual meeting of members of the Animal Ethics Committee in 2004;

• a recommendation (to accompany the restructuring of the HREC noted above) to further involve faculties and schools in the ethics review process, with a view to improving the overall integration of ethical practices and processes into the research culture of the University.

4.3.2.4 International Linkages and Reputation

Until 2004, international research collaborations largely developed as a result of individual initiatives and linkages, many of which were highly effective and important. The University Internationalisation Committee (UIC) has encouraged linkages involving key overseas partner institutions (see Internationalisation, 5.3.4.1) but integration of internationalisation objectives into URC planning, processes and management information systems is a key component of the new Research Strategic Plan. This will be the subject of a more detailed strategy to be developed by URC and UIC during 2005. Particular attention will be given to identifying and supporting international collaborations and linkages and raising UOW’s international profile.

4.3.2.5 Information Resources

The University Library supports research through access to a broad range of relevant information products and specific services and facilities. Commitment to a consortium approach and effective negotiation with vendors has increased the range of available resources. Support for UOW’s key research strength areas is evaluated on an ongoing basis and a targeted Library Support for Research Strengths project was initiated in 2004. The review revealed:

• a high level of satisfaction with Library resources and services and the alignment of the collection to research needs;
• some resource gaps which will be addressed in the 2005 budget; and
• document delivery and transaction based access (ScienceDirect) is effective in meeting the need for some expensive subscriptions.

The Library has coordinated the publications component of the Higher Education Research Data Collection (HERDC) since 2002 with the aim of ensuring that UOW receives appropriate funding allocations for the research efforts of academic staff. In 2003, 1376 publications were collected. 72% met the DEST categories of research related books, chapters, articles and conference papers and represented an 11.6% increase on 2002 in DEST points gained by UOW and 53% increase from 2001. Of particular note was the increase in book chapters and peer reviewed journal articles published by UOW academics.
4.3.2.6 Quality of Outcomes

An important underlying principle in staff development and support is the need to have processes that assess and recognise the quality of outcomes. Hence, a major thrust of research planning over the next three years will be to identify the measures of: (i) quality, high impact outcomes that are appropriate to all research endeavours and disciplines; and (ii) multidisciplinary research excellence, with the intent of promoting and rewarding publications and other outputs that meet quality criteria. The discussion process has been initiated through a preliminary Library paper: *Indicators of Journal Quality*.

4.3.3 Strategic Partnerships and Commercialisation

4.3.3.1 Strategic Partnerships

UOW’s mutually beneficial research linkages with industry were recognised in the 2000 award of University of the Year for outstanding R&D partnerships. UOW continues to build on this achievement with strong results in the ARC Linkage Scheme where success rates are continually above the national average: 2001—67.5%, 2002—60.6%, 2003—67.6% and 2004—55.5% (see Appendix M).

UOW’s strategic partnerships have been extended through the Cooperative Research Centres (CRC) program (Appendix L). UOW also has key long-standing partnerships with BlueScope Steel (formerly BHP), Telstra (now via the CRC-Smart Internet Technology), Motorola, and Integral Energy, as well as with the pharmaceutical companies Amrad and Johnson and Johnson.

More recent initiatives to enhance linkages with potential partners have been facilitated by the establishment of RaID and the creation of three new positions for Managers of Innovation and Commercial Development (MICDs) who will assist researchers and industry and identify commercialisation opportunities. The development of the Innovation Campus (see Community Engagement, 6.3.2.1) is intended to create further opportunities and take industry partnerships to a new level of collaboration.

4.3.3.2 Commercialisation

The new structure of RaID and the appointment of the MICDs will also provide additional resources for commercialisation of research outcomes, an area that has been under-resourced in the past. UOW has also negotiated an historic agreement with the technology transfer company of the University of Queensland, UniQuest. This first such agreement between two Australian universities will assemble resources and expertise to assess the potential of UOW research and development outcomes and, where possible, take them through to the most appropriate commercialisation vehicle (e.g., spin-out company, licensing).

UOW has recently established an IT start-up company (Enikos), in collaboration with the CRC for Smart Internet Technology, which has the potential for generating a commercial return and for increasing the awareness of relevant staff of the commercialisation process (see The Institution, 2.2.8).
4.3.4 Higher Degree Research Students

4.3.4.1 Recruitment and Support

The quality of its Higher Degree Research (HDR) students is critical to UOW's research endeavours. It is therefore committed to recruiting quality students into areas of current and emerging research strength where excellent supervision is available. A new ‘fast tracking’ process was implemented in 2003 to allow early and efficient allocation of scholarships to these students. Once enrolled, they are supported by specialised facilities and training opportunities.

UOW is also committed to enhancing the experience of its HDR students by providing them with appropriate support, training and facilities. Since its inception in 2002, the Research Student Centre (RSC) has been active in supporting a number of major initiatives (outlined below) to enhance the quality of the environment for research students and supervisors.

4.3.4.2 Quality supervision

While research supervision at UOW has consistently rated highly in student satisfaction surveys over the years (see Appendix M), a number of mechanisms are in place to promote ongoing improvement. They include a sound policy framework governing supervision practices (see Case Study below), guidelines on the HDR process and an annual, centrally-run workshop on effective supervision. UOW also encourages and rewards quality research supervision through the Supervisor of the Year Award, which is now one of the Vice-Chancellor's annual awards.

An informal mentoring system has also operated in faculties and research strengths for many years and some faculties hold their own professional development workshops for supervisors. The widely accepted practice of pairing experienced and inexperienced supervisors is reinforced by recent policy changes which require co-supervision where a supervisor is inexperienced. The systems in place for first year reviews and annual progress reports allow Deans and Heads to identify supervision problems at an early stage.
In 2002, as part of its ongoing commitment to quality assurance, UOW sponsored a project (through its Educational Strategies Development Fund—see 3.3.2.3) to examine a range of issues affecting the quality of research supervision. A report, released in May 2003, provided specific recommendations to enhance UOW's strengths in supervision practices and to address some problematic areas. The following recommendations were adopted and implemented in 2004:

- The Code of Practice—Supervision was reviewed extensively to clarify the responsibilities of students and their supervisors and good management practices for research and academic units.
- The First Year Research Proposal Review was formalised to assist HDR students to define their research project and identify necessary resources at an early stage.
- Progress Review and Probation Guidelines were developed and include procedures for formal progress reports and for reporting and managing unsatisfactory progress.
- An HDR Handbook was developed as a key resource for academic staff and students on all aspects of HDR candidature from enrolment to graduation.

Student feedback on the quality of their supervision can readily be provided online via their annual progress reports or confidential student reports. An academic grievance policy, specific to research students, was developed in 2004 to provide a transparent and consistent process for resolving complaints by research students regarding their supervision or any other aspect of their candidature.

4.3.4.3 Training Opportunities

In addition to quality supervision and research training through specific research methodology subjects, UOW supports the development of higher degree research students by providing free access to a number of training and self-help opportunities.

An induction program, conducted by RSC each session, includes a series of short seminars/workshops to assist new students to understand procedural requirements and to develop foundational skills. From 2005, each student will be provided with a hard copy of the HDR Handbook at induction (see 4.3.4.2).

Faculties also provide specific orientation/welcome days which include various combinations of information sessions, workshops and tours of facilities and lunches.

Research students can develop generic and research-based skills through a wide range of training programs provided by faculties, the RSC, the Library, Learning Development, Statistical Consulting Service and Career Development Unit. The Introduction to Tertiary Teaching course (conducted by CEDIR) is available to research students interested...
in an academic career (see 3.3.2.1) and a specially designed Graduate Certificate in Business\(^{28}\) is also offered to PhD students.

### 4.3.4.4 HDR Student Facilities and Resources

UOW monitors the quality of facilities and resources available to research students through feedback mechanisms. Concerns expressed in past student experience questionnaires have been addressed by a number of significant recent improvements. For example, during the past three years:

- Substantial funding was allocated from the Vice-Chancellor’s Strategic Development fund for the construction of new accommodation for research students in the Faculty of Commerce.\(^{29}\)
- The Faculty of Arts made major investments in computer infrastructure.
- Several research centres were relocated to create additional space for students in the faculties of Creative Arts and Health and Behavioural Sciences.
- New and refurbished research laboratories were provided in the Faculties of Science and Informatics that include new student accommodation.

A review of faculty resources is currently being conducted to identify HDR resources across campus, how they are distributed and used across faculties and research strengths, and any serious shortfalls. A report summarising the findings of the review should be finalised by mid-2005.

UOW’s range of support for HDR students includes a centrally administered Research Student Conference fund, which provides some financial assistance for conferences where they are presenting papers. This is frequently supplemented by supervisors via external grants and/or allocations by research strengths and faculties.

In 2003, a Research Training Librarian was appointed to: (i) provide HDR students with, for example, advice on bibliographic searches, use of print and electronic resources, and tailored research training programs; and (ii) work with faculties to integrate information skills into faculty research training.

UOW is one of only a few universities in Australia to require the submission of student research theses to the Australian Digital Theses Program. The Library assists in the digitisation of theses and submission to the national database. Over 100 UOW theses available online were accessed 210,000 times in 2004 with email enquiries from around the world.

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Chapter 4  Research and Research Training

4.4  Review and Evaluation

4.4.1  Monitoring Performance

The broad objectives in the Research Strategic Plan are supported by work/action plans developed and reviewed annually by the URC, faculties and administrative and academic support units. A range of broad performance indicators identified in the plan are used to assess progress towards meeting the objectives. Specific indicators measuring progress against individual activities are identified in the plans of faculties and support units.

4.4.2  Evaluation—Research

4.4.2.1  Strategic Investment

For its size, UOW has an excellent track record in securing research grants, particularly from the Australian Research Council (ARC). In 2004 UOW ranked number nine overall in ARC grant income (see Appendix M).

Recent ARC highlights include:

- In 2005 researchers were awarded a record 37 Discovery Project grants (including five fellowships) for $9.78M, compared to 24 grants for $8.48M in 2004. This represents a success rate of 32.7% for UOW against a national average of 30.8%. UOW was awarded the total highest Discovery funding outside the GO8 (see Appendix M).
- UOW achieved a 100% success rate in the 2005 Linkage Infrastructure results, with four successful grants awarded a total of $805K.
- The combined value of grants from the 2004 ARC Linkage International Awards and 2005 ARC Linkage International Fellowships placed UOW second nationally for total dollars awarded.
- A key feature of UOW’s 2005 ARC performance was the success of grant applications from discipline areas, such as arts, law, health sciences and commerce, outside UOW’s traditional research strengths. For example, the Faculty of Commerce (with a success rate of 71.4%) was ranked fourth nationally in terms of total Discovery grants.

Recent NHMRC highlights include:

- In the 2005 allocations, UOW researchers were awarded four project grants worth a total of $1.273M (an increase of $693,000 over 2004), with a success rate of 25% compared with a national average of 22%. The number of grants awarded was the best result for universities that do not have operational medical schools and exceeded some that do.
- UOW was successful in both of its applications for the 2005 Development Grants, securing a total of $356,500 for 2005.
Future Challenges

To date, the Research Services Office has focussed on the major national competitive grant schemes (ARC and NHMRC). In 2005, the RSO will work with FRC Chairs and Directors of research strengths to increase researchers’ awareness of, and participation in, a more diverse range of funding opportunities. Online funding databases (e.g., Research Online) and other available resources, both within Australia and internationally, will also be promoted.

The following key issues from the 2003 review of funding policies and the objectives of the new strategic plan also remain to be addressed:

- Defining appropriate indicators of quality of publications and other outputs: a particular challenge for professionally-based and applied disciplines, multidisciplinary research fields, creative arts and some of the newer areas in information and communications technology.
- Developing an appropriate process for supporting and promoting research groups and centres that do not meet the criteria for research strength, but nonetheless represent distinct areas of excellence.
- Evaluating the dual funding model, especially for funding of students, to ensure that lines of responsibility are transparent and clear to both staff and students.

4.4.2.2 Research Excellence

Apart from the rather crude measure of ‘grants in and out’ associated with staff movement, it is difficult to evaluate the success of strategies to promote quality and to support and retain key staff.

As part of the faculty planning and reporting process, UOW has begun to collect data on Fellowships, Medals and other staff awards for research excellence.

Future Challenges

Broader indicators of research performance are being applied and the new measures for assessing quality will enable improvements to be monitored in a more detailed and systematic way. The aim is to focus on monitoring levels of performance through outcome measures that apply to disciplinary and multidisciplinary research excellence, such as publications, external fellowships, evidence of ethical research practice and international recognition. Over time, it is expected that the results from this process will inform and further enrich the development of UOW’s research culture.

4.4.2.3 Strategic Partnerships and Commercialisation

Success in Strategic Partnerships and Commercialisation is monitored by success rates in the ARC Linkage scheme and the levels of industry and CRC funding. During 2004,
Chapter 4  
Research and Research Training

UOW has been putting processes and resources in place to improve identified shortfalls in support and resourcing for this area. The framework established as a result of the partnership with UniQuest, referred to in 4.3.3.2 above, will have key performance indicators, such as numbers of patents, licences and start-ups.

Refinements to the Commercial Research Policy took place to reflect the changes in the external commercialisation environment and the potential impact of the new UniQuest partnership. The IP Policy is currently undergoing revision.

**Future Challenges**

A mechanism is to be established, in light of the above reviews, to secure external feedback and advice on the success or otherwise of UOW’s commercialisation activities.

The role and functioning of the Intellectual Property Committee (which reports directly to the Vice-Chancellor) will also be reviewed in the coming months to improve its effectiveness and to take into account the new service arrangement with UniQuest.

### 4.4.3  Evaluation—Research Training

Research students, across many areas, have consistently acknowledged the effectiveness of UOW’s research supervision and supportive research environment. Key results of the 2003 annual UOW Student Satisfaction Survey include:

- 90.1% of respondents found research supervision at the University either ‘acceptable’ or were ‘satisfied’;
- 90.5% of respondents found the RSC at the University either ‘acceptable’ or were ‘satisfied’;
- 90.1% of respondents found research facilities at the University either ‘acceptable’ or were ‘satisfied’.

The revisions to policy and procedure—by introducing milestone checking in the form of commencement of candidature interviews, first year research progress reviews and more efficient annual progress reporting—is expected to improve completion rates in the long term.

**Future Challenges**

UOW aims to enhance the research student experience by continuing to implement the significant improvements, outlined above, in management and student support practices. The success of these initiatives will be evaluated when they are integrated into practices across the University. The RSC has conducted education sessions and distributed HDR Handbooks to staff and students across campus to facilitate the adoption of new policies and practices.
The RSC is also working towards improving the coordination of HDR student training by:

- Developing a comprehensive website in 2005 to raise the awareness of HDR students and their supervisors of the wide range of training programs on offer.
- Developing a more comprehensive professional development program for supervisors, based on feedback from a focus group with academic staff in mid 2004, benchmarking with other universities and a program of annual training workshops for supervisors commencing in 2005.

4.5 Priorities for Action

UOW aims to work towards its 2005–2007 strategic goals for research and research training by undertaking the following plan of action:

Current Priorities, 2005

- Develop a coordinated internationalisation strategy between University Research Committee and the University Internationalisation Committee.
- Reinforce the new dual funding model and associated practices (especially in relation to HDR students, the development of new strategic initiatives and a process for recognition of excellence outside areas of strength).
- Implement further training in research grant submissions and post-award grant management.
- Disseminate HDR policy changes more widely within faculties.
- Review and improve resources for HDR students at the faculty level.
- Develop and promote measures of quality research outcomes.
- Implement new processes and structures for Human Research Ethics Review.
- Implement the new commercialisation framework, including the new partnership and associated internal policy changes and staff recruitment.
- Improve the promotion of UOW's research effort by way of ongoing improvements to webpages and other promotional material.

Longer Term Priorities, 2005–2007

- Identify and develop new areas of research strength.
- Take advantage of opportunities resulting from the development of the Innovation Campus and the proposed Graduate Medical School to expand the research effort.
- Review the Research Strategic Plan (in 2007).

While UOW has been a leader in research management and is on a rising trajectory in terms of research performance, it will continue to seek improvements in policy, practice and outcomes.
5.1 Internationalisation at UOW

5.2 Planning for Quality
   5.2.1 Strategic Directions
   5.2.2 Managing the Plan

5.3 Ensuring Quality
   5.3.1 Offshore Programs
   5.3.2 International Students at UOW
   5.3.3 Internationalisation of the UOW Experience
   5.3.4 International Alliances

5.4 Review and Evaluation
   5.4.1 Monitoring Performance
   5.4.2 Evaluation—Offshore Programs
   5.4.3 Evaluation—International Students at UOW
   5.4.4 Evaluation—Internationalisation of the UOW Experience
   5.4.5 Evaluation—International Alliances

5.5 Priorities for Action

INTERNATIONALISATION

PLAN

ACT

REVIEW

IMPROVE
5.1 Internationalisation at UOW

UOW has an international student population of over 7,500 in Australia and overseas. It is committed to achieving the international focus, reputation and institutional culture that will assure its future development and contribute to the development of its region.

UOW aims to integrate internationalisation into all activities as a ‘whole of institution’ strategy. This strategy encompasses the experiences of onshore domestic and international students and offshore students; international partnerships and exchanges; and UOW’s educational presence in overseas locations.

UOW recognises that internationalisation stimulates research through cross-fertilisation of ideas and helps to drive the continuing enhancement of teaching programs. It also provides an environment in which all students can attain the Graduate Attribute of ‘appreciation and valuing of cultural and intellectual diversity and the ability to function in a multicultural or global environment’.

5.2 Planning for Quality

5.2.1 Strategic Directions

Internationalisation at UOW is governed by the strategic goal, ‘a strong international focus in all our activities’ (UOW Strategic Plan Goal 4), and is embedded into the planning and policy framework. Specific objectives and strategies are articulated in the Internationalisation Strategic Plan (see The Institution, 2.2.3).\(^1\)

The existing Plan was reviewed in 2003–2004 and revised as a Core Function Plan under the 2004 planning framework. The 2005–2007 Plan sets the following objectives:

1. Identify and develop key international alliances
2. Prepare students for roles in an international, multicultural context
3. Enhance cultural sensitivity and understanding among staff and students
4. Support the diversification of the student profile
5. Equip international students with the skills and knowledge to fully engage in the UOW student experience
6. Enhance the University's capacity to compete in the international market

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\(^1\) Internationalisation Strategic Plan 2004–2007, SM4
5.2.2 Managing the Plan

The Vice-Principal (International) provides overall leadership under the Plan and has executive responsibility for internationalisation strategies and activities as follows:

- Vice-Principal (International)—international student recruitment, University-wide international linkages, UOW Dubai management and international strategy.
- Pro Vice-Chancellor (Academic)—offshore teaching programs, faculty international linkages and UOW Dubai programs.
- Pro Vice-Chancellor (Operations)—approval of financial aspects of offshore programs.
- Pro Vice-Chancellor (Research)—international research collaborations.

The University Internationalisation Committee\(^2\) (UIC), chaired by the Vice-Principal (International), is the committee of Academic Senate responsible for policy development and the implementation of internationalisation strategies. UIC reviews performance against planning objectives and reports to Academic Senate each year and conducts the end-of-cycle review of the Plan every three years (see The Institution, 2.2.3).

Deans are responsible for most day-to-day aspects of offshore teaching arrangements, in consultation with members of the executive and UOW's legal and finance units. UOW services such as UniAdvice, the University Library, CEDIR and Student Services all support internationalisation.

5.3 Ensuring Quality

5.3.1 Offshore Programs

UOW has pursued an international profile since the 1970s through attraction of international students, research collaboration and the delivery of teaching programs in a number of overseas locations, most notably in Dubai.

5.3.1.1 UOW Dubai\(^3\)

Established in 1993 as the Institute of Australian Studies, UOW Dubai (UOWD) now offers a range of degree programs to over 1800 students. UOWD is owned and run, on behalf of UOW, by the Illawarra Technology Corporation, the University’s commercial arm (see The Institution, 2.3.8).

UOWD operated as a branch campus of UOW until 2003 when it became an independent, private university that operates under its own charter in accordance with United Arab Emirates law. An independent Board of Trustees ensures the highest academic and
corporate governance standards. UOWD has its own strategic plan within the UOW planning framework and is committed to achieving the UOW Vision.

The UOWD Board of Trustees has a formal relationship with UOW Australia to provide particular services and support, including quality assurance of academic programs including assessment and access to library resources and services.

UOWD has taught UOW degree programs from inception and, through its Academic Board and Education Committee, develops and monitors the implementation of quality assurance policies and procedures for course and subject design and review. ‘Student-centred objectives’ have been developed to enhance the student experience and help to instill the UOW Graduate Attributes. UOWD students may require extra units to complete a UOW degree (i.e., three and a half years instead of three years) depending on their high school background.

All undergraduate and postgraduate degrees delivered at UOWD are endorsed as ‘accreditation-eligible’ by the UAE Ministry of Higher Education and Scientific Research. UOWD is the first western university in the UAE to receive accreditation for all courses. UOWD is actively engaged in research with financial support from UOW. UOWD staff are eligible to apply for funding from UOW schemes in both teaching and research.

5.3.1.2 Other Offshore Teaching Locations

UOW currently delivers courses offshore through partners in Hong Kong, Malaysia, Singapore and the USA. In 2004, offshore courses were offered by the faculties of Informatics, Commerce, Education, Engineering and Creative Arts. All courses are approved by the UOW Academic Senate and reviewed in annual faculty planning reports and, from 2004, under the new UOW Review Framework (see The Institution, 2.3.2).

Arrangements for the delivery of these courses is governed by formal contracts of collaboration between UOW and partner institutions. Agreements include clear provisions for the teaching, assessment and moderation of subjects, the facilities and services that must be provided to UOW students, and the promotion and advertising of programs.

Examples of the quality assurance measures adopted for offshore courses at faculty level include the procedures, managed by the International Offices in Informatics and Engineering and in Commerce, for the rigorous assessment of new offshore programs and the annual review of existing programs. The procedures for assessing new programs include the preparation of a business plan for submission to the PVC-A, PVC-O and finance and business units and the completion of risk management and quality assurance checklists.
5.3.1.3 Offshore Teachers

UOW staff are involved in teaching all offshore courses. UOW quality assures subjects taught by partners and approves any of their staff teaching in UOW programs. UOW staff teach in all UOW postgraduate subjects offered offshore.

CEDIR provides training courses for UOW staff teaching offshore. The International Offices in Informatics and Engineering and in Commerce also provide administrative support and advice on academic expectations, cultural issues and delivery requirements to staff going offshore to teach.

5.3.1.4 Information Services and Resources

Offshore students have access to the libraries at UOWD and at UOW's offshore partners, which provide print and electronic resources, study spaces and computers. Students also have access to all of UOW's remote library and support services—including e-journals, e-readings and online information literacy—via the Library website which includes a dedicated webpage for Library Services for UOW Students Outside Australia.11 A new authentication service introduced in 2001 has improved access to information resources for both students and staff.

Since 2001, the Library has achieved a 150% increase in availability of electronic serial titles for remote sites. In February 2004,12 the Remote Services Manager, conducted a comprehensive review of library services at UOW's main offshore teaching locations, including Dubai, to evaluate current services and establish benchmarks for future improvements. The review's recommendations have been endorsed and are being implemented. They include the production of a CD ROM to introduce offshore students to UOW's online learning environment and web resources.

5.3.2 International Students at UOW

In 2004 international students made up around 24.5% of UOW's onshore student population. UOW's success in attracting and retaining these students is dependent on sustained academic standards, astute marketing and recruitment strategies, appropriate support mechanisms, and the cultivation of a tolerant and open University community culture.

5.3.2.1 Marketing and Recruitment

UniAdvice (see The Institution, 2.3.8) is responsible for recruiting international students wishing to study onshore. In collaboration with the Marketing and Recruitment Committee of UIC, it develops and implements strategies to diversify UOW's international student profile.13 These include: establishing UOW as a competitive choice for students undertaking pre-university study in Sydney; improving UOW brand recognition in Malaysia, Singapore and Hong Kong; building on UOW niche markets in, for example, USA (Study
Chapter 5 Internationalisation

Abroad) and Canada (DipEd); and working with AEI to raise the profile of Australia as a full university degree destination for potential students from Japan and Korea.

In one example of an innovative strategy UOW waived fees for approximately 40 visiting research practicum students from Europe and North America in 2003–2004. This allowed them to spend three-to-six months working on a research project alongside UOW research staff. Faculties are also encouraged to participate in UniAdvice-funded missions to become more directly involved in recruitment of international students.

To maintain the quality of applications and UOW’s reputation, recruitment agents and representatives in source countries must meet strict criteria and are subject to a rigorous assessment process. Agents and representatives have access to an International Representatives website which gives regular updates on developments at UOW.

Comprehensive information for prospective international students is provided on the UOW website, including information on entry requirements, support services, travel and accommodation. In 2004, the UniAdvice Service Centre was restructured to strengthen staff expertise in managing contact with students, institutions and agents in particular geographic locations. The Service Centre employs several staff fluent in the languages of some of UOW’s key source countries.

5.3.2.2 Resources and Support Services

International students studying onshore have access to the academic and pastoral support services and information resources available to all students (see Learning and Teaching, 3.3.4) and also to a suite of services tailored for their specific needs. For example, UOW scholarships are available for commencing international students for both coursework and research degrees; specific orientation programs for international and Study Abroad students are conducted annually and comprehensive orientation information is provided online and in an International Student Orientation Handbook. Developed by the Library, a Studying Australia website and its underlying resources provide introductory information on aspects of Australian social, historical, geographical, environmental and cultural life.

Learning Development collaborates with faculties to integrate academic and language skills into subjects with large numbers of international students. The PASS program in particular has been a notable success (see Learning and Teaching, 3.3.4.2).

Language support for international students from non-English speaking backgrounds is provided through the Learning Resource Centre and Wollongong University College’s (WUC) English Language Resource Centre and listening laboratories. During 2004 the Faculties of Commerce (including the Graduate School of Business and Professional Development), Informatics and Law offered curriculum-integrated language programs and seminars with the aim of developing advanced, context-specific language proficiency. The Faculty of Arts offers a range of subjects in English language studies and English communication for undergraduate and postgraduate students whose first language is...
not English. Online language support is also being trialled through a new HELP (Higher Education Language Program) website.

Social and pastoral support for international students includes:

- two International Student Advisers\(^{23}\) (on the Wollongong campus) who provide assistance and refer students to appropriate counselling and legal services if required;
- the International Friendship Program\(^{24}\) promoting cultural exchange between participating international students and local ‘hosts’ from the community;
- the Illawarra Committee for International Students\(^{25}\) (a non-profit organisation funded by UOW) which holds recreational events and provides services for international students and their families.

### 5.3.3 Internationalisation of the UOW Experience

UOW aims to provide all onshore students, both domestic and international, with opportunities to gain international perspectives and experiences through culturally-inclusive curricula and overseas study experiences.

#### 5.3.3.1 Internationalisation of Curricula

UOW students can take an international minor strand, worth up to 28 credit points,\(^{26}\) which can consist of a language, international business or other approved subjects with an international focus. Over 80 approved international minor subjects are offered through the faculties of Arts, Education, Commerce, Science, Informatics and Law.\(^{27}\)

In a 2004 survey of faculties, many respondents stated that their faculty encourages staff to develop international perspectives in their teaching by drawing on international content, exemplars and comparisons. Approaches include formal integration of cross-cultural issues and perspectives into the curriculum, or informal discussion of intercultural perspectives and experiences during lectures and tutorials. These approaches were also evaluated in 2004 by a working group of UIC’s Language and International Students Support Committee (LISSC), which collected examples of good teaching practice (to be published online in 2005). The outcomes include development of guidelines and planned improvements to professional development opportunities.

#### 5.3.3.2 Internationalisation through Overseas Study

Since 1989, around 1000 students have participated in international exchanges\(^{28}\) at one of the more than 100 universities with which UOW has exchange agreements.

Students can also take an international study tour or a subject that lends itself to study or a practicum at an overseas institution. For example:
• In 2004, 20 students participated in an International Study Tour to China offered for the first time to all students as an 8-credit point subject through the Faculty of Arts.  

• Since the 1990s, the Faculty of Arts has offered an annual, compulsory three-week Japanese culture course at Kawasaki University for students enrolled in Japanese. Students of French and Spanish also have the option of going on exchange to universities in France, Spain or Mexico. 

• Students in the Faculty of Education’s Bachelor of Education and Graduate Diploma in Education may undertake the practical teaching component of their course at schools in China, Thailand, Malaysia or Fiji with which the faculty has long-standing links.

UOW provides $500 in financial support to students undertaking an international study program. Exchange students are eligible for a $1000 travel grant, and can apply for scholarships that provide further financial assistance of between $1,500 and $5,000. In 2004, $186,000 was distributed in exchange funding and travel grants, with a further $17,000 provided for short study programs.

5.3.3.3 Internationalisation in Culture and Attitude

Opportunities for staff and students to develop their understanding of the diverse cultures that enrich both the Wollongong campus community and its surrounding region include:

For staff:
• Compulsory EO Online training module (see 7.3.4.2), covering equal opportunity and discrimination issues
• Courses offered by the Career Development Unit and CEDIR, which include a cultural awareness component
• Cultural diversity training for all Library staff conducted as part of their core skills training program
• Targeted cultural awareness training for Student Administration staff who have significant contact with international students (conducted for the first time in 2004)
• Country-specific training for UniAdvice Service Centre staff to enable them to manage communication, admissions and marketing activities more effectively

For students:
• International Week, held each August since 2003, where a series of events give students and staff the opportunity to highlight aspects of their own cultures, gain some experience of other cultures and to mix with students from diverse backgrounds
• Project Challenge (offered by the Centre for Student Development), which takes domestic and international students to remote parts of Australia and overseas to experience unfamiliar cultures. In 2004, CSD took 19 students
and staff to South America for a series of activities that included working with village school children in Argentina

- Activities with an international theme and cross-cultural workshops on responsible behaviour, provided by the University Residences

5.3.4 International Alliances

International strategic alliances are fundamental for the development and success of UOW’s internationalisation program. Largely established within the framework of the UOW International Linkages Policy and Guidelines, they comprise the scholarly and professional international alliances and a range of other links that include the research, study and exchange agreements discussed below.

5.3.4.1 Scholarly and Professional Collaboration

Operating since 2002, the targeted International Links Grants Scheme supports scholarly and professional collaborations between UOW and institutions in Asia, Europe and South, Central and North America. UOW has formal links with over 150 international institutions, 30 of which are targeted partners. The list of targeted partner institutions is reviewed approximately every two years.

Grants are available to enhance links with targeted partners through joint research activities and publications, staff and/or student exchanges, and special short-term academic programs. Grant applications are assessed by a grants Subcommittee of the International Studies and Alliances Committee, which considers factors such as the quality of likely outcomes, the distribution of grants across partner institutions, countries and faculties, and whether institutions have been involved previously with a Strategic Links Grant. Successful applicants are required to submit a report on the outcomes of their projects.

A workshop held in early 2004 on preparing effective applications for an International Links Grant led to demonstrable improvements in the quality of applications for 2004 grants. The workshops will continue to be run on an annual basis from 2005.
With funding from an International Links Grant, the Communication and Cultural Studies Program piloted online seminars in Autumn 2003. These seminars connected 24 undergraduate, University of North Carolina (Chapel Hill) students to a similar group of students at UOW to discuss American cinema in both Australian and American contexts. The collaborative discussion and group activities proved so useful that the pilot formed the basis for a fully online subject with a common curriculum and set of assessment tasks. The subject, Screen Studies Advanced Seminar, has been offered since Spring Session 2004.

### 5.3.4.2 Cooperative Agreements

UOW exchange agreements target universities with recognised international reputations and compatible academic standards, offering a wide range of academic programs, ensuring choice for outgoing UOW exchange students.

International advanced standing (or credit transfer) agreements exist with institutions in 14 countries,\(^{35}\) and UOW offers advanced standing to students who have successfully completed their courses. Advanced standing agreements also govern arrangements that allow students from overseas universities to apply to finish their degrees at UOW. Special articulation agreements are in place for 2+2 and 1+1 programs\(^ {36}\) with a number of institutions in China (for example, Beijing Normal University).

### 5.3.4.3 Linkages and Risk Management

Linkages are established in accordance with the procedures in Appendix A of the International Linkages Policy, under which the following requirements must be met:

- proposals for new university-wide agreements lodged with the Vice-Principal (International);
- faculty research or academic agreements and advanced standing agreements approved by the Pro Vice-Chancellor (Research) or Pro Vice-Chancellor (Academic), as appropriate;
- agreements signed off by a member of the UOW executive.

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\(^{36}\) 2+2 = two yrs in home institution and 2 yrs at UOW main campus; 1+1 = 1yr in home institution and 1 year at UOW campus.
5.4 Review and Evaluation

Progress towards meeting the objectives in the Internationalisation Strategic Plan is assessed annually by the UIC and its sub-committees using the Plan’s performance indicators and monitored by the feedback mechanisms discussed under the Evaluations below.

5.4.1 Evaluation—Offshore Programs

UOW is aware of the risk and quality assurance issues that typically arise in offshore delivery and is undertaking a number of concurrent projects to further improve quality assurance and program management. For example, an Offshore Management Plan and a new contract template are in development. Following a recent restructure of partnership management, UOW’s commercial lawyer is auditing all of the University’s contracts with offshore partners to review our legal processes, particularly in the areas of due diligence and risk management.

5.4.2 Evaluation—International Students at UOW

5.4.2.1 Recruitment

International student enrolments across the undergraduate and postgraduate coursework cohorts have been rising steadily since 2000, with higher degree research enrolments remaining steady over this time (see Appendix P).

In Autumn Session 2004, UOW’s international student cohort (including Study Abroad students) was drawn from almost 80 countries. The People’s Republic of China is the largest single source country, balanced by 67% of students drawn from 23 other source countries, with country group totals ranging from 20 to 362 students. Smaller numbers of onshore international students come from a remaining 56 source countries.

Currently international enrolments are skewed heavily towards postgraduate study, with 58% of UOW’s onshore international cohort enrolled in postgraduate coursework awards, compared to the national average of 33%. An additional 5% of UOW international students are enrolled in HDR courses. The distribution of international students across faculties at UOW closely reflects their distribution generally within Australian universities (see Appendix P).

Future Challenges

UOW is actively employing recruitment and marketing strategies that are intended to reduce dependence on two or three main source countries and to diversify the international student profile in terms of level of study and spread across faculties. UIC, through its marketing and recruitment subcommittee, will continue to monitor trends in source countries that may impact on student demand for UOW courses.
5.4.2.2 International Student Support

UOW has been very responsive to the needs of international students and has sought to provide quality services, resources and facilities.

A survey on the support needs of international students at onshore and offshore sites was conducted in late 2003. A report on the survey's findings noted that:

- 89% of respondents were satisfied with their decision to study at UOW;
- 80% of respondents had looked at the UOW website before arriving in Wollongong to begin their studies, with approximately one third of these wanting more information on accommodation, transport and the cost of living;
- 85.3% of respondents were satisfied with the support provided by International Student Advisers; and
- 72% of respondents felt that it would have been useful to have a student mentor or guide to assist them when they first arrived at UOW.

The survey also indicated that perceived and actual discrimination, both at the University and in the wider community, is an issue faced by some students. UOW has responded to this by relaunching its Surfing Diversity Project (see Community Engagement, 6.3.4.2).

Future Challenges

Greater international student participation in the workshops offered by Learning Development and through the PASS program is desirable and LISSC is investigating ways to address this issue (e.g., ‘at-risk’ students are being targeted for participation in the program). Subject-integrated language classes, seminars and workshops for specific cohorts of international students have also been developed.

Preventing discrimination remains a high priority. While UOW has programs in place that emphasise the importance of cultural sensitivity and awareness (see 5.3.3 and 6.3.4.2), the aim is to make these attributes integral to all sections of the UOW culture.

5.4.3 Evaluation—Internationalisation of the UOW Experience

The innovative International Study Tour subject, offered for the first time in 2004, and the financial support available to students demonstrate UOW’s commitment to providing international opportunities to students. However, the student uptake of these opportunities could be improved. By 2010, UOW would like at least 10% of its completing students to have had an offshore study experience. A 2002–2003 survey of students indicated that barriers include financial difficulty, foreign language difficulties and the risk of lengthening the time to complete a degree. In an endeavour to overcome the first barrier, financial support available to students has been increased. Other initiatives include the development of short overseas programs and proposals by the Faculty of Arts to provide, from 2006, brief study tours as extensions of existing subjects.
Faculty practice is also being targeted for improvement as a 2004 survey of faculties indicated that some have not actively promoted international study opportunities and the International Studies minor to students. A strategy for sharing ‘good faculty practices’ will be developed over the 2005–2007 planning cycle to improve dissemination of information on internationalising curricula.

5.4.4 Evaluation—International Alliances

Introduced in 2002, the targeted International Links Grants Scheme has so far been a successful means of broadening UOW’s links with high-ranking universities (such as the University of California).

The pool of grants funding available has increased substantially since the scheme commenced (see Appendix P). It is anticipated that this increase will encourage new links to be investigated and existing links to be developed further.

5.5 Priorities for Action

UOW aims to work towards its 2005–2007 strategic goals for internationalisation by undertaking the following plan of action:

Current Priorities, 2005

- Develop stronger links between UIC and URC to strengthen UOW’s international and research profile.
- Align targeted International Links Grants with UOW's research objectives.
- Conduct a major review of UOW's strategic alliances.
- Align UOW's international scholarship program to its internationalisation objectives.
- Review faculty offshore management guidelines and develop an Offshore Management Plan.
- Disseminate examples of good practice in integrating cross-cultural issues and perspectives into the curriculum.

Longer Term Priorities, 2005–2007

- Encourage more students to achieve an International Studies minor.
- Maintain the quality of offshore programs.
- Continue to implement programs that emphasise the importance of cultural sensitivity and awareness across the campus community.
- Evaluate the success of support programs for international students.
6.1 Community Engagement at UOW

6.2 Planning for Quality
   6.2.1 Strategic Directions
   6.2.2 Managing the Plan

6.3 Ensuring Quality
   6.3.1 Sharing Knowledge
   6.3.2 Sustainable Economic and Environmental Management
   6.3.3 Educational Growth and Development
   6.3.4 Social and Cultural Development

6.4 Review and Evaluation

6.5 Priorities for Action

PLAN
ACT
REVIEW
IMPROVE
6.1 Community Engagement at UOW

Community action played a key part in bringing a university presence to the Wollongong region in 1951. Since then UOW has continued to acknowledge its essential role in the surrounding region while embracing national and international roles. These roles remain connected and co-dependent.

The growing scope and complexity of community engagement prompted a review and a subsequent move, over the past two years, towards a more coordinated and strategic institutional approach. This involved the development of a specific Community Engagement Strategic Plan to replace a more informal structure in which community activities operated under general institutional goals. A Community Engagement Committee and an Office of Community and Partnerships were established to guide and support the Plan’s implementation.

One of UOW's Guiding Principles as an institution is 'community collaboration and service'. That principle embodies a dynamic, two-way relationship. It helps communities to prosper in association with a University of international reputation while allowing UOW to draw support and inspiration from the resources of its communities.

6.2 Planning for Quality

6.2.1 Strategic Directions

The Community Engagement Strategic Plan 2005–2007 supports the achievement of its strategic Goal 6: 'Productive engagement with our regional, national and international communities'.

The Plan defines the intent and scope of UOW's community role and sets the following objectives:

1. Promote the sharing of knowledge between the University and its communities
2. Contribute to sustainable economic and environmental management
3. Strengthen incentives and resources for educational growth and development
4. Take an active role in community social and cultural development and well-being

The Plan works in conjunction with the other UOW Core Function Plans as well as the Faculty Plans. It is supported by the various operational plans for the units that support UOW's community engagement activities.
6.2.2 Managing the Plan

The Vice-Chancellor represents the institution as a whole to the public and has overall responsibility for the Community Engagement Plan. The Vice-Chancellor has recently established a Community Engagement Projects Fund\(^3\) to encourage and support research, educational or other projects which support achievement of the Plan's objectives.

Executive responsibility for operations under the objectives is shared by:

- Vice-Principal (International) for oversight of the Office of Community and Partnerships initiatives and coordination;
- Pro Vice-Chancellor (Academic) for educational and cultural activities;
- Pro Vice-Chancellor (Research) for community research links.

The Community Engagement Committee (CEC) was established in December 2004 as an advisory committee to the Vice-Chancellor; it is the formal outcome of community consultative forums. Comprising three prominent community representatives, key UOW staff and a student representative, CEC advises on the Plan's priorities, reviews performance against planning objectives annually and conducts the end-of-cycle review of the Plan every three years (see The Institution, 2.2.3).

Faculties develop and report against community engagement objectives and identify areas for improvement as part of their annual planning and review process.\(^4\) Professional units report on client service as part of their annual reporting and will include more specific ‘community’ reporting in their business plans from 2004.

The Office of Community and Partnerships (OCP) is the coordinating centre for community liaison and collaboration activities under the Plan and for monitoring planning objectives. Established in April 2004, OCP is also responsible for alumni affairs and corporate communications and sponsorship. The Office works closely with the Public Affairs unit.

6.3 Ensuring Quality

The Office of Community and Partnerships has mapped community engagement activities across UOW.\(^5\) Some key examples of the University’s activities and outcomes are discussed below under the Community Engagement Plan’s four major objectives.

6.3.1 Sharing knowledge

UOW has opened up its store of knowledge and expertise to the public through, for example, exhibitions and lectures, work-experience programs and the web. At the same time, as shown below, the community has shared in decision making on- and off-campus and provided guidance and support for UOW’s developments.
Chapter 6  Community Engagement

6.3.1.1  UOW Public Presentations

UOW contributes to public discourse through a series of lectures covering, for example, current issues in society and the arts, the economy and industrial relations and the environment.

Since 2003, three special outreach events have targeted areas of community interest: the Science Faculty’s bi-monthly ‘Frontiers in Science’ public lecture series,6 the Engineering Faculty’s seminars and workshops at the Futureworld Eco-Technology Centre,7 and ‘Uni in the Brewery’8 where ideas and research are shared with the public in a relaxed and participatory environment. The Faculty of Creative Arts stages on- and off-campus performances in music, drama and multimedia, sometimes in partnership with, for example, Wollongong Conservatorium of Music, Illawarra Performing Arts Centre and local choral and dramatic societies.

6.3.1.2  Collaborative Initiatives

Collaborative initiatives have enhanced information and support resources for both UOW and the community.

UOW Science Centre and Planetarium9 is a prime example. Established in 1988 with industry and community support, the Centre’s current sponsors include BlueScope Steel, Duke Energy International and Woodside Petroleum, and over 50 community volunteers assist in its operation. It has attracted over 500,000 visitors to date with 57,907 visiting during 2003 (including more than 17,000 as part of school groups).

UOW’s Northfields Clinic10 was also established and continues to operate with community support. The Clinic conducts ongoing research into anxiety and depression problems and provides low-cost psychological assessment and treatment for members of the public. 160 adults and 100 children attended the Clinic in 2003 and numbers increased to 374 adults and 125 children in 2004.

A donation from Janet Cosh, a gifted amateur botanist, provided the basis for another successful partnership. The Janet Cosh Herbarium11 has since been developed further by UOW staff; it now has over 7,000 plant specimens and a significant historical collection of watercolours, diagrams and paintings. Herbarium staff provide expertise and information to local land owners, councils and community members. The Herbarium has also sponsored a postgraduate scholarship since 1996.

Collaboration was again to the fore in the development of the Illawarra Images12 website. In 2000, the UOW Library worked with the Wollongong City Library and the Illawarra Historical Society to make over 10,000 historical images accessible to the world via the web. The UOW Library hosts the collection on its server to extend access to a wider audience.

The UOW Library also provides services to TAFE students at the Shoalhaven campus. At UOW Education Centres, cooperative partnerships with local councils and TAFE, believed
to be the first of their kind in NSW, make the benefits of academic library resources and services available to the public and TAFE communities.

6.3.1.3 Community Support for Research

Members of the community have provided strong support for the extension of knowledge through UOW research projects. The purchase in 2003 of a $200,000 ‘brain camera’ to aid research into schizophrenia was made possible by a highly successful, community fundraising campaign.13

With a specific brief for research and development, Managers of Innovation and Commercial Development (MICDs) were appointed in 2004 to facilitate contact between University research and business and industry (see Research, 4.3.3.1).

6.3.1.4 UOW Students and Graduates in the Community

UOW students are encouraged to contribute their skills to the community and also to learn from the mentoring of the community’s professional and business organisations.

The Employment Experience Program,14 for example, offers opportunities for voluntary work experience in industry and the professions. In 2004, some 120 students were placed with employers as part of a suite of work experience learning programs.

The community itself provides a number of student workplace internships.15 They include: an Arts Internship (a first in Australia); two internships offered annually by the local newspaper, The Illawarra Mercury; and the Australian National and Uni-Capitol Washington Internship Programs which involve designated research projects in Canberra and Washington respectively. A total of 22 students in 2003 and 18 students in 2004 successfully completed an Arts internship.

Members of their selected professions also mentor students undertaking practical work experience for their degree courses in areas such as Education, Engineering, Nursing, Indigenous Health, Law, Biotechnology, Environmental Science and Information Technology.

UOW maintains contact with its graduates, its foremost ambassadors in the community, through the Alumni Network16 (now over 62,000 strong). Mutual contact is sustained via the UOW website and the distribution of a bi-annual Campus News. The UOW Alumni Office provides support for alumni groups and links with graduates abroad (with, for example, annual events held in Thailand, Singapore and Malaysia). Alumni volunteers run a second-hand bookshop which funds scholarships and prizes.

6.3.1.5 Advisory and Decision-Making Roles

UOW staff contribute to a number of organisations, enquiries and committees at regional, national and international levels.17 Members of the University Council and the senior executive also hold positions on local and national bodies.18 The Vice-Chancellor, for
example, has recently been appointed, by federal Minister Brendan Nelson, to a new
advisory body on international education.

The expertise and professional skill of community members inform UOW’s decision-
making via the external membership of the University Council, Community Engagement
Committee, Planning and Development Committee, Faculty Advisory/Visiting Committees,
and the External Course Appraisal Committees (see Learning and Teaching, 3.3.1.1). Representatives from government, industry, business and the community sector (including
a number of eminent Australians) sit on the Vice-Chancellor’s Advisory Board which
provides advice on matters relating to strategic initiatives and external partnerships.

6.3.1.6 Interaction via the Web

The UOW website was redeveloped in 2002–2003 to improve design, content and
accessibility. As part of the UOW site, the new Community and Partnership website provides a special portal between the University and the community. The University Planning website also invites community feedback and the Media website provides media representatives with easy access to UOW stories and information about UOW.

A web-based expertise database allows business, industry and general community users
to search for a member of UOW by subject area. The database has received over 6,000
hits since its introduction in May 2003.

UOW is also a major contributor in the development of a Wollongong Community website, a portal that will serve the needs and promote the interests of Wollongong community members. It will also support the needs of small businesses in the region.

6.3.2 Sustainable Economic and Environmental Management

UOW’s impact on the development of its surrounding regions is growing in line with its
national and international reputation. The University is also increasing its influence on
the wider communities through its presence, programs and graduates.

6.3.2.1 Stimulating Economic Development

UOW played a role in the Illawarra region’s shift from its traditional economic base of
heavy manufacturing industry and coal-mining to a more diversified and sustainable
economy. This transformation has been monitored by the Illawarra Regional Information
Service (IRIS), a non-profit economic statistical and consultancy company formed
in 1980 as a partnership between UOW, the NSW State Government, Wollongong City Council and the four other Regional Local Government bodies.

IRIS data show that UOW is now the second largest non-government employer in the
region. UOW contributes more than $500 million to the regional economy each year with export earnings in excess of $90m per annum. Major national and international conferences and sporting events on campus have also boosted the regional tourist market

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19 Web Redevelopment Project Plan 2002
20 www.uow.edu.au/about/community/index.html
21 www.uow.edu.au/about/stratplan/
22 http://media.uow.edu.au/
26 UOW statistics, annual economic modelling
and involve community engagement at a number of different levels. (In 2004, UOW hosted or co-hosted 12 major conferences\textsuperscript{27} including the International Conference on Synthetic Metals).\textsuperscript{28}

In 1999, Wollongong was declared a ‘City of Innovation.’ This important shift in image was supported by UOW’s research capacity and its partnership with the other major drivers of regional development in the private sector and government. The following case study illustrates one of UOW’s strongest and most enduring partnerships—the alliance with BlueScope Steel.

### Case Study

**BlueScope Steel**

BlueScope Steel (formerly BHP) has partnered UOW in research and training since 1951. The company’s trainees were among UOW’s first graduates and it assisted with the construction of early University buildings.

BlueScope’s active involvement over the years includes:

- The BlueScope Steel Institute for Steel Processing and Products, a major research institute established in 1995.
- Support for the Cooperative Research Centre for Welded Structures.
- A $300,000 grant to establish a new chair of Environmental Science in 1991.
- Major sponsorship for the Science Centre and Planetarium, including $25,000 per year for the Planetarium and donation of the steel for the Centre’s original building and its current, custom-built home.
- Joint support for efforts to attract school leavers to engineering and science, including six Work-Integrated Learning Scholarships and a cadetship program for Engineering students at the Port Kembla Steelworks.
- Sponsorship for the UOW racing car entry in the Formula SAE competition for the past three years (contributing to its success in Australian and international competitions).

UOW’s R&D partnerships link the regional to the international spheres (see Research, 4.3.3). Canadian-based telecommunications giant, Nortel, for example, has located its largest research facility in the Southern Hemisphere at the Wollongong campus, employing about 200 people.

Successful UOW and community partnerships in other areas have had a positive impact on communities outside the Illawarra region. Examples include the UOW Science Centre and Planetarium; Futureworld Eco-Technology Centre; Shoalhaven Campus and, potentially, its Marine and Freshwater Centre;\textsuperscript{29} the regional Education Centres; and Film Illawarra which promotes the Illawarra and neighbouring regions to a world audience as viable and competitive film locations.

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\textsuperscript{27} [www.uow.edu.au/conferences/](http://www.uow.edu.au/conferences/)
The latest initiatives in community economic development are based in the Illawarra but their effects will spread outward. The Innovation Campus (iC), announced in 2002, aims to ‘enhance the economic and cultural wealth of its participants by providing the best environment in the Asia-Pacific region for people and organisations to exchange and develop ideas and deliver innovative outcomes’. When completed, the $300m campus is expected to engage the services of up to 5000 people. The Graduate Medical School, which will operate on UOW’s Wollongong and Shoalhaven campuses from 2007, will train students from Australia and overseas to work in rural and regional practice. Both projects aim to enhance the profiles of the regions, promote active local involvement and have a positive impact on national and international communities.

6.3.2.2 Encouraging Environmental Sustainability

UOW is committed under its Guiding Principles to protecting the natural environment. As the selection of achievements below shows, UOW aims to lead by example and by collaborative action.

The Wollongong campus itself has been designed as part of the ‘Keira Green Corridor’ which provides a sanctuary for wildlife from the escarpment to the ocean shoreline. A Campus Environmental Management Working Party, comprising both student and staff representatives, works to preserve the campus’s renowned natural habitats.

On an international level, the Young Environmental Envoys Program—jointly developed by UOW and the United Nations Environment Program for Asia and the Pacific—brought a number of young environmentalists from South-east Asia to the Wollongong campus on regular study trips.

UOW’s Faculty of Science, a leading player in the Envoys program, remains actively involved in land, water and biodiversity management and planning at local, national and international levels. The Faculty is also home to the Janet Cosh Herbarium (see 6.3.1.2 above).

To improve the urban landscape, the Faculty of Creative Arts is working with Wollongong City Council to identify and implement creative art and design solutions as part of the redevelopment and renewal of the city centre. The UOW Centre for Student Development’s Green Team Program and Conservation Volunteers Australia are also cooperating on environmental work across the region (over 200 students volunteered some 2000 hours in 2004).

UOW is a recognised performer in energy management. It was awarded the Silver Green Globe Award by the Sustainable Energy Development Authority in March 2000 for achieving Energy Efficient Upgrades to 20% of its operations. Staff are currently collaborating with the Sustainable Energy Development Authority on more energy efficient fittings and systems for building refurbishment and construction. Sydney Water acknowledged UOW’s success in reducing water consumption by rating it as a ‘Top 5 business performer for 2002–03’.
6.3.3 Educational Growth and Development

6.3.3.1 Access and Participation

UOW has sought to improve access to higher education for its regional students in a range of ways, including the offer of a bonus three UAI points for students who complete their HSC at a school in its primary drawing area. The tertiary education participation rates of 19- to 21-year-olds in the UOW catchment region increased from 20% to 26% between 1996 and 2001 (or from 84% to 88% of the national average for the same census period). 76% of Wollongong/ Kiama/ Shellharbour students who sat the NSW HSC in 2004 listed UOW as their first preference with the Universities Admissions Centre.

UOW has established the Shoalhaven Campus, Education Centres in Batemans Bay and Bega (areas with low higher education participation rates) and opened up opportunities in the Southern Highlands and southern Sydney. Enrolments at those sites have increased from 122 in 2000 to 569 in 2004.

Courses have been developed to meet community needs (e.g., a full nursing program at Bega) and articulation and tertiary preparation programs are offered with TAFE (see Learning and Teaching, 3.3.3.2) and through the Wollongong University College.

Community and business support for scholarships is growing and UOW is especially encouraging support for equity and mature-age scholarships. A total of 132 scholarships were supported by external partners in 2004, including: 69 work-integrated learning, 26 community-sponsored, 5 equity and 32 sports scholarships. In all, $826,733 was provided by external sources.

6.3.3.2 School Outreach and Enrichment Activities

UOW has targeted enrichment of the school experience and the consequent increase in levels of achievement as a strategic project.32

Faculty outreach activities include: the Science Faculty's ‘Siemens Science Experience’ (for Year 10 students), Modern Perspectives in Science Course (for Year 11) and the ‘For Schools’ and ‘Frontiers in Science’ websites; the Faculty of Informatics telecommunication workshops; and the Law students' participation in high school workshops.

The University Library provides access to facilities, information resources and training.35 It also offers high school students information services, some free document delivery services and access to Saturday workshops. Students from high schools in the Shoalhaven region participate in an ongoing High School Information Literacy Program at the Shoalhaven Campus Library.

Each February, UOW hosts a series of ‘Discovery Days’ for Year 12 students and the number of NSW and ACT schools taking part has increased from 95 in 2002 to 109 in 2004 when some 3860 students attended. Additional programs include an Ambassadors
Chapter 6  Community Engagement

Program where current UOW students visit schools, special information evenings, and a careers advisers day.

UOW's Education Faculty, particularly through its Centre for Educational Leadership,\textsuperscript{36} promotes a range of initiatives, including conferences, seminars and publications, to motivate and support the professional development of teachers. The faculty offers in-service programs and a secondment program that allows school teachers to work in the faculty on short-term appointments. In 2003, the faculty hosted an Innovative Technologies School Conference for over 200 teachers.

6.3.3.3  Support for Lifelong Learning

Promoting lifelong learning is integral to realising the UOW Vision.

UOW's facilitates lifelong learning by opening access to its courses for all ages (see access pathways above and in Learning and Teaching, 3.3.3.2); by encouraging graduates to return to study; and by responding to the needs of those established in careers or retired (e.g., professional development programs for corporate clients offered by the Graduate School of Business and Professional Development and volunteer lectures for the University of the Third Age, which provides short courses for older people).

UOW also offers some special opportunities for the public to explore different areas of knowledge and experience through, for example, the exhibition of its Art Collection (see 6.3.4.1 below) and the outstanding Howard Worner Collection\textsuperscript{37} of 1000 mineral and rock specimens on permanent display in the Sciences building.

6.3.4  Social and Cultural Development

6.3.4.1  Access to the Arts

UOW's Art Collection, comprising over 1,500 individual works, is displayed across campus and can be viewed by members of the public. It includes works by eminent Australian artists and contemporary Indigenous artworks. Many works are exhibited in conjunction with local art galleries and travelling exhibitions are held in association with regional galleries.

The Visiting Artist Program in the Faculty of Creative Arts supports one distinguished, international visiting artist each year and has forged strong links with the wider artistic community. Public concerts and performances by the faculty’s students attract wide patronage from the general public.

The University Hall, lecture theatres and performance spaces are used by outside groups including the Illawarra Choral Society, local schools, dance academies and travelling orchestras. UOW is also a foundation sponsor of the new Wollongong Symphony Orchestra.

\textsuperscript{36}  
\textsuperscript{37}  
www.uow.edu.au/educ/research/rdcentres.html
www.uow.edu.au/about/community/minerals.html
6.3.4.2 Cross-cultural Awareness

Members of the local community are invited to participate in UOW's annual International Week which features international food, literature, music, dance, film, sport and seminars. UOW also supports Wollongong's major annual cultural festival, 'Viva La Gong', particularly through the efforts of the University Choir and the Faculties of Arts and Creative Arts. (For other examples, see Internationalisation, 5.3.3.3.)

Case Study

<table>
<thead>
<tr>
<th>Surfing Diversity</th>
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<tbody>
<tr>
<td>UOW's multicultural awareness program, Surfing Diversity, was launched in 2000 as an initiative of the Equal Employment Opportunity Unit. It was funded under the Federal Government's Living in Harmony program.</td>
</tr>
<tr>
<td>During 2000, UOW hosted a highly successful public lecture series with speakers of national significance and facilitated community discussion. Surfing Diversity promoted cultural events and performances, on campus and in the wider community, and published a series of brochures celebrating difference and dispelling myths. UOW worked with the local Council, the Wodi Wodi Elders Corporation, local community groups, Illawarra Business Chamber, the Wollongong Wolves Soccer Team (in a project to combat racism in sport) and several government departments.</td>
</tr>
<tr>
<td>In 2004, UOW relaunched the Surfing Diversity brochure, extended the equity online learning program to include students, and developed a new diversity module for the Introduction to Tertiary Teaching academic staff training program.</td>
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6.3.4.3 Engaging with Indigenous Communities

Under its Guiding Principles and Values, UOW is committed to providing an educational environment which is receptive to the diversity of cultures and appreciates and supports Indigenous perspectives and reconciliation.

The UOW Reconciliation Statement (2001, amended February 2005) recognises the traditional owners of the land on which the Wollongong campus and other regional sites are located and commits the University to the Reconciliation process. The Indigenous Cultural Appreciation Program, was launched in the following year.

UOW seeks to extend educational opportunities through its Woolyungah Indigenous Centre (formerly Aboriginal Education Centre); to promote understanding through initiatives like the Law Faculty’s programs on Indigenous issues in its undergraduate and practical legal training; and to contribute to advances in health services through the Bachelor of Health Science in Indigenous Health Studies (introduced in 1999). UOW has also mounted a number of successful employment programs under its Aboriginal Employment Strategy (see Staff, 7.3.1.3).
Chapter 6  Community Engagement

6.3.4.4 Promoting Community Health and Fitness

UOW’s promotion of community health and fitness is spearheaded by its Recreation and Aquatic Centre (URAC) and supported by a variety of education and research projects. Examples of activities and services include:

- provision of sporting and recreational facilities at the Wollongong campus for use by local sporting clubs and members of the public;
- support for sporting and recreational clubs and societies;
- the ‘Arrive Alive Eastern University Games’, held at UOW in 2004, which involved 4000 students (the majority of them visitors to the region) and over 100 volunteers;
- hosting of national and international sporting teams;
- the Exercise Science & Rehabilitation Centre which provides a range of professional health services to the community; and
- the Smart Foods Centre which, in partnership with government and the food industry, conducts nutrition-related research and education.

6.4 Review and Evaluation

UOW’s long and impressive record of engagement with its communities is one of its distinguishing features. The level of positive community engagement is demonstrated by:

- tangible community support, for example purchase in 2003 of a $200,000 ‘brain camera’ to aid research into schizophrenia;
- measurable UOW contribution to community economic and social profile (e.g., $500m to regional economy per annum);
- partnerships and cooperative projects as demonstrated in the development and continuing support for the UOW Science Centre;
- raising educational access and aspiration (see 6.3.3);
- improvements to communication via development of interactive websites;
- joint participation in outreach events;
- proactive UOW cultural awareness and Indigenous support programs.

UOW encourages and rewards staff for ‘community outreach/professional activity’ by making it one of the four criteria for academic promotion, together with teaching, research and academic governance. (Staff are required to perform satisfactorily in all areas regardless of comparative weighting). In 1985, UOW also established the award of ‘Fellow of the University’ to recognise outstanding support for and collaborative contribution to the community and the University. The majority of the 80 recipients to date have been external to UOW. The Vice-Chancellor has recently established a Staff Award for Outstanding Community Engagement.
New Sponsorship Guidelines are being developed to ensure greater consistency in the handling of sponsorship requests and provide a mechanism to assist in the measurement of community engagement key performance indicators.

**Future Challenges**

UOW recognised that, while its activities had been effective in forging strong relationships, it needed to build a more integrated framework to support the strategic goal for community engagement. To that end, it developed the new Community Engagement Plan. The key challenge for the 2005–2007 planning cycle is to ensure that the Plan is translated into action which is effectively monitored by a senior committee and coordinated by the Office of Community and Partnerships.

### 6.5 Priorities for Action

UOW aims to work towards its 2005–2007 strategic goals for community engagement by undertaking the following plan of action:

**Current Priorities, 2005**

- Support the Community Engagement Committee in achieving its terms of reference.
- Develop the Office of Community & Partnerships as a coordinating point between community members and UOW’s faculties and units.
- Strengthen educational outreach activities, especially through a strategic project on enhancing educational aspiration and achievement in regional schools.

**Longer Term Priorities, 2005–2007**

- Monitor the effectiveness of the Sponsorship Guidelines.
- Identify and take advantage of opportunities for community engagement in developments that will play a significant and defining role over the life of this Plan:
  - Innovation Campus, Wollongong (iC);
  - graduate Medical School;
  - Shoalhaven Marine & Freshwater Centre.
- Review the Community Engagement Plan (in 2007).
7.1  Staff at UOW
7.2  Planning for Quality
    7.2.1  Strategic Directions
    7.2.2  Managing the Plan
7.3  Ensuring Quality
    7.3.1  Workforce Planning and Recruitment
    7.3.2  Retaining Quality Staff
    7.3.3  Building Staff Capabilities
    7.3.4  Work Environment
    7.3.5  Communication with Staff
7.4  Review and Evaluation
    7.4.1  Personnel Management
    7.4.2  Occupational Health and Safety
    7.4.3  Professional and Career Development
    7.4.4  Equity
7.5  Priorities for Action
7.1 Staff at UOW

The UOW Vision is realised through our people: their resourcefulness and their capacity to engage with and manage a changing environment. UOW is committed to fostering a staff community that works collaboratively and with clear purpose to achieve ‘excellence, leadership and innovation’ (UOW Vision 2005–07) in accord with the principles of equal opportunity and social justice.

The UOW values of creativity, mutual respect, collegiality and tolerance guide the development, execution and review of staff strategy, policy and processes.

7.2 Planning for Quality

7.2.1 Strategic Directions

UOW’s previous strategic plan (2002–2005) recognised the need to invest in the development of staff. The 2005–2007 Strategic Plan has further strengthened this commitment through a specific goal to develop ‘skilled and informed staff who can respond creatively to challenges and opportunities’ (Goal 5).

The Plan identifies the following objectives under this goal, which focus on the development and support of staff members:

1. Strengthen recruitment and development strategies to ensure staff have the skills and attributes to help achieve the University's goals
2. Provide a supportive, equitable and inclusive staff work environment
3. Support continuous professional and skills development for University staff
4. Review and improve communication within the University
5. Pursue an equity agenda with responsibility for outcomes at devolved levels

A priority strategy for achieving these objectives is the development of work/life initiatives to improve the availability of opportunities and support for all staff, particularly women (see 7.3.2). The under-representation of academic and senior women has been targeted as an issue for particular attention.

UOW's staff objectives are articulated in annual Personnel Services Business Plans. They are supplemented by faculty and unit human resource plans to provide a compendium of strategies that facilitate UOW's HR operations and review activities. The strategies are implemented through a comprehensive suite of policies and procedures (located centrally on the UOW Policy Directory).^1 Staff management is also informed and directed by detailed conditions of employment for academic and general staff contained in the

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1  www.uow.edu.au/about/policy/staff.html
UOW (Academic Staff) Enterprise Agreement, 2000–2003 and the UOW (General Staff) Enterprise Agreement, 2000–2003 respectively.\(^2\)

As an outcome of the 2003–2004 planning review (see The Institution, 2.2.3), UOW staff planning is being incorporated into one, overarching Human Resource Management Plan. Expected to be submitted for final approval in the first half of 2005, the draft HR Plan integrates the objectives, strategies and priorities for achieving UOW's human resource objectives and maintaining equality of opportunity.

### 7.2.2 Managing the Plan

The Vice-Principal (Administration)—supported by the Director of Personnel and Financial Services—is responsible for leadership in the development and delivery of human resource services and strategies. For academic staff, specific responsibility for leadership and oversight of HR management and industrial relations rests with the Pro Vice-Chancellor (Operations).

The Executive is supported by a number of professional central units, including:

- Personnel Services, which provides central direction and resources for key HR areas including personnel policy development and administration, recruitment, career development, employee relations and occupational health and safety; and
- the Equal Employment Opportunity (EEO) Unit, which develops programs to promote and monitor equal employment and administers policies that aim to eliminate barriers (e.g., policies on anti-discrimination and harassment prevention).

Deans and Heads of academic and professional units have devolved responsibility\(^3\) for aspects of budgetary management, recruitment, career development and management of workload agreements. ITS, the University Library and CEDIR also play important roles in staff development.

As part of their annual planning and review process, faculties\(^4\) and professional units\(^5\) develop and report against their specific staffing objectives under UOW's strategic objectives, and identify areas for improvement. The Strategic Planning Unit's analysis of the review reports and central staff-related data informs the development of improvement strategies and future plans.

A report on performance against the Strategic Planning Goal 5 and associated objectives is scheduled to be presented to the Strategic Planning Working Party in July/August 2005 and thence to the Academic Senate and Council.
7.3 Ensuring Quality

7.3.1 Workforce Planning and Recruitment

7.3.1.1 Workforce Planning

Faculties and units, with support from Personnel Services, assess their staffing profiles, on an ongoing basis, to ensure that they are adequate to achieve strategic goals. Planning and decision-making is assisted through access to COGNOS data cubes (see below and The Institution, 2.4), which provide detailed staff and student data, including trends over time.

UOW's focus on accelerating its research capacity has influenced recruitment, retention and, in some instances, departure strategies. Staffing profiles are adjusted through these initiatives to support strategic directions in both research and teaching. Voluntary early retirement programs for academic and general staff in the Faculties of Engineering (2003) and Commerce (2004) provide examples of this process.

7.3.1.2 Attracting and Recruiting Quality Staff

UOW has implemented pro-active strategies to recruit high calibre staff. For example, advertisements increasingly target selected audiences and media (e.g., leading science journals for science staff) and, where appropriate, professional external recruitment and search services are engaged. In 2004, a new recruitment system was introduced to enhance flexibility in data collection and reporting.

Since 1995, candidate data have been collected and analysed on an ongoing basis to monitor the effectiveness of recruitment mechanisms. A COGNOS data cube on recruitment, developed in 2003, is currently being rebuilt with the introduction of the new system. It allows for enhanced analysis and reporting on source of candidates, number of recruitment activities, approval times, selection, costs/resources and the applicant quality.

In 2003, a major internal review of recruitment and selection processes resulted in a restructured recruitment unit and the appointment of specialist staff. The unit's subsequent initiatives include:

- development of an internal Step-by-Step Guide to Recruitment at UOW to support units with recruitment processes;
- development of a new recruitment website which draws on best practice (see below);
- enhancement of selection processes and tools in line with best practice to ensure quality decisions (e.g., the introduction of cognitive ability, aptitude and personality testing; and compulsory verbal reference checks for all appointments); and
• delivery of revised training programs on selection techniques, which are compulsory for members of selection panels.

A risk assessment of the UOW recruitment function was conducted by Deloittes in 2004 to review the strategic approach and test the effectiveness of the initiatives being implemented. The Deloittes’ report endorsed the strategic initiatives and identified further improvements which are being addressed in the current planning cycle (e.g., more stringent hiring procedures for direct appointments and more stringent policy on using selection tools and tests to supplement interviews).

### Case Study

<table>
<thead>
<tr>
<th>Recruitment Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>In July 2004 UOW launched an in-house online system which provides information about UOW, job applications and the Wollongong region.</td>
</tr>
<tr>
<td>The website focuses on attracting suitable candidates to apply for positions at UOW and provides special information for overseas applicants, including links to other relevant sites. The application/selection process is outlined and guidance is provided on writing applications and attending interviews. Since July 2004, 78% of applications have been received online.</td>
</tr>
</tbody>
</table>

### 7.3.1.3 EEO Strategies for Recruitment

EEO strategies are integrated into recruitment processes to ensure open access and merit-based decisions. Selection panels must comprise independent members, from diverse backgrounds, who have received training on their obligations under anti-discrimination legislation.

The EEO Unit, in collaboration with Deans and the Recruitment Unit, assists with discipline-specific searches for qualified female applicants for all senior positions. This may involve the use of professional and other women’s networks, conference attendee lists, the AVCC database of senior women and specific briefs for search agencies.

The EEO Unit has developed a number of innovative Indigenous employment programs, in partnership with government and community partners, as part of the Aboriginal Employment Strategy. They include: the WOW Aboriginal Women Work Experience program; the Generating Advantage Through Employment (GATE) traineeship program; and a national pilot Aboriginal Cadetship program, based on a part-time work and part-time study model. WOW and GATE programs achieved eight employment outcomes and six higher education enrolments, representing a positive outcome for 70% of participants. The three cadets recruited in 2003 have completed the second year of their cadetship.
7.3.2 Retaining Quality Staff

7.3.2.1 Strategic Retention Planning

A wide range of strategies are deployed to support the aim of retaining and developing staff and to maximise UOW's investment in human capital (see below). The provision of a comprehensive suite of professional development opportunities (see 7.3.3) and a supportive, family-friendly work environment (see 7.3.4) are integral to UOW's approach.

Since 2002, a more systematic and strategic approach to staff retention has been implemented through the Strategic Retention Planning process. Under this process senior staff from Personnel Services meet with Deans and Directors twice yearly to identify staff that fall into one or more of three retention categories—‘outstanding performance’, ‘corporate knowledge’ or ‘strategic importance’. Strategies for retaining identified staff can include financial and/or other incentives (e.g., promotion or reclassification, accelerated progression, payment of an attraction and retention allowance), professional development and the opportunity to act in another role or undertake a secondment. Existing attraction and retention payments are reviewed as part of this process to ensure they are relevant to identified staff. Since the approach was adopted, the number of strategically linked allowances has increased by 22% and non-strategic allowances have been rationalised. Allowances have been allocated across a broader group of employees and faculties, with a reduction in their average value. In 2004, 16% of staff were identified as retention targets and nearly half of these were females.

7.3.2.2 Recognition and Reward

UOW has instituted a number of specific schemes to recognise and reward staff who have worked, with dedication and noteworthy success, to achieve the University’s Vision. Awards include: the Vice Chancellor’s Award for Outstanding Service for General Staff; the Vice Chancellor’s Award for Outstanding Contribution to Teaching and Learning (see 3.3.2.4); Faculty Awards for Outstanding Contribution to Teaching and Learning; the Marie Lewis Award, for a member of the general staff completing an undergraduate degree; and Research Supervisor of the Year Award (see 4.3.4.2).

7.3.2.3 Performance Management and Career Development

UOW's Career Development Policy and associated processes respond to each staff member’s need for a fulfilling career.

Performance management is integral to the alignment of individual goals with team, unit and university objectives. Systematic procedures and practices for the management and evaluation of staff performance have been in place for general staff since 1991. Following a review in 1997, the development review was renamed the ‘Performance Planner’ and redesigned to link to probation, promotion and reclassification, incremental progression, and development leave and to integrate career planning more systematically.
The ‘Career Development Process’ for academic staff is linked to a range of processes including, for example, induction, probation, incremental progression, study leave, and promotion. The results of an annual interview (or negotiated biennial interview for long-standing staff) with their supervisor are documented in a ‘Career Development Record’ which reviews achievements, sets goals and identifies development needs. Staff are encouraged to identify pathways for developing their teaching, research and professional activity within the framework of UOW’s wider planning goals.

Unsatisfactory performance (for academic staff) is managed through the academic performance management processes in the academic enterprise agreement. Senior Personnel staff meet with Deans, annually and as required, to assist them to identify and manage performance issues.

7.3.2.4 Managing Workload

The UOW (Academic Staff) Enterprise Bargaining Agreement 2000–2003 provides for an annual, written workload agreement to be negotiated between academic staff members and their supervisors (cl 32A).16 UOW chose not to adopt a common, university-wide framework for workload allocations; rather each faculty has developed its own model setting out the appropriate mix of areas of academic work.

A review of Workload Agreements and Career Development Records, conducted by Deloittes in 2004, found that workload models are in place in eight of the faculties, with a high level of compliance. The ninth faculty is trialling its model in 2005.17 In response to this review, improved integration of workload allocations, career development and performance appraisals are under way.

7.3.2.5 Promotion

UOW’s promotion procedures for academic staff and promotion and reclassification procedures for general staff aim to provide fair and equitable systems for recognising and rewarding merit. Broadbanding of general staff classifications in 2000 provided the opportunity for competency-based progression.18 Detailed procedures governing promotion/reclassification processes are set out in the relevant enterprise agreements and are available on the staff website.19

Applications for academic promotion are considered by the Academic Promotions Committee (a committee of Council). The Committee considers performance under four areas (teaching, research/scholarly achievement, academic governance, and community outreach/professional activity) and takes into account each applicant’s ranking of their achievements.

UOW has adopted a strategic approach to identifying and assisting top academic performers in preparing and applying for promotion. Supervisors counsel staff through the career development process. Personnel Services provides regular and timely workshops on the promotion process and a range of support materials (including a process map). A program to assist academic women in particular is outlined in the case study below.
### Preparing for Promotion Program for Academic Women

Statistics reflect low levels of representation of female academic staff at senior levels. In 1997, the success rate for academic women applying for promotions to Lecturer (level B) through to Associate Professor (level D) was 29%.

Since 1998, the EEO Unit has offered a specific program ‘Preparing for Promotion for Academic Women’. Tracking of participants indicates an increase in applications by women (applications lodged by 90% of workshop participants) and an improved success rate in promotion to levels B-D (38% in 2004).

The Program was expanded in 2003 to become an integrated development program for academic women—the Switched On program— which includes three annual workshops, a series of presentations and forums through the Linking Women network and a targeted mentoring program for level D female staff interested in applying for promotion to Professor.

### 7.3.3 Building Staff Capabilities

#### 7.3.3.1 Induction

All new staff (including casual academic staff) are introduced to UOW through a formal induction program which orientates them to the University and its expectations. Ongoing feedback on the program has resulted in significant improvements, such as the participation of key administrative personnel in an informal interactive session. A comprehensive multi-media module—Getting Started @UOW— was launched in 2004 to provide new staff with immediate online access to critical information about working life at UOW. The program was the winner of the Health and Education category in the 2004 Computerworld Excellence Awards for an innovative new web-based orientation module.

#### 7.3.3.2 Professional Development

The Career Development Unit (CDU) coordinates a suite of staff development programs which are described online via the Staff Development Calendar. The annual Staff Training and Development Report provides an outline of achievements, including initiatives such as the mentoring program, management cadetships, the postgraduate sponsorship program and career snapshots.

Additional training programs and resources are provided by CEDIR, the University Library, ITS and the OH&S Unit. Staff can register for programs online via the Staff Web Kiosk. Introduced progressively from mid 2000, Web Kiosk delivers a range of self-service HR functions and is an efficiency tool for managers.

While training is still primarily delivered face-to-face, online programs are increasingly being developed to improve access and flexibility. Three tailored online training modules

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22 Staff Training and Development Report 2004, SM52
are now in use: EO Online (see Case Study at 7.3.4.2), Getting Started@UOW (see above) and Records Management@UOW. CDU is currently investigating further online training options, for example, a package to support the performance planning process.

### 7.3.3.3 Leadership Development and Management Training

Many UOW staff development programs and workshops aim to foster critical leadership skills amongst current and prospective managers. Recent initiatives include delivery of Supervisor Induction Programs and Manager Update Sessions. CDU also coordinates a Heads and Associate Deans Leadership Development Program (see below). A similar program for general staff leadership (Leadership Development Program or LDP) was developed in 1999. To date over 60 staff have completed the Frontline Management Program (Certificate IV in Business)\(^{23}\) which is offered in conjunction with Wollongong University College (a registered training provider).

A paper-based leadership survey introduced in 1998 is being replaced by a more comprehensive online leadership survey developed in 2004. A pilot program was deployed in the Library and Personnel & Financial Services in December with rollout to the rest of UOW planned from February 2005.\(^{24}\)

#### Heads and Associate Deans Leadership Development Program\(^{25}\)

In 2003, a review of the roles and remuneration of Heads recognised the critical role of senior academic staff in achieving UOW goals and recommended a tailored leadership development program. As a result, a compulsory new program—based upon a set of key leadership competencies—was conducted for 28 Heads of School and Associate Deans in 2004. The program included facilitated group sessions, one-on-one development support and peer networking opportunities. High attendance and positive feedback by participants attest to the success of the program. The program will be conducted again in 2005 for recent appointments and other potential leaders, with around 40 participants anticipated.\(^{26}\)

An innovative mentoring program for all 28 of the Heads and Associate Deans, using professional external coaches, was also introduced in 2004 to complement the Leadership Development Program. This initiative was also well-received and valued by the participants.

### 7.3.3.4 Academic Skills Development

Programs specifically aimed at developing the teaching skills of academic staff, including the Introduction to Tertiary Teaching course, are discussed in section 3.3.2.1 of the Learning and Teaching chapter. Programs aimed at developing the skills of staff in writing and managing research grants and HDR supervision are discussed at 4.3.1.2 and 4.3.4.2 respectively in the Research chapter.
7.3.3.5 Other Professional Development Support

Study leave and study time are major elements of professional development for staff. Academic staff accrue study leave eligibility at the rate of one year for every five. In 2004, 109 (15.9%) academic staff undertook study leave (see Appendix J, Table 3). Study leave is a privilege and is granted on the basis of documented goals and objectives and reports on previous study leave.

Other policies and programs include:

- the postgraduate sponsorship program, offered to both academic and general staff for work-related postgraduate study;
- the Partial Funding policy and Development Leave and Education Assistance Schemes, providing support for a range of professional development initiatives including support for external training and conference attendance and financial assistance for formal study;
- the career mobility program, allowing for job rotation/secondment across all UOW general staff areas; and
- the Study Time policy, providing leave for general staff to undertake study which enhances performance and career prospects.

7.3.4 Work Environment

7.3.4.1 Work/life Balance

UOW seeks to be distinguished as an employer by its initiatives to assist staff to achieve work-life balance. Flexible and family-friendly work arrangements are encouraged and a range of excellent facilities are available to all staff, including child-care and recreational facilities on campus.

Work/life Initiatives

Research conducted in 2003 on the recruitment and retention of academic women identified the pressure felt by women in balancing work and family responsibilities. In June 2004, the EEO Unit surveyed all staff on work/life balance issues.

After analysis, UOW adopted a more flexible approach to parental leave benefits. Enhanced entitlements, including improved maternity, adoption, foster and partner leave took effect from 1 December 2004. The provision of a grant equivalent to 12 weeks salary for women on their return from maternity leave was a national first. The grant may be used for one or more of the following purposes:

- to supplement salary on return to part-time work;
7.3.4.2 Equal Opportunity

UOW works, within the Outcomes Framework from the NSW Office of Employment Equity and Diversity and anti-discrimination legislation, to ensure that it is free of discrimination and harassment and has in place fair workplace rules, policies and practices. Many of the latter are initiated by the EEO Unit and implemented through the Equal Employment Opportunity/ Affirmative Action Committee. They include the Aboriginal Employment Strategy, Respect for Cultural Diversity Policy, Equal Employment Opportunity and Affirmative Action Policy, Disabilities Policy and Prevention of Sexual Harassment Policy.

Programs are also provided to assist members of EEO groups to address past or present disadvantage and to take a pro-active approach to address potential disadvantage, for example, ‘Switched On’ workshops and Equity PhD fellowships targeted at academic women. EO Online (see below), workshops on Indigenous Cultural Appreciation and Intercultural Awareness and other initiatives are aimed at developing all staff members’ understanding of equity issues.

Case Study

EO Online: leading resource for higher education sector

EO Online: fair play on campus was initiated and led by UOW and developed in collaboration with equity practitioners at three other universities—University of Technology Sydney, University of Newcastle and Charles Sturt University.

The program aims to provide comprehensive training on discrimination and harassment issues specific to the sector. It consists of two modules: one for completion by all permanent and fixed term staff and the second for managers and supervisors. An interesting and flexible delivery mode was adopted in an attempt to increase participation rates.

Within three months of the launch of the program at UOW in August 2002, the number of participants exceeded the number attending face-to-face sessions during the previous 12 months. The program was audited and upgraded in May 2004. In December 2004, 1193 modules had been completed (Module 1 = 877, Module 2 = 316). In 2005, a module for students will be developed and an evaluation of the staff modules conducted.

EO Online: leading resource for higher education sector

30 http://staff.uow.edu.au/eeo/eoonline/
EO Online is a major equity resource in the higher education sector. It is currently used by 11 Australian universities. It was a finalist in the 2003 national EOWA Business Achievement awards for Innovative EEO Practice. It is showcased as an example of best practice by the NSW Office of Employment Equity and Diversity.

7.3.4.3 Staff Grievances

Staff grievance resolution procedures have been in place since 1995 and are currently under review. In 2003, the EEO Unit initiated a Risk Intervention Program to manage grievances through a deliberate strategy of early intervention. The Unit manages complaint patterns and develops action plans, in consultation with senior staff, to address issues. Formal complaints of discrimination and harassment have declined significantly (by 67%, from 21 to 7) since 2002.

7.3.4.4 Workplace Reform Program

UOW received a one-off $M2.03 funding increase under the Higher Education Workplace Reform Program in 2000. An application for further funding under the second round of the program in 2002 was successful in the areas of:

- employment conditions tailored to needs at the local level;
- cost savings, revenue generation and productivity gains;
- effective performance management arrangements;
- freedom of association;
- payroll deduction of union fees;
- award simplification; and
- youth employment.

7.3.4.5 Occupational Health and Safety

As a self-insurer for Workers Compensation since 2000, UOW is required to demonstrate an ongoing commitment to providing a safe and healthy environment for all its staff, students and visitors. It achieves this through a system of annual internal audits and triennial external audits by WorkCover NSW to retain ‘self insurer’ status. In 2003, UOW successfully passed the WorkCover OH&S and Injury Management Audits.

While responsibility for occupational health and safety is shared by the entire campus community, specific responsibilities and accountabilities rest with individuals, units and committees. The OH&S Unit assists all members of the UOW community to meet their OH&S obligations by developing and promoting awareness of policies and procedures.
The OH&S Committee plays a key role in advising employees and management on best practice and providing a forum for discussion of issues. The committee is supported by 13 Workplace Advisory Committees (WACs).  

Demonstration of UOW’s commitment to continuous OH&S improvement is reflected in:

- review of OH&S consultation arrangements and adoption of a new model, compliant with the NSW OH&S Regulations, which was described as best practice by WorkCover;
- implementation of an incident management database;
- improved injury trend analysis through the development of an OH&S COGNOS cube;
- implementation of new procedures for reporting hazards, focused on risk management; and
- OH&S consultation training for all 13 WACs.

### 7.3.5 Communication with Staff

A major objective under the Staff Goal in the University Strategic Plan is to: ‘Review and improve communication within the University’.

Personnel Services plays a crucial role in disseminating specific information about staff conditions and development. Their communication processes have recently been reviewed and provide a case study of the initiatives already in operation.

While various communication processes are in place, an overall UOW Communication Strategy is being developed to guide the dissemination of plans, policies and processes. It will apply to all UOW’s campuses and sites and to all faculties and units. While allowing for flexibility, it lists common elements for identification: area of responsibility, resources, schedule, statement of reasons, audience and needs; range of methods; measuring success, and review and improvement.

### 7.4 Review and Evaluation

UOW's staff planning, policies and practice are given prominence in the Strategic Plan as essential for UOW's development and Vision. They are currently distinguished by ongoing review, often by external professionals, and improvement.

#### 7.4.1 Personnel Management

The performance of the Personnel Unit—which is responsible for payroll and benefit administration, HR information systems, and personnel policy implementation and
application—is measured and reported in the Personnel and Financial Services monthly report.

In the payroll area, statistics are compiled on processing of increments and manual leave applications; overpayments; emergency payments; timesheets scanned; staff salary packaging; and travel absences and reimbursements. These statistics are used to evaluate quality control and to determine what economies might be achieved through automation/development of new technology (e.g., online processing of casual timesheets and travel absences).

Attraction and retention allowances are analysed by faculty/division, level, retention target classification and gender, and in the light of retention targets (rewards provided, turnover due to resignation), all staff turnover due to resignation, and number and value of allowances. In 2004, 1.6% of identified ‘retention target’ staff resigned, compared to 3.2% of all permanent and fixed staff. Monitoring of retention targets and career planning will continue in 2005 with the goal of further reducing these turnover rates.

A comprehensive Personnel Customer Satisfaction Survey\(^7\) conducted in 2004 indicated a high level of satisfaction by staff working at UOW, with 75% of staff indicating that they liked working at UOW to a substantial degree. Staff responses to the question ‘what would make you want to be working here 5 years from now?’ were mainly along the lines of increased remuneration and greater advancement opportunities. The survey provided feedback on areas for improvement for the Personnel Operations team and has resulted in the development of a Customer Service Charter which is currently being implemented.

**Future Challenges**

Key challenges in the short to medium term are to:

- continue to implement online technology solutions through Web Kiosk to provide more streamlined administration processes and access to information for managers (UOW anticipates eliminating virtually all paper-based processes from the personnel administration area in the next 12 months);
- continue to enhance support for line managers in performance management processes;
- implement new Enterprise Agreements which will operate until 2008;
- achieve best practice in customer service to staff and line managers through implementation of a Customer Service Charter and other strategies;
- introduce a new time and attendance recording system for general staff.

### 7.4.2 Occupational Health and Safety

OH&S performance is measured on a regular basis, with monthly and annual reporting\(^8\) to Council. Performance measures include industry standards such as Lost Time Injury Frequency Rate (LTIFR) and Average Time Lost Rates (ATLR), together with measures
tailored to the University environment, key projects and recent trends. They were used for the first time in 2004 to develop local area OH&S plans for each faculty and major division.

A review of industry standard key performance indicators found that LTIFR in 2003 was 9.22, compared with 14.83 for 2002 and an industry average of 6.5. The ATLR in 2003 was 12.16, compared with 14.68 for 2002 and is half the industry average.

New OH&S procedures for reporting hazards with a focus on risk management were launched in 2003. Training courses to raise campus awareness have resulted in a 62% increase in the number of incidents reported (110 in 2002 to 179 in 2003).

Training figures for 2004 show that 1,009 people attended the 76 OH&S courses on offer, a 14% increase in the number of participants from 2003.

**Future Challenges**

Key OH&S challenges in the short term are to:

- reduce LTIFR in accordance with industry standards;
- review and implement improvements in the information system used to manage workers compensation claims and hazards; and
- assess the current approach to workstation ergonomics and identify any strategies needed to manage this risk.

In the medium to longer term, the challenge is to ensure OH&S systems are embedded into local work systems.

**7.4.3 Professional and Career Development**

Professional development activities are closely monitored, through systematic evaluation of workshops and training modules and a comprehensive training needs analysis is conducted through interviews and focus groups. This feedback is considered in the planning processes to ascertain future training requirements and determine priorities.

A comprehensive review of professional development policies was completed in 2004, including benchmarking against external educational, government and corporate organisations. Recommendations are being progressively implemented.

642 training courses were conducted in 2004, with a total of 5,807 staff attendances (academic and general) and 16,701 total participant hours. The attendance breakdown by training provider is shown in Appendix J, Table 1. Total attendances have increased, with some courses showing significant growth since 2003, such as EEO (67%), Library (42%) and CDU (31%).
**Future Challenges**

- To increase the flexibility of course delivery by offering stand alone online training and blended learning options.
- To cater for the increasingly specialised and diverse training needs of staff through our training needs analysis process and enhanced marketing of career development policies.

**7.4.4 Equity**

The EEO Unit reports annually to the NSW Office of Employment Equity and Diversity and is able to measure success against its Reporting Outcomes Framework. Sector benchmarking is also provided by the NSW Office together with state-wide employment targets. Positive progress has been achieved for most equity groups. The target for the equity group whose first language is not English has been exceeded by 2%.

All employers in Australia with more than 100 employees are required to report annually to the federal government Equal Opportunity in the Workplace for Women Agency. Best practice is recognised by national awards and through waiving of annual reporting requirements. UOW has achieved waiver status for the period 2001–2006 as well as finalist status for two Business Achievement awards since the inaugural awards in 2001.

Valuable staff feedback is obtained through focus groups, exit questionnaires, research interviews and staff surveys. For example, focus group feedback and results from Pregnancy and Work and Work/Life surveys have fed directly into the strategic planning for the EEO Unit. Faculty based ‘Meet and Greet’ focus groups have informed faculty EEO planning.

Major achievements include:

- work/life initiatives with particular benefits for women (new parental leave provisions, Equity PhD Fellowships);
- the successful ‘Preparing for Promotion’ program for academic women (in the 2004 professorial round, three women applied and were successful, representing 33% of successful applicants. In 2004, academic women represented 38% of all successful academic promotion applicants, exceeding their workforce representation of 34%);
- sector leadership in the development of EO Online;
- finalist for an EOWA Business Achievement Award in both 2001 (Leading Organisation for the Advancement of Women, greater than 500 employees) and 2003 (Outstanding EEO Practice for the Advancement of Women);
- Prime Minister’s Employer of the Year Merit Award (in recognition of organisations who have made a strong commitment to employing people with disabilities).
Future Challenges

Key EEO challenges include:

- the development and implementation of strategies to improve recruitment and retention of academic women and senior women generally;
- continued improvement of EEO accountability and ownership; and

7.5 Priorities for Action

UOW aims to work towards its 2005–2007 strategic goal for staff by undertaking the following plan of action:

Current Priorities, 2005

- Finalise and implement the Human Resource Strategic Plan.
- Review and improve the leadership program for Heads and Associate Deans.
- Monitor and review selection procedures and policies for further enhancement.
- Explore strategies to improve external recruitment outcomes for senior women.
- Activate a Steering Committee for the Indigenous Employment Strategy and explore external funding opportunities.
- Work with Deans to establish faculty EEO plans.
- Establish a Campus Equity Education Consultative Committee and working parties.

Longer Term Priorities, 2005–2007

- Review operation of Human Resource Strategic Plan.
- Improve EO Online completion rates.
- Review and upgrade EEO training programs at senior and middle management levels (including a risk management approach).
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Appendices

Appendix B

Academic Structure 2005

Faculty of Arts
School of English Literatures, Philosophy and Languages
School of Social Sciences, Media and Communication
School of History and Politics

Faculty of Commerce
School of Accounting and Finance
School of Economics and Information Systems
School of Management and Marketing
Graduate School of Business and Professional Development

Faculty of Creative Arts
School of Music and Drama
School of Art and Design
School of Journalism and Creative Writing

Faculty of Education

Faculty of Engineering
School of Civil, Mining and Environmental Engineering
School of Engineering Physics
School of Mechanical, Materials and Mechatronics Engineering

Faculty of Health and Behavioural Sciences
Department of Biomedical Science
Department of Nursing
Department of Psychology
Graduate School of Public Health

Faculty of Informatics
School of Information Technology and Computer Science
School of Mathematics and Applied Statistics
School of Electrical, Computer and Telecommunications Engineering

Faculty of Law

Faculty of Science
Department of Chemistry
School of Earth and Environmental Sciences
School of Biological Sciences
## Appendix C  Senior Officers 2005

The senior officers of UOW (as at 1 February 2005) are listed below:

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chancellor</td>
<td>Mr Michael Codd</td>
</tr>
<tr>
<td>Deputy Chancellor</td>
<td>Mr George Edgar</td>
</tr>
<tr>
<td>Vice Chancellor &amp; Principal</td>
<td>Professor Gerard Sutton</td>
</tr>
<tr>
<td>Vice-Principal (Administration)</td>
<td>Mr Chris Grange (Acting)</td>
</tr>
<tr>
<td>Vice-Principal (International)</td>
<td>Mr James Langridge</td>
</tr>
<tr>
<td>Pro Vice-Chancellor (Academic)</td>
<td>Professor Rob Castle</td>
</tr>
<tr>
<td>Pro Vice-Chancellor (Operations)</td>
<td>Professor John Patterson</td>
</tr>
<tr>
<td>Pro Vice-Chancellor (Research)</td>
<td>Professor Margaret Sheil</td>
</tr>
<tr>
<td>Dean of Faculty of Arts</td>
<td>Professor Andrew Wells</td>
</tr>
<tr>
<td>Dean of Faculty of Commerce</td>
<td>Professor John J Glynn</td>
</tr>
<tr>
<td>Dean of Faculty of Creative Arts</td>
<td>Professor Andrew Schultz</td>
</tr>
<tr>
<td>Dean of Faculty of Education</td>
<td>Professor Barry Harper</td>
</tr>
<tr>
<td>Dean of Faculty of Engineering</td>
<td>Professor Chris Cook</td>
</tr>
<tr>
<td>Dean of Faculty of Health and Behavioural Sciences</td>
<td>Professor Patrick Crookes (Acting)</td>
</tr>
<tr>
<td>Dean of Faculty of Informatics</td>
<td>Professor Joseph Chicharo</td>
</tr>
<tr>
<td>Dean of Faculty of Law</td>
<td>Professor Stuart Kaye</td>
</tr>
<tr>
<td>Dean of Faculty of Science</td>
<td>Professor Rob Whelan</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>Ms Yvonne Kerr</td>
</tr>
<tr>
<td>University Librarian</td>
<td>Ms Felicity McGregor</td>
</tr>
<tr>
<td>Academic Registrar</td>
<td>Mr Nathan Asher (Acting AR to 18 October 2004)</td>
</tr>
<tr>
<td>Director, Buildings and Grounds</td>
<td>Dr David Christie (AR from 18 October 2004)</td>
</tr>
<tr>
<td>Director, Personnel &amp; Financial Services</td>
<td>Mr Chris Grange</td>
</tr>
<tr>
<td>Director, Information Technology Services and Strategic Planning</td>
<td>Mr Chris Edmondson</td>
</tr>
<tr>
<td>General Manager, Accommodation Services</td>
<td>Mr Graeme Chambers</td>
</tr>
<tr>
<td>Director, Marketing, Recruitment and Partnerships</td>
<td>Ms Robin Buckham</td>
</tr>
<tr>
<td>Director, CEDIR</td>
<td>Mr Greg Hampton (Acting)</td>
</tr>
<tr>
<td>Head, Student Services</td>
<td>Mr Greg Hampton</td>
</tr>
<tr>
<td>Director, Equal Employment Opportunity</td>
<td>Ms Robyn Weekes</td>
</tr>
<tr>
<td>Director, Woolyungah Indigenous Centre</td>
<td>Professor John Bern</td>
</tr>
</tbody>
</table>
Appendix D  UOW Committee Structure 2004

Key Faculty Committees
- Faculty Executive Committees
- Faculty Education Committees
- Faculty Assessment Committees
- Faculty External Course Appraisal Committees
- Faculty Research Committees

Advisory Committees to VC
- Planning and Development
- Information Technology Policy
- Quality Audit and Planning
- Community Engagement

Sub-Committees
- Equity and Student Support
- Education Policy Review
- E-learning and Teaching Innovations
- Teaching Facilities
- Quality Assurance
- Research Standing Committee
- Ethics
- Thesis
- Postgraduate Policy
- International Studies and Alliances
- Language and International Student Support
- Marketing and Recruitment
## Appendix E  Student Profile 2004

<table>
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<tr>
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### Course Level

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<tr>
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<td>5.3%</td>
<td>809</td>
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</tr>
<tr>
<td>HDC</td>
<td>5550</td>
<td>26.2%</td>
<td>3246</td>
<td>21.3%</td>
</tr>
<tr>
<td>UG</td>
<td>13695</td>
<td>64.8%</td>
<td>10805</td>
<td>71.0%</td>
</tr>
<tr>
<td>Non Award/Cross Institutional</td>
<td>792</td>
<td>3.7%</td>
<td>366</td>
<td>2.4%</td>
</tr>
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<td><strong>TOTAL</strong></td>
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<td></td>
<td>15226</td>
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### Study Mode

<table>
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<tbody>
<tr>
<td>Internal</td>
<td>20771</td>
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<td>15158</td>
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<td>External</td>
<td>218</td>
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<td>68</td>
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### Attendance Type

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<tbody>
<tr>
<td>Full Time</td>
<td>15751</td>
<td>75.1%</td>
<td>13328</td>
<td>87.5%</td>
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<tr>
<td>Part Time</td>
<td>5234</td>
<td>24.9%</td>
<td>1898</td>
<td>12.5%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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<td></td>
<td>15226</td>
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### Student Type

<table>
<thead>
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<th>Type</th>
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<th>%</th>
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</thead>
<tbody>
<tr>
<td>Domestic Onshore</td>
<td>12977</td>
<td>61.7%</td>
<td>9990</td>
<td>65.6%</td>
</tr>
<tr>
<td>Domestic Offshore</td>
<td>59</td>
<td>0.3%</td>
<td>31</td>
<td>0.2%</td>
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<tr>
<td>International Onshore</td>
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<td>3548</td>
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<tr>
<td>International Offshore</td>
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<td>13.6%</td>
<td>1657</td>
<td>10.9%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>21048</td>
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<td>15226</td>
<td></td>
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</table>

### Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Persons</th>
<th>%</th>
<th>EFTSU</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Faculty (e.g., non-award, international exchange)</td>
<td>737</td>
<td>3.5%</td>
<td>359</td>
<td>2.4%</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>1795</td>
<td>8.4%</td>
<td>1366</td>
<td>9.0%</td>
</tr>
<tr>
<td>Faculty of Commerce</td>
<td>6715</td>
<td>31.6%</td>
<td>4303</td>
<td>28.3%</td>
</tr>
<tr>
<td>Faculty of Creative Arts</td>
<td>1537</td>
<td>7.2%</td>
<td>1223</td>
<td>8.0%</td>
</tr>
<tr>
<td>Faculty of Education</td>
<td>1767</td>
<td>8.3%</td>
<td>1462</td>
<td>9.6%</td>
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<tr>
<td>Faculty of Engineering</td>
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<td>5.2%</td>
<td>809</td>
<td>5.3%</td>
</tr>
<tr>
<td>Faculty of Health and Behavioural Sciences</td>
<td>2027</td>
<td>9.5%</td>
<td>1611</td>
<td>10.6%</td>
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</table>
### Faculty (continued)

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Persons</th>
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<th>EFTSU</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Informatics</td>
<td>3523</td>
<td>16.6%</td>
<td>2499</td>
<td>16.4%</td>
</tr>
<tr>
<td>Faculty of Law</td>
<td>893</td>
<td>4.2%</td>
<td>734</td>
<td>4.8%</td>
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<td>Faculty of Science</td>
<td>1171</td>
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<td>861</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>21263</td>
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<td>15227</td>
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### Onshore Teaching Locations

<table>
<thead>
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<th>Persons</th>
<th>%</th>
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<th>%</th>
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</thead>
<tbody>
<tr>
<td>Wollongong</td>
<td>16733</td>
<td>79.4%</td>
<td>12692</td>
<td>83.4%</td>
</tr>
<tr>
<td>Sydney</td>
<td>789</td>
<td>3.7%</td>
<td>431</td>
<td>2.8%</td>
</tr>
<tr>
<td>Shoalhaven Campus</td>
<td>264</td>
<td>1.3%</td>
<td>165</td>
<td>1.1%</td>
</tr>
<tr>
<td>Batemans Bay</td>
<td>76</td>
<td>0.4%</td>
<td>47</td>
<td>0.3%</td>
</tr>
<tr>
<td>Bega</td>
<td>113</td>
<td>0.5%</td>
<td>67</td>
<td>0.4%</td>
</tr>
<tr>
<td>Loftus</td>
<td>62</td>
<td>0.3%</td>
<td>44</td>
<td>0.3%</td>
</tr>
<tr>
<td>Moss Vale</td>
<td>91</td>
<td>0.4%</td>
<td>69</td>
<td>0.5%</td>
</tr>
<tr>
<td>Australian Command and Staff College</td>
<td>35</td>
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<td>23</td>
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### Offshore Teaching Locations

<table>
<thead>
<tr>
<th>Location</th>
<th>Persons</th>
<th>%</th>
<th>EFTSU</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dubai</td>
<td>1920</td>
<td>9.1%</td>
<td>1102</td>
<td>7.2%</td>
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<tr>
<td>Other Offshore*</td>
<td>997</td>
<td>4.7%</td>
<td>586</td>
<td>3.8%</td>
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</table>

### Total

<table>
<thead>
<tr>
<th></th>
<th>Persons</th>
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</thead>
<tbody>
<tr>
<td>Total</td>
<td>21080</td>
<td>15226</td>
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</table>

* See Appendix K for table of Offshore Courses 2004

### Notes:

- Figures have been calculated at the course level, as opposed to subject/teaching level.
- Sectional sub totals of persons are different to the total person count as students change liability status between sessions 1 and 2. Students may also occur simultaneously in course levels, campuses, and faculties as they can be in several courses.
- Sectional EFTSU sub totals vary slightly due to rounding.
- Data includes all course types with the exception of “Enabling” and WUC students.
- Data as at 15 September 2004, DEST year 2004.
- Subject to minor change when Submission 2 figures are finalised.
## Appendix F  Student Equity Performance Indicators 2002–2004

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
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<th>2002</th>
<th>2003</th>
<th>2004</th>
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<tbody>
<tr>
<td><strong>Aboriginal and Torres Straight Islander students</strong>&lt;sup&gt;1&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commencing Rate</td>
<td>0.9%</td>
<td>1.2%</td>
<td>1.6%</td>
<td>1.5%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Participation Rate</td>
<td>1.1%</td>
<td>1.1%</td>
<td>1.2%</td>
<td>1.3%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Retention Ratio</td>
<td>0.89</td>
<td>0.94</td>
<td>0.90</td>
<td>0.88</td>
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<tr>
<td>Success Ratio</td>
<td>0.93</td>
<td>0.91</td>
<td>0.90</td>
<td>0.92</td>
<td>0.98</td>
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<tr>
<td>Completion Ratio</td>
<td>0.63</td>
<td>0.82</td>
<td>0.78</td>
<td>0.52</td>
<td>1.20</td>
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<tr>
<td><strong>Students with disabilities</strong>&lt;sup&gt;2&lt;/sup&gt;</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commencing Rate</td>
<td>10.7%</td>
<td>12.0%</td>
<td>10.9%</td>
<td>9.4%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Participation Rate</td>
<td>9.5%</td>
<td>10.4%</td>
<td>10.8%</td>
<td>11.0%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Retention Ratio</td>
<td>0.99</td>
<td>0.98</td>
<td>0.98</td>
<td>1.00</td>
<td>N/A</td>
</tr>
<tr>
<td>Success Ratio</td>
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<td>0.99</td>
<td>0.98</td>
<td>0.98</td>
<td>0.98</td>
</tr>
<tr>
<td>Completion Ratio</td>
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<tr>
<td><strong>Students with Low SES</strong>&lt;sup&gt;3&lt;/sup&gt;</td>
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<td>39.2%</td>
<td>40.2%</td>
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<td>1.01</td>
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<td>Completion Ratio</td>
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<td>0.97</td>
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<tr>
<td><strong>Students from Non-English Speaking Background</strong>&lt;sup&gt;4&lt;/sup&gt;</td>
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<td>1.7%</td>
<td>1.7%</td>
<td>2.1%</td>
</tr>
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<td>1.6%</td>
<td>1.6%</td>
<td>1.7%</td>
</tr>
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<td>Retention Ratio</td>
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<td>1.00</td>
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<td>0.96</td>
<td>0.94</td>
<td>0.95</td>
<td>0.94</td>
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<td>1.03</td>
<td>1.04</td>
<td>1.00</td>
<td>0.96</td>
</tr>
<tr>
<td><strong>Students from Rural or Isolated area</strong>&lt;sup&gt;5&lt;/sup&gt;</td>
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<td>0.90</td>
<td>0.94</td>
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<tr>
<td><strong>Women</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commencing Rate</td>
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<td>55.4%</td>
<td>55.2%</td>
<td>54.2%</td>
<td>57.3%</td>
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<td>Participation Rate</td>
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<td>52.1%</td>
<td>53.1%</td>
<td>52.9%</td>
<td>54.1%</td>
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<td>1.02</td>
<td>1.00</td>
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<td>1.06</td>
<td>1.07</td>
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<td>1.10</td>
<td>1.07</td>
<td>1.05</td>
<td>1.07</td>
<td>1.07</td>
</tr>
</tbody>
</table>
Appendices

UOW Definitions:

**Commencing Rate** – Equity group commencing undergraduate students as a percentage of total commencing undergraduate students.

**Participation Rate** – Equity group total undergraduate students as a percent of total undergraduate students.

**Retention Ratio** – Year to year retention\(^6\) of equity group undergraduate students compared to retention of non-equity group undergraduate students.

**Success Ratio** – Pass rate\(^7\) of equity group undergraduate students compared to pass rate of non-equity group undergraduate students.

**Completion Ratio** – Equity group undergraduate completions as a percentage of total undergraduate completions compared to the equity group undergraduate participants as a percentage of total undergraduate participants.

Notes

1. Based on self-declaration.
2. Based on self-declaration.
3. LSES definition based on type of accommodation, independence, parents occupation
4. Students that were not born in a non English speaking country and the language spoken at home is not English and their year of arrival minus their date of birth is greater than 12 (Did not undertake primary school in Australia), or students that have both mother and father born in non English speaking countries and their language spoken at home is not English.
5. Students that their earliest known postcode is on the country or distant postcode file provide by DEST.
6. Retention: Total of the undergraduates in a given year that either completed or re-enrolled in the next year, divided by the sum of all undergraduates enrolled in a given year.
7. Pass Rate: Number of passed subjects divided by the sum of failed and passed subjects.
## Appendix G  Staff Profile 2004

<table>
<thead>
<tr>
<th></th>
<th>Full Time / Part Time FTE</th>
<th>Casual FTE</th>
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<tr>
<td></td>
<td>2004</td>
<td>%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
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### ACADEMIC STAFF

<table>
<thead>
<tr>
<th></th>
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<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching only</td>
<td>22</td>
<td>3.2%</td>
</tr>
<tr>
<td>Teaching and Research</td>
<td>537</td>
<td>78.3%</td>
</tr>
<tr>
<td>Research only</td>
<td>125</td>
<td>18.2%</td>
</tr>
<tr>
<td>Total Academic Staff</td>
<td>686</td>
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**By Faculty**

<table>
<thead>
<tr>
<th></th>
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<th>%</th>
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</thead>
<tbody>
<tr>
<td>Arts</td>
<td>62</td>
<td>9.0%</td>
</tr>
<tr>
<td>Commerce</td>
<td>117</td>
<td>17.1%</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>35</td>
<td>5.1%</td>
</tr>
<tr>
<td>Education</td>
<td>46</td>
<td>6.7%</td>
</tr>
<tr>
<td>Engineering</td>
<td>82</td>
<td>12.0%</td>
</tr>
<tr>
<td>Health and Behavioural Sciences</td>
<td>75</td>
<td>10.9%</td>
</tr>
<tr>
<td>Informatics</td>
<td>107</td>
<td>15.6%</td>
</tr>
<tr>
<td>Law</td>
<td>32</td>
<td>4.7%</td>
</tr>
<tr>
<td>Science</td>
<td>94</td>
<td>13.7%</td>
</tr>
<tr>
<td>Non Faculty</td>
<td>36</td>
<td>5.2%</td>
</tr>
</tbody>
</table>

### GENERAL STAFF

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total General Staff</td>
<td>738</td>
<td></td>
</tr>
</tbody>
</table>

**By Faculty**

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Arts</td>
<td>17</td>
<td>2.3%</td>
</tr>
<tr>
<td>Faculty of Commerce</td>
<td>36</td>
<td>4.9%</td>
</tr>
<tr>
<td>Faculty of Creative Arts</td>
<td>16</td>
<td>2.2%</td>
</tr>
<tr>
<td>Faculty of Education</td>
<td>24</td>
<td>3.2%</td>
</tr>
<tr>
<td>Faculty of Engineering</td>
<td>40</td>
<td>5.4%</td>
</tr>
<tr>
<td>Faculty of Health and Behavioural Sciences</td>
<td>37</td>
<td>5.0%</td>
</tr>
<tr>
<td>Faculty of Informatics</td>
<td>42</td>
<td>5.7%</td>
</tr>
<tr>
<td>Faculty of Law</td>
<td>6</td>
<td>0.8%</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>47</td>
<td>6.4%</td>
</tr>
<tr>
<td>Non Faculty</td>
<td>474</td>
<td>64.1%</td>
</tr>
</tbody>
</table>

**Notes:**

Includes only staff employed at onshore sites. For details of staff employed at UOWD, see the UOWD Performance Report, p. 34, SM40

FTE – Full Time Equivalent

Full Time / Part Time staff data as a Snapshot 31 March 2004 as reported to DEST.

Casual staff data for full year of 2003 as reported to DEST.

FTE may vary slightly due to roundings.
## Appendix H  Student–Staff Ratio

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creative Arts</td>
<td>12.8</td>
<td>14.8</td>
<td>17.3</td>
<td>16.7</td>
<td>14.3</td>
</tr>
<tr>
<td>Arts</td>
<td>16.2</td>
<td>21.1</td>
<td>23.3</td>
<td>24.4</td>
<td>22.0</td>
</tr>
<tr>
<td>Commerce</td>
<td>21.4</td>
<td>26.6</td>
<td>26.9</td>
<td>28.6</td>
<td>30.7</td>
</tr>
<tr>
<td>Education</td>
<td>17.2</td>
<td>14.8</td>
<td>15.5</td>
<td>25.1</td>
<td>15.2</td>
</tr>
<tr>
<td>Engineering</td>
<td>11.5</td>
<td>10.1</td>
<td>9.3</td>
<td>12.5</td>
<td>13.0</td>
</tr>
<tr>
<td>Health and Behavioural Sciences</td>
<td>18.0</td>
<td>15.4</td>
<td>14.0</td>
<td>18.5</td>
<td>18.6</td>
</tr>
<tr>
<td>Informatics</td>
<td>18.5</td>
<td>24.5</td>
<td>22.6</td>
<td>19.3</td>
<td>19.6</td>
</tr>
<tr>
<td>Law</td>
<td>16.0</td>
<td>16.2</td>
<td>19.8</td>
<td>19.7</td>
<td>19.9</td>
</tr>
<tr>
<td>Science</td>
<td>12.6</td>
<td>14.1</td>
<td>15.6</td>
<td>14.2</td>
<td>13.2</td>
</tr>
<tr>
<td>Total UOW</td>
<td>16.9</td>
<td>18.7</td>
<td>19.2</td>
<td>22.5</td>
<td>19.7</td>
</tr>
<tr>
<td>National(^{3})</td>
<td>19.4</td>
<td>19.6</td>
<td>20.5</td>
<td>20.0</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Notes

1. Calculated as the Spring Session audit EFTSU divided by the total academic staff FTE performing a teaching and research or teaching-only function with a full-time, fractional full-time or casual work contract (Previous year casual FTE is used) (Excludes research only academics and includes Deans of Faculties) Years 2002 and onward only include onshore campuses.

2. 2003 Education FTE excluded classroom supervision hours.

3. National SSR's sourced from the Australian Vice-Chancellors Committee website, www.avcc.edu.au/policies_activities/resource_analysis/key_stats/student_staff_ratios.htm and the values previous to 2003 have revised values due to casual staff statistics being available.
Table A. Trends in the Representation of EEO Groups

<table>
<thead>
<tr>
<th>EEO Group</th>
<th>% of Total Staff</th>
<th>Benchmark or Target</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td>50%</td>
<td>48%</td>
<td>49%</td>
<td>48%</td>
<td>48%</td>
</tr>
<tr>
<td>Aboriginal people and Torres Strait Islanders</td>
<td></td>
<td></td>
<td>2%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>2.0%</td>
<td>1.3%</td>
</tr>
<tr>
<td>People whose first language was not English</td>
<td></td>
<td></td>
<td>19%</td>
<td>15%</td>
<td>16%</td>
<td>13%</td>
<td>19%</td>
</tr>
<tr>
<td>People with a disability</td>
<td></td>
<td></td>
<td>12%</td>
<td>7%</td>
<td>8%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>People with a disability requiring work-related adjustment</td>
<td></td>
<td></td>
<td>7%</td>
<td>2.8%</td>
<td>4.0%</td>
<td>3.0%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EEO Group</th>
<th>% of Academic Staff</th>
<th>Benchmark or Target</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td>50%</td>
<td>34%</td>
<td>33%</td>
<td>32%</td>
<td>33%</td>
</tr>
<tr>
<td>Aboriginal people and Torres Strait Islanders</td>
<td></td>
<td></td>
<td>2%</td>
<td>1.0%</td>
<td>1.2%</td>
<td>1.2%</td>
<td>1.2%</td>
</tr>
<tr>
<td>People whose first language was not English</td>
<td></td>
<td></td>
<td>19%</td>
<td>23%</td>
<td>21%</td>
<td>18%</td>
<td>25%</td>
</tr>
<tr>
<td>People with a disability</td>
<td></td>
<td></td>
<td>12%</td>
<td>10%</td>
<td>9%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>People with a disability requiring work-related adjustment</td>
<td></td>
<td></td>
<td>7%</td>
<td>4.0%</td>
<td>4.6%</td>
<td>4.7%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EEO Group</th>
<th>% of General Staff</th>
<th>Benchmark or Target</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td></td>
<td></td>
<td>50%</td>
<td>59%</td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>Aboriginal people and Torres Strait Islanders</td>
<td></td>
<td></td>
<td>2%</td>
<td>1.3%</td>
<td>0.9%</td>
<td>2.8%</td>
<td>2.0%</td>
</tr>
<tr>
<td>People whose first language was not English</td>
<td></td>
<td></td>
<td>19%</td>
<td>16%</td>
<td>14%</td>
<td>12%</td>
<td>18%</td>
</tr>
<tr>
<td>People with a disability</td>
<td></td>
<td></td>
<td>12%</td>
<td>8%</td>
<td>8%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>People with a disability requiring work-related adjustment</td>
<td></td>
<td></td>
<td>7%</td>
<td>2.8%</td>
<td>3.5%</td>
<td>3.3%</td>
<td>3.4%</td>
</tr>
</tbody>
</table>

Notes
1 Staff numbers are as at 31 March 2004.
2 Excludes casual staff.
## Appendix I  Equal Employment Opportunity Statistics 2004 (cont.)

### Table B. Trends in the Distribution of EEO Groups

<table>
<thead>
<tr>
<th>EEO Group</th>
<th>Benchmark or Target</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>100%</td>
<td>77%</td>
<td>80%</td>
<td>80%</td>
<td>81%</td>
<td>82%</td>
</tr>
<tr>
<td>Aboriginal people and Torres Strait Islanders</td>
<td>100%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>People whose first language was not English</td>
<td>100%</td>
<td>94%</td>
<td>100%</td>
<td>102%</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>100%</td>
<td>114%</td>
<td>111%</td>
<td>111%</td>
<td>111%</td>
<td>108%</td>
</tr>
<tr>
<td>People with a disability requiring work-related adjustment</td>
<td>100%</td>
<td>109%</td>
<td>102%</td>
<td>107%</td>
<td>108%</td>
<td>114%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EEO Group</th>
<th>Benchmark or Target</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>100%</td>
<td>79%</td>
<td>77%</td>
<td>79%</td>
<td>77%</td>
<td>80%</td>
</tr>
<tr>
<td>Aboriginal people and Torres Strait Islanders</td>
<td>100%</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>People whose first language was not English</td>
<td>100%</td>
<td>101%</td>
<td>102%</td>
<td>96%</td>
<td>82%</td>
<td>83%</td>
</tr>
<tr>
<td>People with a disability</td>
<td>100%</td>
<td>100%</td>
<td>98%</td>
<td>96%</td>
<td>100%</td>
<td>104%</td>
</tr>
<tr>
<td>People with a disability requiring work-related adjustment</td>
<td>100%</td>
<td>102%</td>
<td>103%</td>
<td>98%</td>
<td>100%</td>
<td>106%</td>
</tr>
</tbody>
</table>

### Notes

1. A Distribution Index of 100 indicates that the centre of the distribution of the EEO Group across salary levels is equivalent to that of other staff. Values less than 100 mean that the EEO group tends to be more concentrated at lower salary levels than is the case for other staff. The more pronounced this tendency is, the lower the index will be. In some cases the index may be more than 100, indicating that the EEO group is less concentrated at lower salary levels. The Distribution Index is automatically calculated by the software provided by Office of Employment Equity and Diversity.
### Appendix J  Staff Training and Development Statistics 2004

#### Year 2004 Summary of Course Participants and Hours

<table>
<thead>
<tr>
<th>Training provider</th>
<th>No. of courses delivered</th>
<th>% increase/ (% decrease) in courses delivered</th>
<th>Total participants</th>
<th>% increase/ (% decrease) in participants</th>
<th>Total delivery hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDU#</td>
<td>89</td>
<td>115</td>
<td>29%</td>
<td>1,318</td>
<td>1,726~</td>
</tr>
<tr>
<td>OHS#</td>
<td>71</td>
<td>76</td>
<td>7%</td>
<td>888</td>
<td>1,009</td>
</tr>
<tr>
<td>Finance</td>
<td>67</td>
<td>131</td>
<td>95%</td>
<td>289</td>
<td>297</td>
</tr>
<tr>
<td>CEDIR</td>
<td>88</td>
<td>76</td>
<td>(14%)</td>
<td>883</td>
<td>996</td>
</tr>
<tr>
<td>Library*</td>
<td>141</td>
<td>153</td>
<td>8%</td>
<td>266</td>
<td>377</td>
</tr>
<tr>
<td>ITS</td>
<td>112</td>
<td>75</td>
<td>(33%)</td>
<td>886</td>
<td>405</td>
</tr>
<tr>
<td>EEO#</td>
<td>7</td>
<td>16</td>
<td>128%</td>
<td>598~</td>
<td>997~</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>575</strong></td>
<td><strong>642</strong></td>
<td><strong>12%</strong></td>
<td><strong>5,128</strong></td>
<td><strong>5,807</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training provider</th>
<th>Total participant hours</th>
<th>Gender breakdown 2004</th>
<th>Acad./Gen. Staff breakdown (does not include ‘visitors’)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDU#</td>
<td>5,089</td>
<td>6,389~</td>
<td>755^</td>
</tr>
<tr>
<td>OHS#</td>
<td>3,526</td>
<td>3,804</td>
<td>486^</td>
</tr>
<tr>
<td>Finance</td>
<td>524</td>
<td>434</td>
<td>66</td>
</tr>
<tr>
<td>CEDIR</td>
<td>2,518</td>
<td>2,162</td>
<td>504</td>
</tr>
<tr>
<td>Library*</td>
<td>857</td>
<td>1,070</td>
<td>&gt;</td>
</tr>
<tr>
<td>ITS</td>
<td>2,619</td>
<td>1,905</td>
<td>106**</td>
</tr>
<tr>
<td>EEO#</td>
<td>381</td>
<td>937~</td>
<td>433</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15,514</strong></td>
<td><strong>16,701</strong></td>
<td><strong>2,350</strong></td>
</tr>
</tbody>
</table>

### Notes

- Figures include ‘visitors’ ie students, UniCentre, ITC and URAC staff and other participants not included on the University’s payroll system. The number of visitors included in the figures are: CDU—184 visitors; OH&S—293 visitors; CEDIR—29 visitors; EEO—220 visitors.
- CDU figures include details for 15 consultancies conducted by CDU staff.
- Figures include one-on-one training and support at a staff member’s location and convenience.
- Figures do not include 20 participants for CDU courses, 45 participants for OH&S courses and 31 participants for EEO courses who were unclassified into gender and/or academic/general staff.
- Includes in-house courses conducted for Library staff only, courses on Library services specifically structured for University academic and general staff, and individual consultancies with academic staff.
- Not recorded.
- Please note that gender and academic/general breakdowns do not tally with total participants as this data is currently collected on evaluation forms which are not compulsory to complete.
- Figures include online training completions for 2004: EEO—EOOnline 501 participants.
- CDU—Getting Started@UOW online orientation module 27 participants.
## Appendix K Offshore Courses 2004—as at June 2004

<table>
<thead>
<tr>
<th>Partner</th>
<th>Course</th>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HONG KONG</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HKU SPACE</td>
<td>Grad Cert in Computer Based Learning</td>
<td>8</td>
<td>Education</td>
</tr>
<tr>
<td>HKU SPACE</td>
<td>Master of Arts</td>
<td>18</td>
<td>Education</td>
</tr>
<tr>
<td>HKU SPACE</td>
<td>Master of Education</td>
<td>15</td>
<td>Education</td>
</tr>
<tr>
<td>HK Open Uni</td>
<td>Master of Journalism</td>
<td>10</td>
<td>Creative Arts</td>
</tr>
<tr>
<td>HK Baptist Uni</td>
<td>Master of Business Administration</td>
<td>92</td>
<td>Commerce</td>
</tr>
<tr>
<td>HK Baptist Uni</td>
<td>Master of Science (Logistics)</td>
<td>82</td>
<td>Commerce</td>
</tr>
<tr>
<td>HK Baptist Uni</td>
<td>Bachelor of Business Administration</td>
<td>82</td>
<td>Commerce</td>
</tr>
<tr>
<td>ABRS</td>
<td>Master of Information Technology Management</td>
<td>19</td>
<td>Informatics</td>
</tr>
<tr>
<td>ABRS</td>
<td>Master of Industry-based Information Technology</td>
<td>25</td>
<td>Informatics</td>
</tr>
<tr>
<td><strong>MALAYSIA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTI Kuching</td>
<td>Bachelor of Computer Science</td>
<td>87</td>
<td>Informatics</td>
</tr>
<tr>
<td><strong>SINGAPORE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AIT-TAFE</td>
<td>Bachelor of Business Administration</td>
<td>50</td>
<td>Commerce</td>
</tr>
<tr>
<td>Ex Harbridge</td>
<td>Master of Engineering Management</td>
<td>15</td>
<td>Engineering</td>
</tr>
<tr>
<td>Ex Harbridge</td>
<td>Master of Information Technology Management</td>
<td>38</td>
<td>Informatics</td>
</tr>
<tr>
<td>Ex Harbridge</td>
<td>Master of Strategic Marketing</td>
<td>11</td>
<td>Commerce</td>
</tr>
<tr>
<td>Ex Harbridge</td>
<td>Master of Science (Logistics)</td>
<td>27</td>
<td>Commerce</td>
</tr>
<tr>
<td>Ex Harbridge</td>
<td>Master of International Business</td>
<td>35</td>
<td>Commerce</td>
</tr>
<tr>
<td>Ex Harbridge</td>
<td>Bachelor of Internet Science and Technology</td>
<td>92</td>
<td>Informatics</td>
</tr>
<tr>
<td>Ex Harbridge</td>
<td>Bachelor of Information Technology</td>
<td>145</td>
<td>Informatics</td>
</tr>
<tr>
<td><strong>USA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamline U</td>
<td>Grad Cert in Literacy Education (Advanced)</td>
<td>6</td>
<td>Education</td>
</tr>
<tr>
<td><strong>DUBAI</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master of Business Administration</td>
<td>279</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master of Business Administration</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master of Quality Management</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master of International Business</td>
<td>379</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Commerce</td>
<td>281</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Computer Science</td>
<td>147</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Business Administration</td>
<td>325</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bachelor of Internet Science and Technology</td>
<td>164</td>
<td></td>
</tr>
<tr>
<td><strong>IRAN - Tehran PUT</strong></td>
<td>Master of Business Administration</td>
<td>37</td>
<td></td>
</tr>
</tbody>
</table>

NB: Contract with UOWDubai
## Appendix L  Research Strengths

<table>
<thead>
<tr>
<th>Research Strength¹</th>
<th>Major External Funding Source(s)</th>
<th>Disciplines Represented</th>
<th>National Research Priorities²</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARC Key Centre for Asia Pacific Social Transformation Studies (CAPSTRANS)</td>
<td>ARC</td>
<td>sociology, comparative law, history and politics, accounting, economics, management</td>
<td>Safeguarding Australia</td>
</tr>
<tr>
<td>National Centre of Excellence in Functional Foods / ARC Key Centre for Smart Foods</td>
<td>NFIS / ARC</td>
<td>dietetics, nutrition, physiology, pharmacology</td>
<td>Health</td>
</tr>
<tr>
<td>BlueScope Institute for Steel Processing and Products</td>
<td>BlueScope Steel, ARC</td>
<td>materials science and engineering</td>
<td>Frontier Technologies</td>
</tr>
<tr>
<td>Centre for Health Services Development</td>
<td>NSW Health</td>
<td>public health, finance, accounting, economics management</td>
<td>Health</td>
</tr>
<tr>
<td>Centre for Maritime Policy</td>
<td>Australian Navy</td>
<td>oceans law, marine and environmental science</td>
<td>Environment Safeguarding Australia</td>
</tr>
<tr>
<td>Engineering Manufacturing</td>
<td>CRC for Intelligent Manufacturing Technologies CRC for Welding</td>
<td>mechanical, electrical and power engineering, materials science</td>
<td>Frontier Technologies</td>
</tr>
<tr>
<td>GeoQuEST Research Centre</td>
<td>ARC</td>
<td>geology, geography, environmental science, spatial technologies</td>
<td>Environment</td>
</tr>
<tr>
<td>Institute for Biomolecular Science</td>
<td>ARC and NHMRC</td>
<td>organic and medicinal chemistry, structural, cell and molecular biology</td>
<td>Health</td>
</tr>
<tr>
<td>Institute for Conservation Biology and Law</td>
<td>ARC</td>
<td>conservation and marine biology, ecology, natural resources and environmental law</td>
<td>Environment</td>
</tr>
<tr>
<td>Institute for Superconductivity and Electronic Materials</td>
<td>ARC</td>
<td>materials science, chemistry, physics</td>
<td>Frontier Technologies</td>
</tr>
<tr>
<td>ARC Centre for Nanostructured Electromaterials/ Intelligent Polymer Research Institute</td>
<td>ARC Centre of Excellence funding</td>
<td>chemistry, materials science</td>
<td>Frontier Technologies</td>
</tr>
<tr>
<td>Telecommunications and Information Technology Research Institute</td>
<td>CRC for Smart Internet Technology</td>
<td>telecommunications engineering, computer science, education, graphic design, music technology</td>
<td>Frontier Technologies</td>
</tr>
</tbody>
</table>

### Notes
2. The national research priorities are environmentally sustainable Australia (environment); promoting and maintaining good health (health); frontier technologies for building and transforming Australian industries (frontier technologies); and safeguarding Australia.

### Other Externally Funded Centres
- CRC for Intelligent Manufacturing Systems & Technologies
- CRC for Welded Structures
- CRC for Railway Engineering & Technologies
- CRC for Smart Internet Technology
- National Centre for Excellence in Functional Foods
Appendix M  Key Research Outcomes

Total ARC $ for grants announced in 2003 as % of Operating Grant

Note: Excludes H. Pylori commercialisation income
Appendices

HDR Students

<table>
<thead>
<tr>
<th>Year</th>
<th>EFTSU (No. of Students)</th>
<th>Completions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>2000</td>
<td>100</td>
</tr>
<tr>
<td>1997</td>
<td>2003</td>
<td>150</td>
</tr>
<tr>
<td>1998</td>
<td>2005</td>
<td>200</td>
</tr>
<tr>
<td>1999</td>
<td>2007</td>
<td>250</td>
</tr>
<tr>
<td>2000</td>
<td>2010</td>
<td>300</td>
</tr>
<tr>
<td>2001</td>
<td>2013</td>
<td>350</td>
</tr>
<tr>
<td>2002</td>
<td>2016</td>
<td>400</td>
</tr>
<tr>
<td>2003</td>
<td>2019</td>
<td>450</td>
</tr>
</tbody>
</table>

Publications (Total DEST categories)

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>1995</td>
<td>200</td>
</tr>
<tr>
<td>1996</td>
<td>250</td>
</tr>
<tr>
<td>1997</td>
<td>300</td>
</tr>
<tr>
<td>1998</td>
<td>350</td>
</tr>
<tr>
<td>1999</td>
<td>400</td>
</tr>
<tr>
<td>2000</td>
<td>450</td>
</tr>
<tr>
<td>2001</td>
<td>500</td>
</tr>
<tr>
<td>2002</td>
<td>550</td>
</tr>
<tr>
<td>2003</td>
<td>600</td>
</tr>
</tbody>
</table>
## UOW Success in ARC Linkage Projects 2000–2004

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. applications submitted</td>
<td>47</td>
<td>40</td>
<td>33</td>
<td>34</td>
<td>36</td>
</tr>
<tr>
<td>No. applications funded</td>
<td>21</td>
<td>27</td>
<td>20</td>
<td>23</td>
<td>20</td>
</tr>
<tr>
<td>UOW Success Rate</td>
<td>44.7%</td>
<td>67.5%</td>
<td>60.6%</td>
<td>67.6%</td>
<td>55.5%</td>
</tr>
<tr>
<td>National Success Rate</td>
<td>44.9%</td>
<td>44.6%</td>
<td>51.5%</td>
<td>47.2%</td>
<td>50.7%</td>
</tr>
<tr>
<td>Total UOW $ awarded</td>
<td>$2,698,582</td>
<td>$3,635,386</td>
<td>$2,876,825</td>
<td>$2,429,173</td>
<td>$3,990,951</td>
</tr>
<tr>
<td>Total Allocated by ARC</td>
<td>$53,773,105</td>
<td>$58,290,142</td>
<td>$72,472,478</td>
<td>$105,663,597</td>
<td>$119,912,759</td>
</tr>
</tbody>
</table>
## Appendix N  Graduate Attributes

### Number  Graduate attribute— all graduates

<table>
<thead>
<tr>
<th>Number</th>
<th>Graduate attribute— all graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A commitment to continued and independent learning, intellectual development, critical analysis and creativity</td>
</tr>
<tr>
<td>2</td>
<td>Coherent and extensive knowledge in a discipline, appropriate ethical standards and, where appropriate, defined professional skills</td>
</tr>
<tr>
<td>3</td>
<td>Self confidence combined with oral and written skills of a high level</td>
</tr>
<tr>
<td>4</td>
<td>A capacity for, and understanding of, teamwork</td>
</tr>
<tr>
<td>5</td>
<td>An ability to analyse issues logically, evaluate different options and viewpoints, and implement decisions</td>
</tr>
<tr>
<td>6</td>
<td>An appreciation and valuing of cultural and intellectual diversity and the ability to function in a multicultural or global environment</td>
</tr>
<tr>
<td>7</td>
<td>A basic understanding of information literacy and specific skills in acquiring, organising and presenting information, particularly through computer based activity</td>
</tr>
<tr>
<td>8</td>
<td>A desire to seek improved solutions continually and to initiate, and participate in, organisational, social and cultural change</td>
</tr>
<tr>
<td>9</td>
<td>An acknowledgment and acceptance of individual responsibilities and obligations and of the assertion of the rights of the individual and the community</td>
</tr>
</tbody>
</table>

### Number  Graduate attribute – research graduates

<table>
<thead>
<tr>
<th>Number</th>
<th>Graduate attribute – research graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to make a significant and continuing contribution to knowledge, whether disciplinary or interdisciplinary</td>
</tr>
<tr>
<td>2</td>
<td>Ability to conduct independent research and report its outcomes to a range of national and international audiences in a scholarly manner</td>
</tr>
<tr>
<td>3</td>
<td>Ability to work collaboratively with individuals and groups across diverse levels and cultures</td>
</tr>
<tr>
<td>4</td>
<td>Intellectual honesty, professional integrity and a knowledge of appropriate ethical standards</td>
</tr>
<tr>
<td>5</td>
<td>Adaptability to changing research and work situations in local, national and international environments</td>
</tr>
<tr>
<td>6</td>
<td>Ability to seek out opportunities and apply knowledge in new and emerging fields of research that will provide social, cultural or economic benefit</td>
</tr>
</tbody>
</table>
Appendix O  Key Learning and Teaching Outcomes

Course Experience Questionnaire (CEQ) outcomes on quality of course

*Overall, I was satisfied with the quality of this course (all responding graduates—all qualification levels)*

<table>
<thead>
<tr>
<th>Year</th>
<th>2000 survey</th>
<th>2001 survey</th>
<th>2002 survey</th>
<th>2003 survey</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UOW National average</td>
<td>UOW National average</td>
<td>UOW National average</td>
<td>UOW National average</td>
</tr>
<tr>
<td>Mean agreement</td>
<td>71.2%</td>
<td>69%</td>
<td>72.3%</td>
<td>69%</td>
</tr>
</tbody>
</table>

Notes

1. Source: annual Course Experience Questionnaire reports from the Graduate Careers Council of Australia; and UOW Strategic Planning Unit report University of Wollongong Course Experience Questionnaires 1999–2003.
2. Includes ‘Agree’ and ‘Strongly Agree’.

Employment rates and rates of continuation in tertiary study after graduation

Main destinations of bachelor degree graduates under 25

<table>
<thead>
<tr>
<th>Year</th>
<th>Available for full-time employment</th>
<th>In full-time employment**</th>
<th>Seeking full-time employment, working part time**</th>
<th>Seeking full-time employment, not working**</th>
<th>In full-time study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>UOW National average</td>
<td>UOW National average</td>
<td>UOW National average</td>
<td>UOW National average</td>
<td>UOW National average</td>
</tr>
<tr>
<td>2000</td>
<td>50.1% 65.4%</td>
<td>93.0% 83.6%</td>
<td>4.7% 9.7%</td>
<td>2.3% 6.7%</td>
<td>38.6% 24.2%</td>
</tr>
<tr>
<td>2001</td>
<td>58.4% 66.4%</td>
<td>93.2% 82.2%</td>
<td>4.8% 10.9%</td>
<td>2.0% 7.0%</td>
<td>29.0% 26.3%</td>
</tr>
<tr>
<td>2002</td>
<td>60.4% 63.9%</td>
<td>93.3% 79.5%</td>
<td>3.4% 12.6%</td>
<td>3.4% 7.9%</td>
<td>28.6% 28.0%</td>
</tr>
<tr>
<td>2003</td>
<td>61.3% 65.0%</td>
<td>92.7% 78.4%</td>
<td>4.7% 13.7%</td>
<td>2.7% 7.9%</td>
<td>29.5% 27.0%</td>
</tr>
</tbody>
</table>

**% of those available for full-time employment

Notes

3. UOW Strategic Planning Unit, Results of 2003 Graduate Destination Survey. From 2001 the data refers to first degree bachelor graduates under 25, Australian citizens. Figures are drawn from UOW data and reports of the Graduate Careers Council of Australia.
Proportion of subjects that integrate on-line learning aspects

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of subjects that use WebCT⁴</td>
<td>175</td>
<td>487</td>
<td>614</td>
<td>702</td>
<td>728</td>
</tr>
<tr>
<td>Total number of subjects⁷</td>
<td>1974</td>
<td>1957</td>
<td>2032</td>
<td>2003</td>
<td>1989</td>
</tr>
<tr>
<td>Percentage of subjects that use WebCT⁸</td>
<td>8.9%</td>
<td>24.9%</td>
<td>30.2%</td>
<td>35.0%</td>
<td>36.6%</td>
</tr>
</tbody>
</table>

Notes

4 Only WebCT use is shown in this table. Actual use of online learning is higher than indicated as: 1) some Faculties use other systems and this data has not been captured; and 2) Separate instances of sites for a subject have not been counted separately: see footnote [this reference + 3] below.
5 As at 10 September 2004.
6 Distinct subject codes, does not include instances.
7 Distinct subject codes that students are enrolled in, does not include instances.
8 The WebCT subject numbers / ratio is based on a count of the number of subject codes for which there is one or more WebCT sites, over the total number of UOW subject codes with enrolments in a year. However, many subjects need multiple WebCT sites for different campuses / sessions / modes of delivery. The total number of these single subject instances as at 10 September 2004 was 941.

For Staff Training and Development Statistics 2003, see Appendix J

For further learning and teaching statistics, see the Learning and Teaching Report 2004, SM25
## Appendix P  Key Internationalisation Outcomes

### Onshore International Students 2000–2004

![Graph showing the number of onshore international students at UOW from 2000 to 2004.](image)

### Autumn Session 2004: Onshore International Students by Level and Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>UG and Non-Award</th>
<th>PG course-work</th>
<th>PG research</th>
<th>Overall</th>
<th>2 Distribution of UOW international students at Wollongong</th>
<th>3 Distribution of international students within Australia—2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce/Graduate School</td>
<td>21%</td>
<td>83%</td>
<td>39%</td>
<td>40%</td>
<td>28% + 21% = 49%</td>
<td>48%</td>
</tr>
<tr>
<td>Informatics</td>
<td>22%</td>
<td>93%</td>
<td>22%</td>
<td>34%</td>
<td>22%</td>
<td>16%</td>
</tr>
<tr>
<td>Arts</td>
<td>13%</td>
<td>70%</td>
<td>22%</td>
<td>15%</td>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td>Education</td>
<td>2%</td>
<td>30%</td>
<td>21%</td>
<td>10%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>Engineering</td>
<td>9%</td>
<td>81%</td>
<td>29%</td>
<td>18%</td>
<td>5%</td>
<td>8%</td>
</tr>
<tr>
<td>Science</td>
<td>6%</td>
<td>90%</td>
<td>20%</td>
<td>12%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Health and Behavioural Science</td>
<td>6%</td>
<td>15%</td>
<td>7%</td>
<td>7%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Law</td>
<td>6%</td>
<td>21%</td>
<td>39%</td>
<td>9%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Creative Arts</td>
<td>4%</td>
<td>23%</td>
<td>7%</td>
<td>5%</td>
<td>1%</td>
<td>5%</td>
</tr>
</tbody>
</table>
### International Strategic Links Grants funding 2002–2004

<table>
<thead>
<tr>
<th>Year</th>
<th>Available funding</th>
<th>Successful applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>$35,000</td>
<td>11</td>
</tr>
<tr>
<td>2003</td>
<td>$69,000</td>
<td>20</td>
</tr>
<tr>
<td>2004</td>
<td>$100,000</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>$204,000</td>
<td>53</td>
</tr>
</tbody>
</table>
Appendices

Appendix Q  List of Supporting Materials

SM: Supplementary Materials

All items are provided electronically on the CD-Rom accompanying the Performance Portfolio. The items marked with asterisks are also provided in hard copy to the Australian Universities Quality Agency.

SM1  UOW Annual Report 2003
SM2  Towards 2000, 1992
SM3*  2002–2005 Strategic Plan and Progress Report
SM4*  UOW Strategic Plan 2005–2007
SM6*  Faculty and Unit Plan Templates 2004 and Sample Unit Plan: Library
SM7*  Strategic Projects 2004–2005
SM8  University Council Handbook, November 2002
SM9  Council Statement of Primary Responsibilities
SM10*  Terms of Reference of Key UOW Committees
SM11  Council Evaluation Survey 2003–4
SM12  Academic Senate Evaluation Survey 2004
SM13*  Role of Executives
SM14*  UOW Quality Review Framework
SM15  Strategic Risk Assessment Report 2003
SM17  Academic Outreach (Library)
SM18*  ITC Corporate Report 2003
SM19  UniCentre 2003 Annual Report
SM20  URAC 2003 Annual Report
SM21  WUSA Constitution and Regulations
SM22  WUPA Constitution, Regulations and Memorandum of Understanding
SM23  2004 Equity and Indigenous Education Strategies Reports to DEST
SM24  Shoalhaven Campus and Education Centres Operational Statement
SM25*  Learning and Teaching Performance Report 2004
SM26  Table of Accredited Courses
SM27*  Major Course Reviews 2001–2004
SM28*  Code of Practice—Teaching and Assessment
SM29*  Review of Assessment Practices and Processes (RAPP), Report to Academic Senate, November 2002
SM30  Report on Implementation of RAPP Recommendations
SM31  ESDF Projects Funded 2003–2005
SM32*  Academic Grievance Policy (Coursework and Honours Students) and Academic Grievance Policy (HDR Students)
SM33*  Institution Assessment Framework Portfolio: University of Wollongong, DEST, 2004
SM34  Strategic Analysis and Evaluation Group: Technical Note 1, DEST, November 2004
SM35*  R&D Discussion Green Papers 2003
SM36*  Library Support for Research Strengths, September 2004
SM37* Code of Practice—Supervision
SM38 Practising Research Supervision: Report on the ESDF Project on Research Supervision, May 2003
SM39* HDR Student Handbook
SM40* UOWD Performance Review, February 2005
SM41* UOWD Strategic Plan 2004—2007
SM42* Sample contract: Agreement of Collaboration between UOW and Hong Kong Baptist University, September 2002
SM43 Procedures for Assessment of New Programs (Faculties of Informatics and Engineering)
SM44 Procedures for Annual Review of Offshore Programs (Faculties of Informatics and Engineering)
SM45* Review of Library Services at Offshore Teaching Locations, April 2004
SM46 International Linkages Policy and Guidelines for Establishing Linkages
SM47* Community Engagement Report 2004
SM48 Science Centre Report 2004
SM49 Northfields Clinic, End-of-Year Report, 2004
SM50* UOW Academic Staff Representation on Community Boards and Forums 2004
SM51* Innovation Campus booklet
SM52* Staff Training and Development Report 2003
SM53* Leadership Program—Heads and Potential Leaders 2005
SM54* OH&S 2004 Annual Summary Report for Council
SM55* 2003 Annual Report to the Director of Public Employment Office of Employment Equity and Diversity