



MONASH University
Education

Faculty Forum

AGENDA

Meeting No. 3/09

Wednesday, 21 October 2009

9.00 am – 10.45am

GO8, Clayton Campus
Room A3.30, Peninsula Campus
Room 2S120, Building 2S, Gippsland campus

Membership

Chair	Professor Dennis Moore
Professor	Professor Marilyn Fleer
Professor	Professor Terri Seddon
Professor	Professor Margaret Somerville
Professor	Professor Peter Sullivan
Chair - Equity and Diversity Committee	Dr Amanda Berry
Academic Staff - Early Childhood	Dr Suzy Edwards
Academic Staff - Primary - Gippsland	
Academic Staff - Primary - Peninsula	Dr Chris Peers
Academic Staff - Secondary - Clayton	Dr Scott Bulfin
Academic Staff - Secondary - Gippsland	Ms Nerissa Albon
Academic Staff - Sport & Outdoor Recreation	Ms Terri-Anne Philpot
Academic Staff - Work and Learning	Mr Damon Anderson
Academic Staff - Leadership	Dr Brenda Beatty
Academic Staff - Psychology	Associate Professor Helen Watt
Manager - Academic Services and Quality	Ms Sue Plowright
Manager - Admissions and Student Services	Mr Gerard Schnabl
Manager - Finance and Resources	Mr Romesh Perera
Manager - Education Gippsland	Ms Danielle Wood
Development Office	Ms Joanna Donagan
Professional Staff - Clayton	Ms Anne Prince
Professional Staff - Gippsland	Ms Melissa Booth
Professional Staff - Peninsula	Mr Alan Threlfall
Professional Staff - Faculty	Mr David Yammouni
Executive Officer	Ms Lucy Rogers

FACULTY OF EDUCATION
FACULTY FORUM
AGENDA

1 Attendance

1.1 Present

1.2 Apologies

Professor Peter Sullivan, Dr Amanda Berry, Ms Sue Plowright, Mr Romesh Perera, Mr Damon Anderson

1.3 On leave

Dr Susan Edwards,

1.4 In attendance

Assoc. Professor Len Cairns, Ms Bronwyn Smith, Ms Sharon Cahill, Dr Margaret Plunkett

2 Minutes

Meeting No 01/09

FF1/03/09

Recommendation

That the Minutes of Meeting No 02/09 of Faculty Forum held on Wednesday 20 May 2009 be confirmed as an accurate record of that meeting and signed.

3 Education Portfolio

Master's Review: Professor Marilyn Fleer & Ms Joanna Donagan

FF2/03/09

FF3/03/09

In response to new Monash University policy regarding the Masters by coursework structure which includes a Masters (Honours) option, effective 1 January 2009, a reconceptualisation of the Faculty of Education, Masters programmes has broadly considered the following:

An aspirational, distinctive Faculty signature for the suite of Masters by coursework programmes.

The audience for these programmes and consideration of balancing flexibility, specialization, sustainability and depth within the field of Education.

Structural considerations for professional learning and scholarly outcomes within the new Monash masters coursework structure.

The questions at the end of the attached papers will form the basis of a discussion. More information can be found via the following link:

<http://www.education.monash.edu.au/staff/projects/masters-rethink/>

4 Strategy, Development & Resources portfolio

Review of Operations of Development Work

FF4/03/09

The Development related activities of the Faculty have continued to become more complex over the past few years. These activities, which may originate in the Faculty Development Office or through other sources, provide many opportunities for Faculty staff across a range of research/education work, and are an important source of income for capacity building across the Faculty. Activities may encompass for example - external consultancies and contract research, tender submissions, contract and project management, professional development

programs and short courses, relationship/partnership management, and international activities such as projects, professional development, and postgraduate programs (on/offshore). Particular considerations for these activities include: real cost recovery and proper budgeting, ensuring activities are aligned with the faculty's strategic and operational plans (and aligned with Monash's vision and plans), contract management (including negotiation, legal advice, and signing), staffing and management of projects (academic and professional), use of and final disbursement of the income, etc.

Other issues also include engagement with and responsibility for initiating, responding to and undertaking these kinds of work by academics and teams, and recognition of this work in academic teaching load allocations or via other means (eg promotion, outside earnings etc).

While there are Monash policies related to some Business/Development related activities and associated processes and indeed the University is currently examining these processes, in many ways Education has been at the forefront in these activities and therefore breaking new ground in their management. The purpose of this Working Party therefore is to frame and recommend policies for the range of Development related activities, which occur across all areas of the Faculty, in which staff in the Faculty may engage, and therefore enable the establishment of procedures/processes that will assist staff in clarifying how to work effectively in this environment.

The Terms of Reference for the Working Party are attached and will form the basis of a discussion.

The Working Party is keen to gain advice from the Forum about particular issues that should be addressed, groups consulted and any other suggestions the Forum wishes to offer.

5 Other Matters

6 Next Meeting

Faculty Forum 4/09 9 Dec 09

11.00 – 1.00

Agenda focus: Research and Research Training and Staff & Environment portfolios

Faculty Forum

Minutes

Meeting No. 2/09
 Wednesday, 3 June 2009
 11.00 am – 1.00 pm
 GO8, Clayton Campus
 Room A3.21, Peninsula Campus
 Room 2S120, Gippsland Campus

1 Attendance

1.1 Present

Staff:

Professor John Loughran, Professor Denis Moore, Professor Terri Seddon, Professor Peter Sullivan, Dr Suzy Edwards, Dr Robert Harworth, Dr Chris Peers, Dr Scott Bulfin, Ms Nerissa Albon, Dr Terri-Anne Philpot, Mr Damon Anderson, Dr Brenda Beatty, Associate Professor Helen Watt, Ms Sue Plowright, Mr Gerard Schnabl, Mr Romesh Perera, Ms Joanna Donagan, Ms Melissa Booth, Mr Alan Threlfall, Mr David Yammouni

Visitors:

Professor Sue Willis, Associate Professor Barbara Clarke, Dr Anita Devos, Mr Michael Enticott, Mr Mayur Katariya, Professor Jane Kenway, Dr Joce Nuttal, Dr Christopher Siva, Professor Ilana Snyder, Associate Professor Bruce Waldrip

Observers:

Mr David Zyngier

1.2 Apologies

Dr Amanda Berry, Ms Anne Prince, Ms Danielle Wood

1.3 On leave

2 Minutes

Meeting No 01/09

Recommendation

The Minutes of Meeting No 01/09 of Faculty Forum held on Wednesday 4 March 2009 were confirmed as an accurate record of that meeting (Loughran/Beatty)

3 Research and Research Training

3.1 The Excellence in Research for Australia (ERA) – Jane Kenway

The RQF has been replaced by the ERA. The RQF was based on story telling around research in groups and as individuals. It was labour intensive. The ERA offers an alternative model based on the examination of other sorts of evidence that an outsider can examine such as income, publications and so on. Record keeping on ERA Management Information System (ERAMIS) is vitally important. Next year the Faculty are assessed as part of Social Science. Dr Chris Siva has sent an email to staff in relation to ERAMIS and asks staff to log in via the link to check their profile is correct.

Professor Jane Kenway to follow up with Len Cairns regarding tender research and notify staff

There are still many unanswered questions. A request has been made that some percentage of coding is earmarked for education.

It is not known if tender research can be counted. Professor Kenway will ask Professor Len Cairns and report back to staff.

3.2 Research Degrees and Induction – Ilana Snyder

The University is introducing 2 new milestones to the doctoral candidature in 2010. Monash has implemented these changes to encourage timely completions and produce graduates with good attributes. The process will now be:

- 1) The confirmation hurdle
- 2) A mid-candidature milestone (new)
- 3) Pre-submission presentation/review (new)

A panel will be formed for the confirmations and where possible follow students through the complete process. The student's timeline has taken on more importance.

The hurdle has been put in place to ensure students reach set standards. If a student is unable to meet the standard they are unable to progress. The mid-candidature milestone provides scaffolding for students and supervisors, for example, giving suggestions on how to improve and complete on time. Many students focus on producing the 100,000 word thesis. Monash is trying to improve graduate attributes by asking students to talk about the focus of their research in an intelligent manner. This is not a viva or defense of their thesis.

There is an awareness this will increase the workload of supervisors and panel representatives. A working party is looking into this.

These changes will be for new students starting in 2010.

4 Faculty Environment for Staff and Students

4.1 Reporting of academic teaching loads – Barbara Clarke

The focus in this discussion is for academic staff. Opportunities will be given at another time for Professional staff. Feedback is sort from staff in relation to the pros and cons of providing and reporting individual teaching loads and a process for doing this.

Suggestions were made to examine the design of jobs rather than teaching hours. There is a need to be clear about the difference between inputs and outputs. While it is possible to quantify teaching input, it is difficult to measure teaching output. How do we quantify research? Questions were raised about what are the faculty is trying to gain by doing this exercise. Many staff agreed that transparency was a good thing; however, it was more complicated as there is huge variety in how people react to workload. A further suggestion was to map load over a number of years. It is difficult to look at workload when it is just defined at teaching or research as there are many jobs in-between that do not have workload points attached.

In light of the fact that we need to write back to the AEU and it is clear we want transparency, advice is sort on what staff think is appropriate to publish and what is the best process to do this.

Advice is sought on what staff think is appropriate to publish? What is the best process to do this?

4.2 Review of academic teaching load formula and related processes – Barbara Clarke, Joce Nuttall and Bruce Waldrip

The Associate Dean and the Associate Deans Campus are reviewing the teaching load formula. Academic staff will be circulated asking for additional input but comments are sought from the Forum.

The current research active policy was developed by Dick Gunstone some years ago. The intention was to even out opportunities for staff that were research active. Some staff chose to not be research active and were given increased teaching loads.

The Associate Deans Campus are reviewing the teaching load formula. One area being discussed is OCL. OCL currently gets a smaller load than face to face units.

It was generally agreed that OCL should be considered equivalent to face to face. OCL can be very similar to classroom teaching, for example, online discussions.

Retention and completion rates show that these students are more likely not to compete. They are the least satisfied with what we are providing and need to be treated the same way as on campus students. Focus groups on all campuses stated there was a higher workload attached to OCL. In the twenty-first century e-learning, pedagogy and technology is starting to interface and merge, we should not be discussing OCL and face to face as different pedagogy. Technology should be thought of as part of our job and not something additional.

The process whereby at the beginning of the year we apply a formulae to a staff teaching load, then someone who is under load is filled up makes it impossible to take on other entrepreneurial work as it comes along. Staff who take on extra work end up grossly overloaded.

The current workload looks at work as a static state. We need to think about how we build in dynamic dimension so there are ways of representing our work so that it moves forward over time. The divisions that we have of teaching and research aren't helpful. There is a need to recognise different kinds of academic identities.

The nature of our work has changed, the demands for flexibility, being dynamic, able to react and anticipate are significant challenges, they are ongoing tensions. Staff may email any additional points to one of the Associate Deans Campus.

Additional points to be emailed to one of the Associate Deans Campus

4.3 Staff Wellbeing Project – Peter Lawford and Barbara Clarke

This item not discussed

5 Other Matters

Draft Faculty Operational Plan

This item was not discussed.

Discussion Paper

Re-Thinking & Re-Imagining Directions

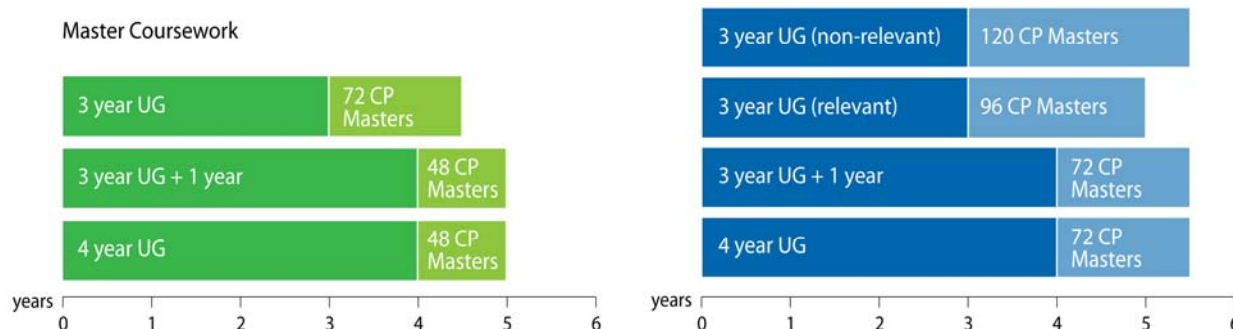
Master of Education (Coursework) & Master of Education (Honours)

Professor Marilyn Fleer & Joanna Donagan

Overview

During 2008 Monash reviewed the Masters programs and a decision was taken to introduce a 48/72 Credit Point Masters Coursework stream and 72/96/120 Credit Point Monash Honours stream in 2011. The rationale for the change was to respond to a perceived lack of consistency of course structure, confusion about what a Masters program is, a trending reduction of enrolments and national load ranking, changes to regulations effecting international students, and a desire to grow doctoral enrolments. The Masters Framework looks like this:

Master Honours (25% research emphasis in the degree)



In June, 2009 the Dean requested that Marilyn and Joanna prepare a report that was consultative, “big picture” in nature, and conceptualised an aspirational picture of what the Faculty Masters could be and what this might look like in the new Masters framework. A draft report is currently awaiting feedback from some critical friends. Guidance was provided regarding the general focus of this review relating to market distinctiveness and faculty values.

Focus 1: An aspirational, distinctive Faculty signature for the suite of Masters by coursework programs

Focus 2: The potential student cohorts for these programs and consideration of balancing flexibility, specialization, sustainability and depth within the field of Education

It is important to note that the consulting and report writing process focused on strategic and conceptual ideas. It was not within the scope of the review to ‘resolve’ issues relating to the implementation phase. However, the report alerts the Faculty where practical structural concerns have arisen.

As a consequence of the ‘listening tour’, key qualities that should be incorporated as the touchstones of Education Masters emerged, and are broadly represented in Figure 1 and listed below:

- Relevance and currency of content, delivery style and outcome
- Foster learning though a global lens
- Capitalise on the scholarship strengths within the faculty
- Strengthen the nexus between professional practice, theory and excellence

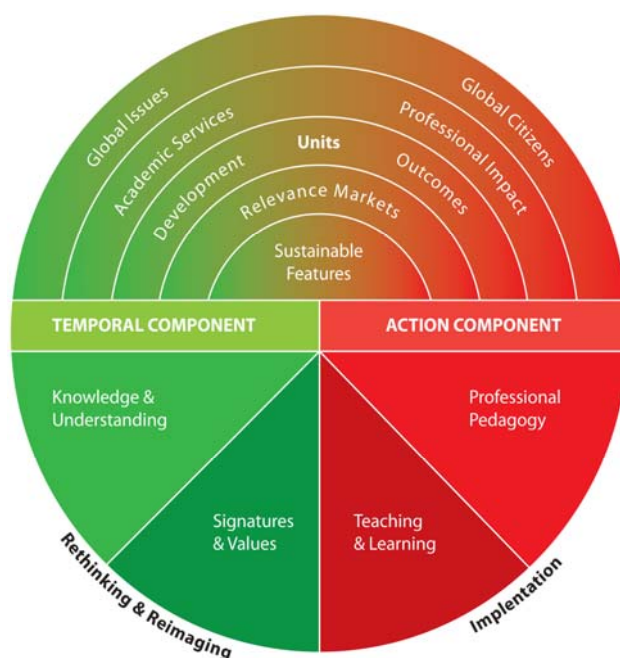


Figure 1: Temporal and Action Phases

- Build research capacity
- Support learning communities of postgraduate students and staff
- Offer flexibility in recognition of student and staff diversity
- Communicate clearly to stakeholders the purpose and pathway for each Master 'type'
- Address the 'big impact issues' in learning and teaching

The consultation process was the opportunity to think about what we are doing and why; to conceive of ways to embed the faculty signature and Monash values within our Master level programs.

The review notes that it is intended that the Master of Coursework 'place significant emphasis on incorporating elements of research and research training' within their program (p. 236). The Masters qualification categories approved by Academic Board and University Council are shown below:

	Entrance Level	Minimum Duration	Exit Standard
Masters by Coursework	<p>The normal requirement for admission is a bachelor degree or equivalent.</p> <p>Articulation options (with up to full credit granted) may be available from a related graduate/postgraduate certificate or graduate/postgraduate diploma.</p>	<ul style="list-style-type: none"> ○ Two standard Semesters full-time equivalent (48 credit points) following a related four-year undergraduate bachelor; ○ Three semesters full-time equivalent (72 credit points) following a related three-year undergraduate bachelor; ○ Three semesters full-time equivalent (72 credit points) following an unrelated undergraduate bachelor 	<p>A Master by Coursework:</p> <ul style="list-style-type: none"> ○ Extends to fifth-year level academic skills and understanding of a particular field already gained in an undergraduate program, or further specialisation within the same discipline or area of study; or ○ Develops knowledge and skills in a news discipline or area of study to fourth-year level. <p>A Masters by Coursework may enable entry to doctoral study only if it:</p> <ul style="list-style-type: none"> ○ Contains advanced coursework training, of a minimum of six credit points on current research methodology and theoretical approaches in its discipline ○ Contains a self directed research project of a minimum of six credit points but of no more than half the total credit points of the course; and ○ Extends disciplinary knowledge and skills to a fifth-year level
Masters Honours	<p>The normal requirement for admission is a bachelor degree or equivalent with high academic results,</p> <p>Articulation options (with up to full credit granted) may be available from a related Postgraduate Certificate, Postgraduate Diploma or Masters by Coursework</p>	<ul style="list-style-type: none"> ○ Three standard semesters full-time equivalent (72 credit points) following a related four year undergraduate bachelor; ○ Four semesters full-time equivalent (96 credit points) following a related three-year undergraduate bachelor; ○ Five semesters full-time equivalent (120 credit points) following an 	<p>A Masters (Honours) extends to fifth-year level academic skills and understanding, including research skills suitable for commencement of doctoral study, of a particular field.</p> <p>Master (Honours) degrees are awarded in the following classes H1, H2A, H2B and H3.</p> <p>Successful completion of a Master (Honours) at class H1 or H2A enables entry to doctoral study</p>

		<p>unrelated undergraduate bachelor.</p> <p>A minimum of one quarter and no more than one half of the total credit point value of a Masters (Honours) must be devoted to research and research training</p>	
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Table 4 from Academic Board paper

Discussion Issues

Advanced Education Units (Core)

Questions for Discussion

- To what extent do you support the notion of Advanced Education Units (core)?
- If you do, what should they address? What might the content be?
- What would be an appropriate process to develop these units and determine what is 'relevant and what is 'core'?

Conceptual to Implementation

The report will produce a number of recommendations, some of which may be adopted. These recommendations will need to draw on the collective expertise of faculty staff and cut across academic and professional areas. Tasks would include unit development and approval processes, developing new course structures and related criteria, marketing and recruitment to support new structures, engaging staff in the process, policy development and interpretation, working parties to provide guidance on multiple facets, etc.

Questions for Discussion

- What is your advice regarding planning for implementation?
- What could be the process for developing a cycle of refreshing content and form in order to maintain relevance and connection to big issues of the day?

Master's Review Concept paper: Rethinking and Re-imagining directions (summary document)

Discussion – Faculty Forum/Discussion Groups

Background: In 2008 Academic Board undertook a review of all the MEd coursework awards offered at Monash University, and approved a report which categorised qualifications into coursework masters and MEd honours awards with entry standards determining duration of program (see Table in other paper). In line with the new approved masters qualification categories, the Faculty of Education undertook a review which would deliver an aspirational and distinctive faculty signature for a suite of masters coursework programs (see other paper for details).

Process: As a result of an extensive consultation process across all three campuses, analysis of market need, and document analysis of the comprehensive reports already prepared within the Faculty (see other paper for details), a draft report has been prepared. This report provides details of the outcome of the consultation process, detailing all of the innovative ideas put forward, a brief examination of existing enrolment trends, and a brief synopsis of outcomes of market research undertaken. The draft report does not give a definitive model and implementation strategy, but rather is a conceptual map of possibilities. The report reflects the dominant and innovative ideas and solutions put forward by members of our Faculty and provides the basis for further discussion and directions for curriculum development.

Curriculum development: In line with the outcomes of previous Faculty Days which sought to develop a Faculty signature, it is proposed that the Faculty Research Groups (FRG) (formally Nodes) be the main (but not the only) site for general curriculum development (Individuals and boutique research groupings should also be encouraged to consider engaging in the curriculum development process.) Those who were consulted believed that this would allow unit development to remain dynamic, relevant to contemporary research problems, and would mirror staff research expertise and interest within the faculty. Over time, natural attrition of existing units or units with low enrolment, would occur in conjunction with new unit offerings (or existing redeveloped of units as research groupings/individuals take responsibility for curriculum development). Research groupings interested in organizing curriculum development would provide a research home for MEd (Hons) students, linking students directly with staff research project/interests, and feeding into the hot housing processes being undertaken in FRG. This arrangement may facilitate a seamless pathway to a PhD, aligning closely with staff in boutique research groups, individual researchers, and importantly, with the FRG research program.

Research training: Advice received through the consultation process suggested that **units offered through the MEd suite should build research training within most (but not all) units.** For example, a unit may have one assignment devoted to the content of the unit, and the other assignment devoted to undertaking a small scale research project designed to generate content through engaging in the research process. Through building into each unit some form of research training, different methods for undertaking research would be practiced across a suite of units. Systemisation for ensuring coverage (and not repetition) of research methods would occur through FRG coordination/specialisms/pathway advisors.

Advanced unit - methodology: Advice received suggested that an **advanced methodology unit** should be offered, and this unit should sit alongside of curriculum units so that students learn about the paradigms or worldviews from which particular research traditions and methods have been drawn/developed. The curriculum development process should have input from a broad spectrum of the faculty, including all campuses, in order to allow for more staff to be involved in the development of this unit.

Advanced Education unit (core): It was also recommended by the staff consulted that 'education' should be foregrounded within the masters suites of units because we are a 'Faculty of Education'. An advanced education unit was recommended, where **key concepts in 'education' be examined within the context of practice across a range of professional practices and potential new markets (not just school education).** That is, professional practice across a range of professions be supported through serious study and analysis in an advanced education unit.

Uber themes: Key research areas within the university (e.g. culture), at a campus level (e.g. Health and wellbeing) and as representative of a significant global issue (e.g. sustainability), should permeate all units offered (or as much as possible) so that across university collaborations can be supported, contemporary issues of significance raised, and university signature for research be featured. For example, if the uber theme of 'social ecology and sustainability' featured across units this would align with university research priorities and would speak to the agenda of one of the FRGs.

Flexible and decentralized pedagogical delivery types: In reviewing the existing delivery types offered and the needs of current students (54% international, 46% local) it was noted that it would be possible to offer for the larger units (ie enrolment numbers), a range of delivery types across campuses. During the consultations it was recommended that teaching of MEd units occur across all of the campuses through harnessing existing successful models of delivery:

- Residential masters schools in Gippsland
- Cohort supervision in schools and industry
- City intensive cohort teaching
- Collaborative global programs
- Offering units a different times of the day (e.g. day teaching/weekend teaching/evening) using shuttle service between Peninsula and Clayton

Implementation plan: Further consultations and discussions are needed in order to pilot the suggestions. Short courses could be used to pilot the popularity (and potential pathway) of potential new units. The next phase of the MEd Re-thinking and re-imagining is for an implementation plan to be developed and implemented.

REVIEW OF OPERATIONS OF DEVELOPMENT WORK IN THE FACULTY OF EDUCATION

A review of development work of the Faculty will be undertaken to clarify and communicate the goals, purposes and processes of development work. This work is timely given the demands on the Faculty budget, to ascertain the contribution of the Development Office to the Faculty's research and education goals and priorities, and its sustainability and finances, and to recommend on the ways to optimise this contribution.

The key foci of the review are the following questions:

- What are the categories of Development work in which the Faculty engages?
- What are the goals and rationale for undertaking Development work?
- What are the benefits to the Faculty of each form of Development work?
- What are the processes for deciding on which tenders/opportunities to pursue?
- Who should contribute to this Development work?
- What are the benefits to individuals and groups of each form of Development work?
- How should the work associated in contributions to Development work be appropriately recognised?
- What budgetary guidelines should be developed related to
 - preparation of tenders or project plans
 - allocation and expenditure of project income
 including as related to various forms of staff involvement

The working party will examine existing faculty and university policies, procedures and practices for development related work, and consult with faculty members, with a view to establishing an agreed policy framework for the Faculty, including: compiling proposals and project budgets, establishing and managing projects, contracts and budgets, and roles of individuals and units within the faculty in these undertakings.

The membership of the review team will be:

Convenor	Peter Sullivan
Development Office	Bronwyn Smith
Dean's Executive Group	Len Cairns
Campus based members	Joce Nuttall
	Brenton Doecke
	Margaret Plunkett
Executive Officer	Khim Cham

The review will report by late November 2009.