

STRATEGIC PLAN 2023-2027

OUR CONSTITUTION:

Mission: Advancing student-focused engineering education, and research on behalf of Australian universities to create social, environmental and economic benefits

Objectives:

- **Promotion:** To provide a forum for Australian engineering education leaders to collaborate on matters of mutual concern and national importance
- **Engagement:** To further the interests of engineering education and research in higher education through engagement and outreach with relevant national and international bodies, particularly EA, AAEE and NZCED, ENZ, GEDC, IFEEES
- **Policy:** As the peak national body of engineering education, to develop positions and make statements on relevant issues for government inquiries and concerns of professional and industry bodies, and to the media and the general community
- **Projects:** To initiate and conduct reviews and projects consistent with its mission. This includes monitoring the state of engineering education and scholarship, and benchmarking programs and resources and the quality of outcomes
- **Leadership:** To support and mentor leaders of engineering education and research within the faculties and schools

	Strategic Objectives	Success Indicators	Actions
Promotion and Collaboration	1. To provide a forum for engineering faculty leaders to share information and discuss matters of concern,	1.1. ACED Council meets twice annually 1.2. ACED Exec meets 4 times annually including twice face to face 1.3. ADLT meets twice annually 1.4. ADR meets twice annually 1.5. ADI meets twice annually 1.6. AAEE President or delegate attends the ACED Exec Meetings	<ul style="list-style-type: none"> • Review TORs for ADRs and ADIs • Review connections between ACED and AAEE • President: contact other peak bodies including ACDS, ACDICT, ADBID regarding collaboration between ADRs and ADIs
	2. Threefold increase in participation rates of women and of Indigenous people among engineering students, academics, and practicing engineers	2.1. Threefold increase in female and in Indigenous participation among engineering students, engineering academics, and practicing engineers	<ul style="list-style-type: none"> • Collaborate with EA on benchmarking percentages of female and Indigenous students and academics

		<p>2.2. Female and Indigenous student and staff participation rates benchmarked annually between universities</p> <p>2.3. Effective practices to improve participation and inclusion of female and Indigenous students and staff shared at ACED meetings and relevant networks</p>	<ul style="list-style-type: none"> • Standing item to share effective strategies to increase participation and inclusion of female and Indigenous students and academics, at ACED meetings and relevant networks (eg ADLT, ADR, ADI) • Collaborate with EA and researchers to monitor and improve inclusion in workplace experiences of students and graduates • Within each state and territory, collaborate with EA, VET sector, and Education Departments to widen pathways • Hold roundtable with stakeholders (EA and other peak bodies, employers, and researchers) to identify ways engineering faculties can collaborate to support return of female engineers to workforce
--	--	--	---

			<ul style="list-style-type: none"> Engage with EA to ensure EA competency standards at all levels emphasise inclusive practice
	3. Increased visibility of current projects and project outputs	Engagement with project outputs	<ul style="list-style-type: none"> Require stakeholder engagement and dissemination in all project plans Invite project leads to present at ACED meetings and networks
	4. To establish an effective social media presence	4.1. Increased traffic to website 4.2. Competitive levels of reactions to posts 4.3. Growth in followers	Exec Committee to identify and scope effective opportunities with feasible workload
Engagement	5. To build relationships with key partners <ul style="list-style-type: none"> Rejuvenate three-way meetings between ACED, EA and ATSE Review and refresh links with govt bodies such as Office of Chief Scientist 	5.1. Reciprocal invitation to ACED members and acceptance of ACED's invitations to key partners 5.2. At least one three-way meeting held by June 2024	<ul style="list-style-type: none"> EO: initiate three-way meeting Review key partner bodies and extend invitations as appropriate Link with key partners through social media
Policy	6. Prepare for future policy needs	6.1. Completed SCORE (Strengths, Challenges, Options, Responses, and Effectiveness) analysis and identified list by Dec 2024, of possible areas to address in position papers	EO: Schedule SCORE to identify priorities for position papers, existing work by partners

Projects	<p>7. Identify projects (short-term and long-term) that may impinge upon members' functions and operations – Note that some projects will be commissioned and others will be sought.</p> <p>8. Successfully complete ongoing projects, namely EFI and AAEE grants</p> <p>9. Collaborate with EA on production of engineering statistics each year</p>	<p>8.1. Uptake of recommendations and outputs of EFI and ACED-funded AAEE grants</p> <p>9.1. Regular engineering statistics reports</p>	<ul style="list-style-type: none"> • Regular progress reports at ACED meetings and relevant networks • EO: collaborate with EA on engineering statistics • Exec Committee: Consider collaborating with EA to support a benchmarking process aligned with accreditation
Leadership	<p>10. Establish a process for identifying and connecting new and experienced members</p>	<p>10.1 Every new member connected</p>	<p>EO: coordinate connection between new and experienced members by alerting exec to new members and connecting nominated members</p>